

International Leadership of Texas
Orem Elementary
2023-2024 Campus Improvement Plan



Mission Statement

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

Vision

ILTexas Orem Elementary School will grow and nurture students while guiding them as they reach their academic capacity. While attending ILTexas Orem Elementary, students will build relationships and excel academically. At the same time, learners will develop a love for serving others and a desire to live a healthy lifestyle.

Core Beliefs

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

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

ILTexas Orem Elementary School is comprised of the following:

Gender

Female	432 (50.59%)
Male	422 (49.41%)

Ethnicity/Race

Hispanic/Latino	42.74%
American Indian-Alaskan Native	0.59%
Asian	0.23%
Black/African-American	52.81%
Native Hawaiian/Pacific Islander	0.12%
White	0.94%
Two or More	2.58%

Special Programs & Other Demographic Data

Emergent Bilingual	28.81%
Bilingual	0%
Gifted and Talented	3.40%
Special Education	6.21%

Emergent Bilingual	28.81%
Dyslexia	1.05%
At-Risk	76.23%
Section 504	1.05%
Economically Disadvantaged	84.54%
Homeless Status	0.82%

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

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

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

Demographics Strengths

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

With approximately 160 students in each grade level, which is relatively small, a sense of community can be built within each grade level and across the campus. This is 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: Campus mobility rate is 18.11% for students in Kindergarten through 5th grade. **Root Cause:** Students lack the resources needed to remain in a stable home environment.

Student Learning

Student Learning Summary

Content Area	Grade Level	# of Students Tested	Approaches	Meets	Masters
READING	3rd Grade	144	23.61	8.33	7.64
	4th Grade	135	28.15	2.96	5.19
	5th Grade	137	23.36	10.95	3.65
MATH	3rd Grade	139	25.18	3.6	2.88
	4th Grade	136	23.53	2.21	3.68
	5th Grade	137	32.12	4.38	1.46
SCIENCE	5th Grade	136	38.97	19.12	5.15

*MOY MAP available

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

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-cycle/end-of-module/end-of-unit exams. In addition, students are all assessed using Math and Reading 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) AAPPL 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 Emergent Bilingual students.

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, and a focused lesson including an appropriate lesson cycle (i.e., gradual release, 5E or curriculum-specific). To continue to support teachers throughout the year, the district provides data days and professional development days within 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, and in some cases, area-level administrators. 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 moderate to high turnover in staff mostly due to salary. To assist with staff retention, the ILTexas charter 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. 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 during the school day and at home. The district provides multiple digital learning opportunities for all students. Our campus is also assigned a resident technology specialist and media specialist who are 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 such as Seesaw, Study Island, and Edmentum for students.

Perceptions

Perceptions Summary

Family and Community Engagement

Parents of ILTexas Orem students are provided multiple opportunities to be involved in school activities. This year, the campus hosted a literacy and math STAAR events, monthly Coffee with the Principal meetings, and other family engagement activities. In addition, the campus held many events to celebrate the international community. The community also promotes opportunities to be a part of the PTO, be a volunteer parent, or Watch D.O.G. The campus utilizes multiple social media platforms to maintain communication with stakeholders.

School Culture and Climate

It is our goal at ILTexas Orem 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. 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 Orem K-8 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

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: June 14, 2023

Goal 1: By the end of the 23-24 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, an increase from 75% achieving a C or higher.





Performance Objective 1: By the end of the 23-24 school year, all 3rd-5th grade students at ILTexas Orem K-8 will achieve 50% at the Meets level of achievement on Reading/Language Arts STAAR .

Evaluation Data Sources: Formative assessments, MAP assessments, STAAR Interim , Spring 2024 Reading STAAR, monthly ISIP 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 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: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 3, 5 - Staff Quality, Recruitment, and Retention 1 Funding Sources: - 211 - Title I School Improvement - \$100,000</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 and each student can exceed their academic goals.</p> <p>Staff Responsible for Monitoring: principal, assistant principals, dean</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2, 3, 5 - School Culture and Climate 4, 5 - Curriculum, Instruction, and Assessment 2 - Technology 1</p> <p>Funding Sources: - 211 - Title 1-A - \$20,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: ILTexas Orem K-8 will set assessment goals and monitor progress during data days.</p> <p>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.</p> <p>Staff Responsible for Monitoring: principal, assistant principals, dean, instructional coaches</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 2 - Technology 1</p> <p>Funding Sources: - 211 - Title I School Improvement - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 4 Details	Reviews			
<p>Strategy 4: ILTexas Orem K-8 will provide supplemental tutoring to accelerate students' performance on both formative 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, GLA</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>Problem Statements: Demographics 1 - Student Achievement 1, 3</p> <p>Funding Sources: - 211 - Title I School Improvement - \$10,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 5 Details	Reviews			
<p>Strategy 5: 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 meet or exceed their academic learning goals.</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 Achievement 1, 2, 3, 4</p> <p>Funding Sources: - 211 - Title I School Improvement - \$40,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 6 Details	Reviews			
<p>Strategy 6: 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 their academic learning goals.</p> <p>Staff Responsible for Monitoring: Principal, assistant principals, dean, PTO, GLA</p> <p>Title I: 2.4, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Demographics 1 - Parent and Community Engagement 1</p> <p>Funding Sources: - 211 - Title I School Improvement - \$50,000</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: By the end of the 23-24 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, an increase from 75% achieving a C or higher.

Performance Objective 2: By the end of the 23-24 school year, 50% of all ILTexas Orem students will perform at the Meets level of achievement on STAAR Math and 45% of EB students will perform at the Meets level of achievement on STAAR Math.

Evaluation Data Sources: Formative assessments, MAP assessments, STAAR Interim , Spring 2024 Math STAAR

Goal 1: By the end of the 23-24 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, an increase from 75% achieving a C or higher.

Performance Objective 3: By the end of the 23-24 school year, 40% of 5th grade students at ILTexas Orem K-8 will perform at the Meets level of achievement on Science STAAR (up from our goal of 25% at end of 22-23 school year).

Evaluation Data Sources: Formative assessments, MAP assessments, STAAR Interim, Edusmart quizzes

Goal 1: By the end of the 23-24 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, an increase from 75% achieving a C or higher.

Performance Objective 4: By the end of the 23-24 school year, 30% of 3rd-5th grade Emergent Bilingual students will perform at the Meets level of achievement on Reading, Math and Science STAAR assessments (up from 25% 2022-2023), and 75% of Kindergarten-2nd grade Emergent Bilingual students will read at or above grade level (up from 70% - 2022-2023).

Evaluation Data Sources: Formative assessments, MAP assessments, STAAR Interim , Spring 2024 Reading, Math and Science STAAR, Reading-mCLASS, monthly ISIP assessments

Goal 2: By the end of the 23-24 school year, at least 75% of students graduate meeting their language goals (students enrolled at ILTexas 7 years or more are at least at Intermediate or above), 95% of students will have completed their service hour requirements and 75 % of graduates will have met their Interactive Health Technology goals.

Performance Objective 1: By the end of 23-24 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, projects

Goal 2: By the end of the 23-24 school year, at least 75% of students graduate meeting their language goals (students enrolled at ILTexas 7 years or more are at least at Intermediate or above), 95% of students will have completed their service hour requirements and 75 % of graduates will have met their Interactive Health Technology goals.

Performance Objective 2: By the end of 23-24 school year, at least 50% of 5th grade students who have been with ILTexas for more than 5 years will reach a Novice Mid proficiency in Chinese and Novice High in Spanish.

Evaluation Data Sources: AAPPL and ACTFL rating

Goal 2: By the end of the 23-24 school year, at least 75% of students graduate meeting their language goals (students enrolled at ILTexas 7 years or more are at least at Intermediate or above), 95% of students will have completed their service hour requirements and 75 % of graduates will have met their Interactive Health Technology goals.

Performance Objective 3: By the end of 23-24 school year, 100% of students in 3rd and 5th grade students will be tested by AAPPL Chinese and Spanish and receive score reports.

Evaluation Data Sources: AAPPL

Goal 2: By the end of the 23-24 school year, at least 75% of students graduate meeting their language goals (students enrolled at ILTexas 7 years or more are at least at Intermediate or above), 95% of students will have completed their service hour requirements and 75 % of graduates will have met their Interactive Health Technology goals.

Performance Objective 4: By the end of 23-24 school year, at least 36% (federal target) of EL/EB students will have made one proficiency level progress in English language acquisition.

High Priority

Evaluation Data Sources: TELPAS 22-23, TELPAS 23-24

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

Performance Objective 1: ILTexas will provide onboarding training for all new teachers in the classroom throughout the 23-24 School Year.

Evaluation Data Sources: onboarding agendas, onboarding checklists

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

Performance Objective 2: We will retain 100% of our special education, math and reading teachers at the end of the 23-24 School year.

Evaluation Data Sources: human resources reports

Campus Funding Summary

211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$20,000.00
Sub-Total					\$20,000.00
211 - Title I School Improvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$100,000.00
1	1	3			\$5,000.00
1	1	4			\$10,000.00
1	1	5			\$40,000.00
1	1	6			\$50,000.00
Sub-Total					\$205,000.00