

International Leadership of Texas
Orem Middle School
2022-2023 Campus Improvement Plan



Mission Statement

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

Vision

At ILTexas, we are continually creating an enriched educational community of knowledge, discovery, compassion, and collaboration, igniting a culture of active and accountable students who gain a lifelong appreciation for higher learning. As we pair self-reliance with selflessness, we encourage our students to lead by example, respect diversity, and welcome challenges. Through the combined determination of students, parents, and teachers, we embrace our local and global community as we strive for excellence.

School Motto

Others Before Self

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Located in the Southeast area of Houston, TX, ILTexas Orem Middle School is expected each year to meet capacity with at least 468 total students. Each grade level will have approxiamtely 160 students, and each classroom is expected to have a teacher: student ratio of 1:26.

ILTexas Orem Middle School is comprised of the following:

Gender

Female 234 (51.2%)

Male 223 (48.8%)

Ethnicity/Race

Hispanic/Latino	44.2%
American Indian-Alaskan Native	0.44%
Asian	0.22%
Black/African-American	52.08%
Native Hawaiian/Pacific Islander	0.0%
White	0.0%
Two or More	3.06%

Special Programs & Other Demographic Data

Emergent Bilingual	32.17%
Bilingual	0.0%
Gifted and Talented	3.06%
Special Education	8.10%
Dyslexia	3.06%
At-Risk	60.61%
Section 504	5.25%
Economically Disadvantaged	84.46%
Homeless Status	1.09%

ILTexas Orem Middle School needs assessment will identify strengths and opportunities for growth within 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. 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 particularly 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 20.78% for students in 6th-8th 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 content areas and grade levels. **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 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 communicate as they are leading very busy lives making ends meet. **Root Cause:** Geographic boundary

Problem Statement 6 (Prioritized): Campus leadership team finds it difficult attracting and retaining experienced teachers who are capable of delivering effective, research based instruction pose continuous problems. **Root Cause:** Salary differences between charter and public schools.

Problem Statement 7 (Prioritized): Orem K8 has a large number of its population that is high poverty which leads to students not having access to internet at home, lack of focus on reading and low attendance. **Root Cause:** Lack of equitable household income.

Problem Statement 8 (Prioritized): Campus leadership team finds it difficult attracting and retaining experienced teachers who are capable of delivering effective, research based instruction pose continuous problems. **Root Cause:** Salary differences between charter and public schools.

Problem Statement 9 (Prioritized): The lack of professional development to properly implement the technology. **Root Cause:** Staff efficacy.

Problem Statement 10 (Prioritized): ESL students need instruction that is differentiated in order to meet them at their level and assist with meeting academic proficiency. **Root Cause:** Students whose primary home language is other than English experience difficulties with English language acquisition.

Student Learning

Student Learning Summary

Content Area	Grade Level	# of Students Tested	Approaches	Meets	Masters
READING	6th Grade	145	19.31%	15.17%	8.28%
	7th Grade	150	29.33%	12%	18.67%
	8th Grade	126	41.27%	18.26%	9.52%
	English I	15	20%	60%	6.67%
MATH	6th Grade	145	26.2%	5.52%	0.69%
	7th Grade	149	26.17%	10.74%	0.67%
	8th Grade	117	29.06%	4.27%	0%
	Algebra I	24	54.17%	25%	12.50%
SCIENCE	8th Grade	141	34.75%	10.64%	5.67%
SOCIAL STUDIES	8th Grade	141	21.9%	4.96%	1.42%

Student Learning Strengths

Access to students' most recent report cards and STAAR scores

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 assist Tier III students in all STAAR tested grade levels

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): In grades 6-8, approximately 42.4% 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 (Prioritized): In grades 6-8, approximately 65.6% 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:** Teachers are not equipped with the skills needed to differentiate learning in a rigorous manner.

Problem Statement 3 (Prioritized): The rigor of classroom instructions 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 4 (Prioritized): Teachers rely heavily on technology to provide Tier 1 instruction. **Root Cause:** There is a lack of confidence in managing students and maintaining a high level of students engagement while providing instruction.

Problem Statement 5 (Prioritized): Teachers believe it is imperative to begin vertical planning on a regular basis. We have also discussed the use of math/reading buddies, science/social studies buddies, parent clubs, history clubs, a flipped classroom, as well as the implementing of a writing workshop model to aid us in this endeavor to increase the percentage of Advancement. **Root Cause:** Vertical planning has been secondary to grade level planning.

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): Teachers need resources that target differentiated instruction. **Root Cause:** Lack of resources that target various sub-pop groups.

Problem Statement 8 (Prioritized): Teachers need assistance with lesson planning, classroom management and creating student centered lessons. **Root Cause:** 80% of the school's teachers are first and second year teachers. In addition, some teachers are new to the field on education.

Problem Statement 9 (Prioritized): Students enrolled have gaps in learning from local zone campuses. **Root Cause:** Lack of focus on instructional development of teachers.

Problem Statement 10 (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 communicate as they are leading very busy lives making ends meet. **Root Cause:** Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school.

Problem Statement 11 (Prioritized): Campus leadership team finds it difficult attracting and retaining experienced teachers who are capable of delivering effective, research based instruction pose continuous problems. **Root Cause:** Salary differences between charter and public schools.

Problem Statement 12 (Prioritized): Some teachers are not able to effectively use provided resources and implement strategies. **Root Cause:** Lack of experience using the curriculum to design instruction and lack of exposure to research-based strategies.

Problem Statement 13 (Prioritized): Lack parent and community volunteers and community resources to assist in organizing and facilitating school events. **Root Cause:** Inconvenient times of events, benefits recognition, and communications between school and families.

Problem Statement 14 (Prioritized): ESL students need instruction that is differentiated in order to meet them at their level and assist with meeting academic proficiency. **Root Cause:** Students whose primary home language is other than English experience difficulties with English language acquisition

Problem Statement 15 (Prioritized): Campus mobility rate is 20.78% for students in 6th-8th grade. **Root Cause:** Students lack the resources needed to remain in a stable home environment.

Problem Statement 16 (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 17 (Prioritized): On STAAR assessments, Black/African American students performed lower than the grade level population in most content areas and grade levels. **Root Cause:** Lesson planning processes do not emphasize checks for understanding and alignment of rigor.

Problem Statement 18 (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 19 (Prioritized): Campus leadership team finds it difficult attracting and retaining experienced teachers who are capable of delivering effective, research based instruction pose continuous problems. **Root Cause:** Salary differences between charter and public schools.

Problem Statement 20 (Prioritized): Orem K8 has a large number of its population that is high poverty which leads to students not having access to internet at home, lack of focus on reading and low attendance. **Root Cause:** Lack of equitable household income.

Problem Statement 21 (Prioritized): Campus leadership team finds it difficult attracting and retaining experienced teachers who are capable of delivering effective, research based instruction pose continuous problems. **Root Cause:** Salary differences between charter and public schools.

Problem Statement 22 (Prioritized): The lack of professional development to properly implement the technology. **Root Cause:** Staff efficacy.

Problem Statement 23 (Prioritized): ESL students need instruction that is differentiated in order to meet them at their level and assist with meeting academic proficiency. **Root Cause:** Students whose primary home language is other than English experience difficulties with English language acquisition.

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

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' salary is lower than teachers' salary in most surrounding ISDs.

Problem Statement 2 (Prioritized): Some teachers are not able to effectively use provided resources and implement strategies. **Root Cause:** Lack of experience using the curriculum to design instruction and lack of exposure to research-based strategies.

Problem Statement 3 (Prioritized): Campus leadership team finds it difficult attracting and retaining experienced teachers who are capable of delivering effective, research based instruction pose continuous problems.. **Root Cause:** Salary differences between charter and public schools

Problem Statement 4 (Prioritized): The lack of professional development to properly implement the technology. . **Root Cause:** Staff efficacy

Problem Statement 5 (Prioritized): Teachers believe it is imperative to begin vertical planning on a regular basis. We have also discussed the use of math/reading buddies, science/social studies buddies, parent clubs, history clubs, a flipped classroom, as well as the implementing of a writing workshop model to aid us in this endeavor to increase the percentage of Advancement. **Root Cause:** Vertical planning has been secondary to grade level planning.

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): Teachers need assistance with lesson planning, classroom management and creating student centered lessons. **Root Cause:** 80% of the school's teachers are first and second year teachers. In addition, some teachers are new to the field on education.

Problem Statement 8 (Prioritized): On STAAR assessments, Black/African American students performed lower than the grade level population in most content areas and grade levels. **Root Cause:** Lesson planning processes do not emphasize checks for understanding and alignment of rigor.

Problem Statement 9 (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 communicate as they are leading very busy lives making ends meet. **Root Cause:** Geographic boundary

Problem Statement 10 (Prioritized): Campus leadership team finds it difficult attracting and retaining experienced teachers who are capable of delivering effective, research based instruction pose continuous problems. **Root Cause:** Salary differences between charter and public schools.

Problem Statement 11 (Prioritized): Orem K8 has a large number of its population that is high poverty which leads to students not having access to internet at home, lack of focus on reading and low attendance. **Root Cause:** Lack of equitable household income.

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): Student misbehavior results in classroom disruptions that distract students from learning. **Root Cause:** Many teachers do not implement

effective classroom management practices that involve routines, systems and structures.

Problem Statement 2 (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, 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 3 (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 4 (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 communicate as they are leading very busy lives making ends meet. **Root Cause:** Geographic boundary

Problem Statement 5 (Prioritized): Orem K8 has a large number of its population that is high poverty which leads to students not having access to internet at home, lack of focus on reading and low attendance. **Root Cause:** Lack of equitable household income.

Problem Statement 6 (Prioritized): Campus leadership team finds it difficult attracting and retaining experienced teachers who are capable of delivering effective, research based instruction pose continuous problems. **Root Cause:** Salary differences between charter and public schools.

Priority Problem Statements

Problem Statement 1: Campus mobility rate is 20.78% for students in 6th-8th grade.

Root Cause 1: Students lack the resources needed to remain in a stable home environment.

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 11: In grades 6-8, approximately 42.4% 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 11: Teachers are not comfortable with creating tailoring lessons to include strategies and appropriate rigor needed to meet students' needs.

Problem Statement 11 Areas: Student Learning

Problem Statement 25: 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 25: Teachers' salary is lower than teachers' salary in most surrounding ISDs.

Problem Statement 25 Areas: School Processes & Programs

Problem Statement 33: Student misbehavior results in classroom disruptions that distract students from learning.

Root Cause 33: Many teachers do not implement effective classroom management practices that involve routines, systems and structures.

Problem Statement 33 Areas: Perceptions

Problem Statement 2: Students have learning gaps that coincide with patterns of inconsistent attendance.

Root Cause 2: 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 2 Areas: Demographics - Student Learning

Problem Statement 12: In grades 6-8, approximately 65.6% 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 12: Teachers are not equipped with the skills needed to differentiate learning in a rigorous manner.

Problem Statement 12 Areas: Student Learning

Problem Statement 26: Some teachers are not able to effectively use provided resources and implement strategies.

Root Cause 26: Lack of experience using the curriculum to design instruction and lack of exposure to research-based strategies.

Problem Statement 26 Areas: School Processes & Programs

Problem Statement 32: There is minimal parent engagement within the Orem learning community that reinforces the values and priorities of ILTexas.

Root Cause 32: Parents have limited time to attend school functions, 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 32 Areas: Perceptions

Problem Statement 3: On STAAR assessments, Black/African American students performed lower than the grade level population in most content areas and grade levels.

Root Cause 3: Lesson planning processes do not emphasize checks for understanding and alignment of rigor.

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

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

Problem Statement 4 Areas: Demographics - Student Learning - Perceptions

Problem Statement 13: The rigor of classroom instructions does not always reflect the rigor of standardized assessments.

Root Cause 13: More professional learning opportunities are needed to help teachers better understand grade level TEKS deepen content knowledge.

Problem Statement 13 Areas: Student Learning

Problem Statement 27: Campus leadership team finds it difficult attracting and retaining experienced teachers who are capable of delivering effective, research based instruction pose continuous problems..

Root Cause 27: Salary differences between charter and public schools

Problem Statement 27 Areas: School Processes & Programs

Problem Statement 5: 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 communicate as they are leading very busy lives making ends meet.

Root Cause 5: Geographic boundary

Problem Statement 5 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 14: Teachers rely heavily on technology to provide Tier 1 instruction.

Root Cause 14: There is a lack of confidence in managing students and maintaining a high level of students engagement while providing instruction.

Problem Statement 14 Areas: Student Learning

Problem Statement 28: The lack of professional development to properly implement the technology. .

Root Cause 28: Staff efficacy

Problem Statement 28 Areas: School Processes & Programs

Problem Statement 7: Orem K8 has a large number of its population that is high poverty which leads to students not having access to internet at home, lack of focus on reading and low attendance.

Root Cause 7: Lack of equitable household income.

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

Problem Statement 15: Teachers believe it is imperative to begin vertical planning on a regular basis. We have also discussed the use of math/reading buddies, science/social studies buddies, parent clubs, history clubs, a flipped classroom, as well as the implementing of a writing workshop model to aid us in this endeavor to increase the percentage of Advancement.

Root Cause 15: Vertical planning has been secondary to grade level planning.

Problem Statement 15 Areas: Student Learning

Problem Statement 29: Teachers believe it is imperative to begin vertical planning on a regular basis. We have also discussed the use of math/reading buddies, science/social studies buddies, parent clubs, history clubs, a flipped classroom, as well as the implementing of a writing workshop model to aid us in this endeavor to increase the percentage of Advancement.

Root Cause 29: Vertical planning has been secondary to grade level planning.

Problem Statement 29 Areas: School Processes & Programs

Problem Statement 6: Campus leadership team finds it difficult attracting and retaining experienced teachers who are capable of delivering effective, research based instruction pose continuous problems.

Root Cause 6: Salary differences between charter and public schools.

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

Problem Statement 8: Campus leadership team finds it difficult attracting and retaining experienced teachers who are capable of delivering effective, research based instruction pose continuous problems.

Root Cause 8: Salary differences between charter and public schools.

Problem Statement 8 Areas: Demographics - Student Learning - Perceptions

Problem Statement 16: Students work at various learning levels, creating learning gaps among the various tiered learning groups.

Root Cause 16: Teachers often lack the foundation to progressively move students at the same consistent pace.

Problem Statement 16 Areas: Student Learning

Problem Statement 30: Students work at various learning levels, creating learning gaps among the various tiered learning groups.

Root Cause 30: Teachers often lack the foundation to progressively move students at the same consistent pace.

Problem Statement 30 Areas: School Processes & Programs

Problem Statement 17: Teachers need resources that target differentiated instruction.

Root Cause 17: Lack of resources that target various sub-pop groups.

Problem Statement 17 Areas: Student Learning

Problem Statement 31: Teachers need assistance with lesson planning, classroom management and creating student centered lessons.

Root Cause 31: 80% of the school's teachers are first and second year teachers. In addition, some teachers are new to the field on education.

Problem Statement 31 Areas: School Processes & Programs

Problem Statement 18: Teachers need assistance with lesson planning, classroom management and creating student centered lessons.

Root Cause 18: 80% of the school's teachers are first and second year teachers. In addition, some teachers are new to the field on education.

Problem Statement 18 Areas: Student Learning

Problem Statement 9: The lack of professional development to properly implement the technology.

Root Cause 9: Staff efficacy.

Problem Statement 9 Areas: Demographics - Student Learning

Problem Statement 19: Students enrolled have gaps in learning from local zone campuses.

Root Cause 19: Lack of focus on instructional development of teachers.

Problem Statement 19 Areas: Student Learning

Problem Statement 10: ESL students need instruction that is differentiated in order to meet them at their level and assist with meeting academic proficiency.

Root Cause 10: Students whose primary home language is other than English experience difficulties with English language acquisition.

Problem Statement 10 Areas: Demographics - Student Learning

Problem Statement 20: 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 communicate as they are leading very busy lives making ends meet.

Root Cause 20: Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school.

Problem Statement 20 Areas: Student Learning

Problem Statement 21: Campus leadership team finds it difficult attracting and retaining experienced teachers who are capable of delivering effective, research based instruction pose continuous problems.

Root Cause 21: Salary differences between charter and public schools.

Problem Statement 21 Areas: Student Learning

Problem Statement 22: Some teachers are not able to effectively use provided resources and implement strategies.

Root Cause 22: Lack of experience using the curriculum to design instruction and lack of exposure to research-based strategies.

Problem Statement 22 Areas: Student Learning

Problem Statement 23: Lack parent and community volunteers and community resources to assist in organizing and facilitating school events.

Root Cause 23: Inconvenient times of events, benefits recognition, and communications between school and families.

Problem Statement 23 Areas: Student Learning

Problem Statement 24: ESL students need instruction that is differentiated in order to meet them at their level and assist with meeting academic proficiency.

Root Cause 24: Students whose primary home language is other than English experience difficulties with English language acquisition

Problem Statement 24 Areas: Student Learning

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

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- 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 6th-8th grade students at ILTexas Orem K-8 will grow from 26% to 40% at the meets level of achievement on the Reading/Language Arts STAAR .





Evaluation Data Sources: STAAR, MAP, Istation

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	May	June
<p>Strategy 1: ILTexas Orem K-8 will implement Fitness WIN intervention time into all Fitness classes to be taught by specialized intervention teachers.</p> <p>Strategy's Expected Result/Impact: Move students in 6th-8th grades from current STAAR performance level to the next performance level.</p> <p>Staff Responsible for Monitoring: principal, assistant principals, dean, instructional coaches, intervention teacher, teachers of record, GLA</p> <p>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: Student Learning 6 Funding Sources: Accelerated Learning teacher salaries, classroom resources - 211 - Title I School Improvement - \$75,000, incentives - 211 - Title 1-A - \$1,500</p>				

Strategy 2 Details	Reviews			
<p>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 Reading assessment.</p> <p>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.</p> <p>Staff Responsible for Monitoring: principal, assistant principals, dean, instructional coaches and RLA teachers of record</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 6, 7, 8, 9, 10, 11</p> <p>Funding Sources: consultant services, conference fees, SME salaries - 211 - Title I School Improvement - \$100,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: principal, assistant principals, dean</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 6, 8, 9, 14</p> <p>Funding Sources: travel accommodations, conference fees, professional development registration fees - 211 - Title 1-A - \$15,000</p>	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. 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 Problem Statements: Student Learning 1, 2, 7, 9 Funding Sources: supplemental resources, technology platform subscriptions, technology devices - 211 - Title I School Improvement - \$50,000	Formative			Summative
	Nov	Jan	May	June
Strategy 5 Details	Reviews			
Strategy 5: ILTexas Orem K-8 will set assessment goals and monitor progress during data days. 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 - Problem Statements: Student Learning 1, 2 Funding Sources: data tracking resources, technology platforms for individualized instruction - 211 - Title I School Improvement - \$5,000	Formative			Summative
	Nov	Jan	May	June

Strategy 6 Details	Reviews			
<p>Strategy 6: ILTexas Orem K-8 will provide supplemental tutoring to accelerate students' performance on local and state assessments.</p> <p>Strategy's Expected Result/Impact: Students will meet or exceed their academic learning goals and learning gaps will be closed.</p> <p>Staff Responsible for Monitoring: principal, assistant principals, dean, instructional coaches, RLA teachers of record and Math teachers of record</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: individualized tutoring platforms, tutorial/supplemental pay, supplemental resources - 211 - Title I School Improvement - \$25,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 7 Details	Reviews			
<p>Strategy 7: ILTexas Orem K-8 will provide enrichment and accelerated summer school to improve student performance in traditional core content areas.</p> <p>Strategy's Expected Result/Impact: Students will attend supplemental learning opportunities perform at their grade level or higher.</p> <p>Staff Responsible for Monitoring: principal, assistant principals, dean, instructional coaches, RLA teachers of record and Math teachers of record</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: tutoring services, supplemental pay, supplemental resources - 211 - Title I School Improvement - \$40,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	May	June
<p>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.</p> <p>Strategy's Expected Result/Impact: Parent engagement will increase, student attendance during testing will increase and students will exceed perform on grade level</p> <p>Staff Responsible for Monitoring: Principal, assistant principals, dean, PTO, GLA</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1, 2, 10</p> <p>Funding Sources: incentives, guest speakers, supplemental pay - 211 - Title I School Improvement - \$35,000</p>				
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: In grades 6-8, approximately 42.4% 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.</p> <p>Problem Statement 2: In grades 6-8, approximately 65.6% 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: Teachers are not equipped with the skills needed to differentiate learning in a rigorous manner.</p> <p>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.</p> <p>Problem Statement 7: Teachers need resources that target differentiated instruction. Root Cause: Lack of resources that target various sub-pop groups.</p> <p>Problem Statement 8: Teachers need assistance with lesson planning, classroom management and creating student centered lessons. Root Cause: 80% of the school's teachers are first and second year teachers. In addition, some teachers are new to the field on education.</p> <p>Problem Statement 9: Students enrolled have gaps in learning from local zone campuses. Root Cause: Lack of focus on instructional development of teachers.</p> <p>Problem Statement 10: 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 communicate as they are leading very busy lives making ends meet. Root Cause: Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school.</p> <p>Problem Statement 11: Campus leadership team finds it difficult attracting and retaining experienced teachers who are capable of delivering effective, research based instruction pose continuous problems. Root Cause: Salary differences between charter and public schools.</p>

Student Learning
Problem Statement 14: ESL students need instruction that is differentiated in order to meet them at their level and assist with meeting academic proficiency. Root Cause: Students whose primary home language is other than English experience difficulties with English language acquisition

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 6th -8th grade students at ILTexas Orem K-8 will grow from 7% to 25% at the Meets level of achievement on the Math STAAR.





Evaluation Data Sources: STAAR, MAP, Carnegie Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: ILTexas Orem K-8 will implement Fitness WIN intervention time into all Fitness classes to be taught by specialized intervention teachers.</p> <p>Strategy's Expected Result/Impact: Move students in 6th-8th grades from current STAAR performance level to the next performance level.</p> <p>Staff Responsible for Monitoring: principal, assistant principals, dean, instructional coaches, intervention teacher, teachers of record, GLA</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: teacher salaries, classroom resources - 211 - Title I School Improvement - \$50,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details	Reviews			
<p>Strategy 2: ILTexas Orem K-8 will hire/contract 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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: principal, assistant principals, dean, instructional coaches and Math teachers of record</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 9, 12</p> <p>Funding Sources: consultant services, conference fees, SME salaries - 211 - Title I School Improvement - \$75,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: principal, assistant principals, dean, instructional coaches and RLA teachers of record</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 6, 8, 9, 12</p> <p>Funding Sources: travel accommodations, conference fees, professional development registration - 211 - Title 1-A - \$15,000</p>	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. 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: Build a foundation of reading and math, Improve low-performing schools - Problem Statements: Student Learning 1, 2, 6 Funding Sources: supplemental resources, technology platforms - 211 - Title I School Improvement - \$30,000		Formative			Summative
		Nov	Jan	May	June
Strategy 5 Details		Reviews			
Strategy 5: ILTexas Orem K-8 will set assessment goals and monitor progress during data days. 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 Problem Statements: Student Learning 1, 2 Funding Sources: data tracking resources, technology platforms for individualized instruction - 211 - Title I School Improvement - \$10,000		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 local and state assessments. Strategy's Expected Result/Impact: Students will use skills learned during supplemental tutoring to be on grade level. 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: Student Learning 1, 2, 3, 4 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: 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, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2 Funding Sources: individualized tutoring services, supplemental pay - 211 - Title 1-A - \$40,000	Formative			Summative
	Nov	Jan	May	June

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	May	June
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. 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 Problem Statements: Student Learning 10 Funding Sources: incentives, guest speakers, supplemental pay - 211 - Title 1-A - \$35,000				
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: In grades 6-8, approximately 42.4% 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.</p> <p>Problem Statement 2: In grades 6-8, approximately 65.6% 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: Teachers are not equipped with the skills needed to differentiate learning in a rigorous manner.</p> <p>Problem Statement 3: The rigor of classroom instructions 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.</p> <p>Problem Statement 4: Teachers rely heavily on technology to provide Tier 1 instruction. Root Cause: There is a lack of confidence in managing students and maintaining a high level of students engagement while providing instruction.</p> <p>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.</p> <p>Problem Statement 8: Teachers need assistance with lesson planning, classroom management and creating student centered lessons. Root Cause: 80% of the school's teachers are first and second year teachers. In addition, some teachers are new to the field on education.</p> <p>Problem Statement 9: Students enrolled have gaps in learning from local zone campuses. Root Cause: Lack of focus on instructional development of teachers.</p> <p>Problem Statement 10: 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 communicate as they are leading very busy lives making ends meet. Root Cause: Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school.</p> <p>Problem Statement 12: Some teachers are not able to effectively use provided resources and implement strategies. Root Cause: Lack of experience using the curriculum to design instruction and lack of exposure to research-based strategies.</p>

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 8th grade students will grow from 6% to 20% in Science and 16% to 30% in Social Studies at the Meets level of achievement on STAAR.

Evaluation Data Sources: STAAR, MAP, classroom assessments

Strategy 1 Details	Reviews			
<p>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 and Social Studies STAAR.</p> <p>Strategy's Expected Result/Impact: 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 increasing the Meets Target goal on the STAAR Math assessment.</p> <p>Staff Responsible for Monitoring: principal, assistant principals, dean, instructional coaches and Math teachers of record</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 6, 7, 8, 9, 10</p> <p>Funding Sources: consultant services, professional development, SME salaries - 211 - Title I School Improvement - \$75,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Orem K-8 teachers' and staff capacity will improve so they can address the academic needs of each student.</p> <p>Staff Responsible for Monitoring: principal, assistant principals, dean, instructional coaches</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 7</p> <p>Funding Sources: travel accommodations, conference fees, professional development registration - 211 - Title 1-A - \$15,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: principal, assistant principals, dean, instructional coaches</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 7, 12</p> <p>Funding Sources: supplemental resources, technology platforms - 211 - Title I School Improvement - \$35,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 4 Details	Reviews			
Strategy 4: ILTexas Orem K-8 will set assessment goals and monitor progress during data days. 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 - Problem Statements: Student Learning 1, 2, 3 Funding Sources: data tracking resources, technology platforms for individualized instruction, technology devices - 211 - Title 1-A - \$15,000	Formative			Summative
	Nov	Jan	May	June
Strategy 5 Details	Reviews			
Strategy 5: ILTexas Orem K-8 will provide supplemental tutoring to accelerate students' performance on local and state assessments. Strategy's Expected Result/Impact: Students learning gaps will be minimized due to consistent supplemental tutoring. Staff Responsible for Monitoring: principal, assistant principals, dean, instructional coaches, RLA teachers of record and Math teachers of record, GLA Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1, 2, 3 - Student Learning 15, 16, 17 - School Processes & Programs 8 Funding Sources: tutoring platforms, tutorial play, supplemental resources - 211 - Title I School Improvement - \$7,500	Formative			Summative
	Nov	Jan	May	June

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 have various opportunities to practice academic skills so they can master concepts taught. 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: Student Learning 1, 2 Funding Sources: individualized tutoring services, supplemental pay, supplemental resources - 211 - Title I School Improvement - \$25,000	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 perform at least on grade level. Staff Responsible for Monitoring: Principal, assistant principals, dean, PTO, GLA Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 1, 2, 3 Funding Sources: incentives, guest speakers, supplemental pay - 211 - Title I School Improvement - \$25,000	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Campus mobility rate is 20.78% for students in 6th-8th grade. Root Cause: Students lack the resources needed to remain in a stable home environment.

Demographics
<p>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.</p> <p>Problem Statement 3: On STAAR assessments, Black/African American students performed lower than the grade level population in most content areas and grade levels. Root Cause: Lesson planning processes do not emphasize checks for understanding and alignment of rigor.</p>
Student Learning
<p>Problem Statement 1: In grades 6-8, approximately 42.4% 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.</p> <p>Problem Statement 2: In grades 6-8, approximately 65.6% 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: Teachers are not equipped with the skills needed to differentiate learning in a rigorous manner.</p> <p>Problem Statement 3: The rigor of classroom instructions 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.</p> <p>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.</p> <p>Problem Statement 7: Teachers need resources that target differentiated instruction. Root Cause: Lack of resources that target various sub-pop groups.</p> <p>Problem Statement 8: Teachers need assistance with lesson planning, classroom management and creating student centered lessons. Root Cause: 80% of the school's teachers are first and second year teachers. In addition, some teachers are new to the field on education.</p> <p>Problem Statement 9: Students enrolled have gaps in learning from local zone campuses. Root Cause: Lack of focus on instructional development of teachers.</p> <p>Problem Statement 10: 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 communicate as they are leading very busy lives making ends meet. Root Cause: Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school.</p> <p>Problem Statement 12: Some teachers are not able to effectively use provided resources and implement strategies. Root Cause: Lack of experience using the curriculum to design instruction and lack of exposure to research-based strategies.</p> <p>Problem Statement 15: Campus mobility rate is 20.78% for students in 6th-8th grade. Root Cause: Students lack the resources needed to remain in a stable home environment.</p> <p>Problem Statement 16: 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.</p> <p>Problem Statement 17: On STAAR assessments, Black/African American students performed lower than the grade level population in most content areas and grade levels. Root Cause: Lesson planning processes do not emphasize checks for understanding and alignment of rigor.</p>
School Processes & Programs
<p>Problem Statement 8: On STAAR assessments, Black/African American students performed lower than the grade level population in most content areas and grade levels. Root Cause: Lesson planning processes do not emphasize checks for understanding and alignment of rigor.</p>

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, between 20 and 35% of Emergent Bilingual students at ILTexas Orem K-8 will perform at the Meets level of achievement students [Reading-35% (6th-8th), Math-25% (6th-8th), Science-30% (8th), and Social Studies-20% (8th)]; Student performance 2022: Reading-21% (6th-8th), Math-15% (6th-8th), Science-18% (8th), and Social Studies-2% (8th)

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. Strategy's Expected Result/Impact: Orem K-8 Fitness WIN capacity will improve so they can address the academic needs of Accelerated Learning students. Staff Responsible for Monitoring: principal, assistant principals, dean, performance coaches Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 6 Funding Sources: accelerated learning teacher salaries, classroom resources - 211 - Title I School Improvement - \$50,000, incentives - 211 - Title I-A - \$1,500	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details	Reviews			
<p>Strategy 2: ILTexas Orem K-8 will hire contract services from subject matter experts and consultants to support teachers, administrators, and charter staff in strengthening their ability to support Emergent Bilingual students with a focus on increasing the Meets target on the Reading, Math, Science and Social Studies STAAR assessments.</p> <p>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.</p> <p>Staff Responsible for Monitoring: principal, assistant principals, dean, instructional coaches and RLA, Math, Science and Social Studies teachers of record</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>Problem Statements: Student Learning 7, 8, 12</p> <p>Funding Sources: consultant services, professional development fees, SME salaries - 211 - Title I School Improvement - \$75,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>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.</p> <p>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 perform on grade level at minimum.</p> <p>Staff Responsible for Monitoring: principal, assistant principals, dean, instructional coaches</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3, 7, 8</p> <p>Funding Sources: travel accommodations, conference fees, professional development registration fees, - 263 - Title III - \$20,000</p>	Formative			Summative
	Nov	Jan	May	June

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. 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: Student Learning 6, 7, 8 Funding Sources: supplemental resources, technology platforms - 263 - Title III - \$25,000	Formative			Summative
	Nov	Jan	May	June
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. Strategy's Expected Result/Impact: Students will improve scores on standardized tests as a result of their awareness of their progress. Staff Responsible for Monitoring: classroom teachers, assistant principals, dean, instructional coaches, principal Title I: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Learning 1, 2, 9 Funding Sources: data tracking tools and resources, instructional coaches, dean - 211 - Title 1-A - \$50,000	Formative			Summative
	Nov	Jan	May	June

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 formative and state assessments. Strategy's Expected Result/Impact: Students will meet or exceed academic learning goals and learning gaps will close. Staff Responsible for Monitoring: principal, assistant principals, DLI coach, LPAC coordinator, dean 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 10 - Student Learning 1, 2, 23 Funding Sources: tutoring platforms, tutorial pay, supplemental resources - 263 - Title III - \$30,000	Formative			Summative
	Nov	Jan	May	June
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. Strategy's Expected Result/Impact: Students will become a Master of the English Language so they can comprehend core subjects to perform at grade level or above. Staff Responsible for Monitoring: principal, assistant principals, dean, instructional coaches, all 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: Student Learning 1, 2, 6, 14 Funding Sources: individualized tutoring services, supplemental pay, supplemental resources - 263 - Title III - \$30,000	Formative			Summative
	Nov	Jan	May	June

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. Strategy's Expected Result/Impact: Parent engagement will increase because they have a deeper understanding of support that can be provided outside of traditional school hours and students will master the English language. Staff Responsible for Monitoring: principal, assistant principals, dean, instructional coaches, all teachers of record Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 13, 14 Funding Sources: incentives, guest speakers, supplemental pay - 263 - Title III - \$15,000		Formative			Summative
		Nov	Jan	May	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 10: ESL students need instruction that is differentiated in order to meet them at their level and assist with meeting academic proficiency. Root Cause: Students whose primary home language is other than English experience difficulties with English language acquisition.
Student Learning
<p>Problem Statement 1: In grades 6-8, approximately 42.4% 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.</p> <p>Problem Statement 2: In grades 6-8, approximately 65.6% 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: Teachers are not equipped with the skills needed to differentiate learning in a rigorous manner.</p> <p>Problem Statement 3: The rigor of classroom instructions 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.</p> <p>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.</p> <p>Problem Statement 7: Teachers need resources that target differentiated instruction. Root Cause: Lack of resources that target various sub-pop groups.</p> <p>Problem Statement 8: Teachers need assistance with lesson planning, classroom management and creating student centered lessons. Root Cause: 80% of the school's teachers are first and second year teachers. In addition, some teachers are new to the field on education.</p> <p>Problem Statement 9: Students enrolled have gaps in learning from local zone campuses. Root Cause: Lack of focus on instructional development of teachers.</p>

Student Learning

Problem Statement 12: Some teachers are not able to effectively use provided resources and implement strategies. **Root Cause:** Lack of experience using the curriculum to design instruction and lack of exposure to research-based strategies.





Problem Statement 13: Lack parent and community volunteers and community resources to assist in organizing and facilitating school events. **Root Cause:** Inconvenient times of events, benefits recognition, and communications between school and families.

Problem Statement 14: ESL students need instruction that is differentiated in order to meet them at their level and assist with meeting academic proficiency. **Root Cause:** Students whose primary home language is other than English experience difficulties with English language acquisition

Problem Statement 23: ESL students need instruction that is differentiated in order to meet them at their level and assist with meeting academic proficiency. **Root Cause:** Students whose primary home language is other than English experience difficulties with English language acquisition.

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, all ILTexas Orem K-8 students receiving Special Education services will grow from 24% to 55% at the Approaches level of achievement on the Reading STAAR and will grow from 6% to 55% at the Approaches level of achievement on the Math 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. 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 - Student Learning 1, 2, 3, 18 - Perceptions 3 Funding Sources: Special Education lead salary, supplemental resources - 224 - IDEA B - \$25,000		Formative			Summative
		Nov	Jan	May	June
		 No Progress  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.
Student Learning
Problem Statement 1: In grades 6-8, approximately 42.4% 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 6-8, approximately 65.6% 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: Teachers are not equipped with the skills needed to differentiate learning in a rigorous manner.

Student Learning

Problem Statement 3: The rigor of classroom instructions 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 18: 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.





Perceptions

Problem Statement 3: 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.

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

Evaluation Data Sources: Rhithm Insight reports

Strategy 1 Details	Reviews			
Strategy 1: Bring in subject matter experts (such as but not limited to Youth Equipped to Succeed) and purchase resources (such as but not limit to SEL and mental health curriculum for counselors) aimed at improving school safety (physical safety, cybersecurity, internet safety and addressing the social emotional health of our students) to improve students' readiness to learn. Strategy's Expected Result/Impact: Improve socioemotional health as measured by Rhithm Staff Responsible for Monitoring: Principal, APs, Counselors Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1, 2, 5, 7 - Student Learning 15, 16, 20 - School Processes & Programs 9, 11 - Perceptions 4, 5 Funding Sources: mental health professionals, community events - 211 - Title 1-A - \$75,000	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 6 Problem Statements:

Demographics
<p>Problem Statement 1: Campus mobility rate is 20.78% for students in 6th-8th grade. Root Cause: Students lack the resources needed to remain in a stable home environment.</p> <p>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.</p> <p>Problem Statement 5: 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 communicate as they are leading very busy lives making ends meet. Root Cause: Geographic boundary</p> <p>Problem Statement 7: Orem K8 has a large number of its population that is high poverty which leads to students not having access to internet at home, lack of focus on reading and low attendance. Root Cause: Lack of equitable household income.</p>

Student Learning

Problem Statement 15: Campus mobility rate is 20.78% for students in 6th-8th grade. **Root Cause:** Students lack the resources needed to remain in a stable home environment.

Problem Statement 16: 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 20: Orem K8 has a large number of its population that is high poverty which leads to students not having access to internet at home, lack of focus on reading and low attendance. **Root Cause:** Lack of equitable household income.

School Processes & Programs

Problem Statement 9: 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 communicate as they are leading very busy lives making ends meet. **Root Cause:** Geographic boundary

Problem Statement 11: Orem K8 has a large number of its population that is high poverty which leads to students not having access to internet at home, lack of focus on reading and low attendance. **Root Cause:** Lack of equitable household income.

Perceptions





Problem Statement 4: 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 communicate as they are leading very busy lives making ends meet. **Root Cause:** Geographic boundary

Problem Statement 5: Orem K8 has a large number of its population that is high poverty which leads to students not having access to internet at home, lack of focus on reading and low attendance. **Root Cause:** Lack of equitable household income.

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 K-12 fine art students will be successful in completing the specific TEKS required for all fine art courses.

Evaluation Data Sources: report cards, progress reports, gradebook

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. 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: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 8 Funding Sources: consultant services, professional development services - 211 - Title 1-A - \$10,000	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 8: Teachers need assistance with lesson planning, classroom management and creating student centered lessons. Root Cause: 80% of the school's teachers are first and second year teachers. In addition, some teachers are new to the field on education.

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 22-23 school year, at least 50% of 8th grade students who have been with ILTexas for more than 8 years will reach an Intermediate Low proficiency level in Chinese and Spanish.

Evaluation Data Sources: ACTFL, classroom observations

Strategy 1 Details	Reviews			
Strategy 1: LOTE teachers will report ACTFL ratings each cycle and analyze student progress. Strategy's Expected Result/Impact: Teachers identify students who are not making sufficient progress and develop individualized plans to accelerate their learning. Staff Responsible for Monitoring: LOTE teachers, assistant principal Title I: 2.5 - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 10 - Student Learning 6, 23 Funding Sources: N/A - 211 - Title 1-A - \$0	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:





Demographics
Problem Statement 10: ESL students need instruction that is differentiated in order to meet them at their level and assist with meeting academic proficiency. Root Cause: Students whose primary home language is other than English experience difficulties with English language acquisition.
Student Learning
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 23: ESL students need instruction that is differentiated in order to meet them at their level and assist with meeting academic proficiency. Root Cause: Students whose primary home language is other than English experience difficulties with English language acquisition.

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, 100% of students in 8th 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. 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: 2.4, 2.5 - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 2, 7 - Student Learning 16, 20 - School Processes & Programs 11 - Perceptions 5 Funding Sources: n/a - 211 - Title I School Improvement - \$0		Formative			Summative
		Nov	Jan	May	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 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 7: Orem K8 has a large number of its population that is high poverty which leads to students not having access to internet at home, lack of focus on reading and low attendance. Root Cause: Lack of equitable household income.
Student Learning
Problem Statement 16: 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 20: Orem K8 has a large number of its population that is high poverty which leads to students not having access to internet at home, lack of focus on reading and low attendance. Root Cause: Lack of equitable household income.

School Processes & Programs
Problem Statement 11: Orem K8 has a large number of its population that is high poverty which leads to students not having access to internet at home, lack of focus on reading and low attendance. Root Cause: Lack of equitable household income.
Perceptions
Problem Statement 5: Orem K8 has a large number of its population that is high poverty which leads to students not having access to internet at home, lack of focus on reading and low attendance. Root Cause: Lack of equitable household income.

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: Implementation of exit interviews with the principals for 22-23 school year and effective immediately all exiting teachers will meet with the school principal. Strategy's Expected Result/Impact: School leadership will identify key reasons for exiting teacher personnel Staff Responsible for Monitoring: Principal, Assistant principals, GLAs and instructional coaches Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Problem Statements: Demographics 6 - Student Learning 19 - School Processes & Programs 10 Funding Sources: n/a - 211 - Title I School Improvement - \$0	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
Strategy 2: All new teachers who are new to ILTexas will be provided with a mentor through the campus mentorship program. Strategy's Expected Result/Impact: Teacher retention will increase as teachers' capacity increases. Staff Responsible for Monitoring: AP over new teachers Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 6 - Student Learning 19 - School Processes & Programs 10 Funding Sources: mentor teacher stipends - 211 - Title I-A - \$5,000	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 1 Problem Statements:

Demographics
Problem Statement 6: Campus leadership team finds it difficult attracting and retaining experienced teachers who are capable of delivering effective, research based instruction pose continuous problems. Root Cause: Salary differences between charter and public schools.
Student Learning
Problem Statement 19: Campus leadership team finds it difficult attracting and retaining experienced teachers who are capable of delivering effective, research based instruction pose continuous problems. Root Cause: Salary differences between charter and public schools.
School Processes & Programs
Problem Statement 10: Campus leadership team finds it difficult attracting and retaining experienced teachers who are capable of delivering effective, research based instruction pose continuous problems. Root Cause: Salary differences between charter and public schools.

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 Middle School will implement at least one recurring retention/incentive program for teachers.

Evaluation Data Sources: campus event calendar

Strategy 1 Details	Reviews			
Strategy 1: All teachers will be supported through instructional coaching, observations, feedback, and ongoing professional development. 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: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 7 Funding Sources: instructional coaches, SchoolMintGrow platform - 211 - Title 1-A - \$50,000	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 7: Teachers need assistance with lesson planning, classroom management and creating student centered lessons. Root Cause: 80% of the school's teachers are first and second year teachers. In addition, some teachers are new to the field on education.

Campus Funding Summary

211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	incentives		\$1,500.00
1	1	3	travel accommodations, conference fees, professional development registration fees		\$15,000.00
1	2	3	travel accommodations, conference fees, professional development registration		\$15,000.00
1	2	7	individualized tutoring services, supplemental pay		\$40,000.00
1	2	8	incentives, guest speakers, supplemental pay		\$35,000.00
1	3	2	travel accommodations, conference fees, professional development registration		\$15,000.00
1	3	4	data tracking resources, technology platforms for individualized instruction, technology devices		\$15,000.00
1	4	1	incentives		\$1,500.00
1	4	5	data tracking tools and resources, instructional coaches, dean		\$50,000.00
1	6	1	mental health professionals, community events		\$75,000.00
2	1	1	consultant services, professional development services		\$10,000.00
2	2	1	N/A		\$0.00
3	1	2	mentor teacher stipends		\$5,000.00
3	2	1	instructional coaches, SchoolMintGrow platform		\$50,000.00
Sub-Total					\$328,000.00
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	3	travel accommodations, conference fees, professional development registration fees,		\$20,000.00
1	4	4	supplemental resources, technology platforms		\$25,000.00
1	4	6	tutoring platforms, tutorial pay, supplemental resources		\$30,000.00
1	4	7	individualized tutoring services, supplemental pay, supplemental resources		\$30,000.00

263 - Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	8	incentives, guest speakers, supplemental pay		\$15,000.00
Sub-Total					\$120,000.00
211 - Title I School Improvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Accelerated Learning teacher salaries, classroom resources		\$75,000.00
1	1	2	consultant services, conference fees, SME salaries		\$100,000.00
1	1	4	supplemental resources, technology platform subscriptions, technology devices		\$50,000.00
1	1	5	data tracking resources, technology platforms for individualized instruction		\$5,000.00
1	1	6	individualized tutoring platforms, tutorial/supplemental pay, supplemental resources		\$25,000.00
1	1	7	tutoring services, supplemental pay, supplemental resources		\$40,000.00
1	1	8	incentives, guest speakers, supplemental pay		\$35,000.00
1	2	1	teacher salaries, classroom resources		\$50,000.00
1	2	2	consultant services, conference fees, SME salaries		\$75,000.00
1	2	4	supplemental resources, technology platforms		\$30,000.00
1	2	5	data tracking resources, technology platforms for individualized instruction		\$10,000.00
1	2	6	tutoring platforms, tutorial pay, supplemental resources		\$10,000.00
1	3	1	consultant services, professional development, SME salaries		\$75,000.00
1	3	3	supplemental resources, technology platforms		\$35,000.00
1	3	5	tutoring platforms, tutorial play, supplemental resources		\$7,500.00
1	3	6	individualized tutoring services, supplemental pay, supplemental resources		\$25,000.00
1	3	7	incentives, guest speakers, supplemental pay		\$25,000.00
1	4	1	accelerated learning teacher salaries, classroom resources		\$50,000.00
1	4	2	consultant services, professional development fees, SME salaries		\$75,000.00
2	3	1	n/a		\$0.00
3	1	1	n/a		\$0.00
Sub-Total					\$797,500.00