

International Leadership of Texas



Orem Middle School

2025-2026 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.

Value Statement

Others Before Self

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Comprehensive Needs Assessment

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 approximately 160 students, and each classroom is expected to have a teacher: student ratio of 1:24.

At IL Texas Orem Middle School, we take immense pride in our diverse student body, which brings together a wide array of cultural backgrounds and perspectives. This diversity enriches our school community, fostering an inclusive environment where students learn from one another and develop a global mindset.

Academically, our school is on a trajectory of continual growth, as evidenced by our commitment to enhancing educational outcomes for all students. We are dedicated to implementing innovative teaching strategies and providing resources that support both teachers and students in achieving academic excellence. Our focus on academic growth ensures that we are not only meeting but exceeding educational standards, preparing our students for future success.

ILTexas Orem Middle School is comprised of the following:

Gender

Female 183 (49%)

Male 190 (51%)

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.

Strengths

At IL Texas Elementary School, we take immense pride in our diverse student body, which includes a rich tapestry of Hispanic, African American, and immigrant students. This diversity is mirrored in our faculty and staff, who hail from various parts of the world, including Spain, the Philippines, Colombia, Venezuela, and beyond. This multicultural environment enriches our educational experience, fostering a global perspective and cultural understanding among our students and staff.

Recognizing that many of our students come from economically disadvantaged backgrounds, we strive to create a nurturing and supportive environment that feels like a family. Our commitment extends beyond academics, as we provide essential social and emotional support to ensure that every child feels valued, understood, and empowered to succeed. This holistic approach is integral to our mission, as we work to cultivate a community where all students can thrive both personally and academically.

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. 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	Root Cause
1 ★	Campus mobility rate is 20.78% for students in 6th-8th grade.	Students lack the resources needed to remain in a stable home environment.
2 ★	Students have learning gaps that coincide with patterns of inconsistent attendance.	Chronic absenteeism; pervasive tardiness
3 ★	On STAAR assessments, students performed lower than the state in most content areas and grade levels.	Lesson planning processes do not emphasize checks for understanding and alignment of rigor.
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.	Geographic boundary
5	The lack of professional development to properly implement the technology.	Staff efficacy.

6
★

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

Students whose primary home language is other than English experience difficulties with English language acquisition.

7
★

Specials and Chinese teachers do not always feel connected to the school learning and culture; therefore, the perception is their voice does not matter when shaping school culture and climate.

Exaggerated emphasis on the STAAR test.

8
★

Little targeted professional development of teachers

One-size fits all training neglects the particular needs of campus staff

9
★

Student misbehavior results in classroom disruptions that distract students from learning.

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

10

AA Sub pop performed lower than the grade level population in most areas

Lesson planning processes do not emphasize checks for understanding and alignment of rigor.

11
★

Students have learning gaps that coincide with patterns of inconsistent attendance

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.

12



Minimal engagement by parents with the Orem learning community that reinforces the values and priorities of ILTexas.

Parents do not prioritize attendance at school functions or may have work schedules that preclude their attendance and participation at school activities and may not possess the resources to purchase materials or assist with homework.

13

Students work at various learning levels, creating learning gaps among the various tiered learning groups.

Teachers often lack the foundation to progressively move students at the same pace.

14



There is a large polarity in the socio-economic needs of our families. Some families may expect small classes 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 school communications as they are leading very busy lives providing for their families.

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

15



All teachers do not consistently implement data-driven instructional practices.

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

16



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

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

17



In grades 6-8, approximately 65% of students did not meet grade level on STAAR Reading indicating that they do not demonstrate a sufficient understanding of the assessed knowledge and skills in Reading.

Teachers are not creating tailored lessons to include strategies and appropriate rigor needed to meet students' needs.

18



Teachers do not consistently differentiate instruction based on students' needs.

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

19



Gaps in the lines of communication with parents/guardians

Frequently changing contact information, parents not responding to/reading communication, and varying frequency of outreach to parents/guardians.

20



Specials and Chinese teachers do not always feel connected to the school learning and culture; therefore, the perception is their voice does not matter when shaping school culture and climate.

Exaggerated emphasis on the STAAR test.

21



Difficulty in properly serving Special Education community

An ever-increasing number of students requiring special education services

= Priority

Student Learning

Summary

Our recent STAAR and EOC scores have shown a commendable improvement across all subjects and grade levels. This positive trend is a testament to the hard work and dedication of our students, teachers, and staff, who have collectively focused on enhancing educational outcomes. We are committed to continuing this upward trajectory by implementing effective teaching strategies and providing the necessary resources to support our students' academic growth.

As a school, we emphasize the importance of students being familiar with their own data. This means that students are encouraged to actively engage with their academic performance metrics, such as grades, test scores, and progress reports. By understanding these data points, students can identify their strengths and areas for improvement, allowing them to set realistic goals and take ownership of their learning journey. This practice not only fosters self-awareness but also empowers students to make informed decisions about their educational paths.

Strengths

Students' access to most recent report cards and STAAR scores

Extended instructional day with tutorials and Eagle Academy homework for academic mastery

Daily embedded enrichment time

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	Root Cause
1 ★	Specials and Chinese teachers do not always feel connected to the school learning and culture; therefore, the perception is their voice does not matter when shaping school culture and climate.	Exaggerated emphasis on the STAAR test.
2 ★	Student misbehavior results in classroom disruptions that distract students from learning.	Many teachers do not implement effective classroom management practices that involve routines, systems and structures.
3	AA Sub pop performed lower than the grade level population in most areas	Lesson planning processes do not emphasize checks for understanding and alignment of rigor.
4 ★	Students have learning gaps that coincide with patterns of inconsistent attendance	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.
5	Students work at various learning levels, creating learning gaps among the various tiered learning groups.	Teachers often lack the foundation to progressively move students at the same pace.
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Teachers are not creating tailored lessons to include strategies and appropriate rigor needed to meet students' needs.

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The rigor of classroom instruction does not always reflect the rigor of standardized assessments.

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

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Teachers do not consistently differentiate instruction based on students' needs.

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

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Campus lacks parent/community resources to assist in organizing and facilitating school events.

Many parents and guardians do not feel a sense of belonging within the school community.

16



Students are not taking full advantage of interventions that take place during the day (Math WIN, Enrichment/Remediation, Eagle Academy).

Campus staff lacks the experience to develop and implement procedures that encourage students to prioritize the benefits of supplemental instruction.

17

Grade level administrators don't have complete understanding of roles and responsibilities.

Grade level administrator authority was only recently clearly defined.

18



Difficulty in properly serving Special Education community

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School Processes & Programs

Summary

At our school, we place a strong emphasis on professional development, recognizing it as a cornerstone for both personal and institutional growth. Our focus is particularly directed towards enhancing leadership and decision-making processes, ensuring that our educators and staff are equipped with the skills necessary to lead effectively and make informed decisions that benefit our students and community. Additionally, we prioritize communication as a key system, understanding that clear and effective communication is essential for fostering a collaborative and supportive educational environment. Through targeted training and workshops, we aim to empower our team to excel in these areas, ultimately contributing to the overall success of our school.

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 GLAs. 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.

In recent years, our school has made significant strides in improving teacher retention, a critical factor in maintaining a stable and effective learning environment. Historically, we faced challenges with a high turnover rate among our teaching staff, which can disrupt the continuity of education and affect student outcomes. However, through targeted initiatives and a supportive work environment, we have successfully increased our teacher retention rate to an impressive 95% annually. This achievement reflects our commitment to fostering a positive and rewarding workplace for educators, ensuring that our students benefit from experienced and dedicated teachers who are invested in their long-term success.

School Organization

The ILTexas Orem is supported financially through local, state and federal funding. In addition, the PTO provides support in 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 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.

Strengths

At IL Texas Orem, our school processes and programs are significantly strengthened by our unwavering commitment to teamwork. This collaborative spirit fosters an environment where educators work cohesively, sharing insights and strategies to enhance student learning and development. Our dedication to retaining institutional knowledge is evident in the substantial number of teachers who have been with us since the school's inception. These experienced educators bring a wealth of knowledge and continuity, ensuring that our educational practices are both consistent and innovative, benefiting our students' academic journey.

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	Root Cause
1 ★	Little targeted professional development of teachers	One-size fits all training neglects the particular needs of campus staff
2 ★	Student misbehavior results in classroom disruptions that distract students from learning.	Many teachers do not implement effective classroom management practices that involve routines, systems and structures.
3 ★	Minimal engagement by parents with the Orem learning community that reinforces the values and priorities of ILTexas.	Parents do not prioritize attendance at school functions or may have work schedules that preclude their attendance and participation at school activities and may not possess the resources to purchase materials or assist with homework.
4 ★	There is a large polarity in the socio-economic needs of our families. Some families may expect small classes 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 school communications as they are leading very busy lives providing for their families.	Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school.
5 ★	All teachers do not consistently implement data-driven instructional practices.	Teachers need more professional development, practice and guidance surrounding data-driven instruction and assessments.

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

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

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Campus lacks parent/community resources to assist in organizing and facilitating school events.

Many parents and guardians do not feel a sense of belonging within the school community.

12

Grade level administrators don't have complete understanding of roles and responsibilities.

Grade level administrator authority was only recently clearly defined.

13

Students are not taking full advantage of interventions that take place during the day (Math WIN, Enrichment/Remediation, Eagle Academy).



Campus staff lacks the experience to develop and implement procedures that encourage students to prioritize the benefits of supplemental instruction.

14

Difficulty in properly serving Special Education community



An ever-increasing number of students requiring special education services

 = Priority

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.

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	Root Cause
1 ★	Minimal engagement by parents with the Orem learning community that reinforces the values and priorities of ILTexas.	Parents do not prioritize attendance at school functions or may have work schedules that preclude their attendance and participation at school activities and may not possess the resources to purchase materials or assist with homework.
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Priority Problem Statements

Problem Statement

Root Cause

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Difficulty in properly serving Special Education community

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 = Priority



Data Documentation for CNA

Data Documentation for CNA

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
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- 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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data



Goals

Goal 1

By the end of the 25-26 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, an increase from 75% achieving a C or higher the previous year.

Performance Objective 1

By the end of the 25-26 school year, all 6th-8th grade students at ILTexas Orem K-8 will grow from ___% to ___% at the meets level of achievement in all content areas STAAR . Will update after data is received.

Evaluation Data Source: STAAR, MAP, Istation

Strategy 1

ILTexas Orem K-8 will continue to 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 large number of "approaches" students to the "meets" target goal on the STAAR Reading assessment.

Strategy's Expected Result/Impact: Orem K-8 teachers' capacity will improve so academic needs are addressed and more students will perform at the "Meets" target goal on the STAAR Reading assessment..

Staff Responsible for Monitoring: principal, assistant principals, dean, instructional coaches, intervention teacher, teachers of record, GLA

Problem Statements: Demographics 8, 15, 16, 18 - Student Learning 6, 7, 9 - School Processes & Programs 1, 5, 6, 7

Funding Sources: 211 - Title I School Improvement, 100,000, \$100,000

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

ESF Levers: Lever 5: Effective Instruction

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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.

Strategy's Expected Result/Impact: Orem K-8 teachers' and staff capacity will improve so they can address the academic needs and each student can exceed their academic goals.

Staff Responsible for Monitoring: principal, assistant principals, dean

Problem Statements: Demographics 8, 15, 18 - Student Learning 6, 9 - School Processes & Programs 1, 5, 7

Funding Sources: Contracted Services/ PD 288 - ESF, \$90,000, 211 - Title 1-A, \$15,000

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

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Strategy 3

ILTexas Orem K-8 will purchase supplemental resources to equip teachers and students with access to differentiated content, instructional materials (such as library books to support literacy) 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

Problem Statements: Demographics 18 - Student Learning 9 - School Processes & Programs 7

Funding Sources: 211 - Title I School Improvement, \$50,000

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

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Strategy 4

ILTexas Orem K-8 will set assessment goals and monitor progress during data days.

Strategy's Expected Result/Impact: Students will meet or exceed their academic learning goals and learning gaps will be closed.

Staff Responsible for Monitoring: principal, assistant principals, dean, instructional coaches, RLA teachers of record and Math teachers of record

Problem Statements: Demographics 3, 17 - Student Learning 8

Funding Sources: 211 - Title I School Improvement, 25000,

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

ESF Levers: Lever 5: Effective Instruction

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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 will meet or exceed their academic learning goals and learning gaps will be closed.

Staff Responsible for Monitoring: principal, assistant principals, dean, instructional coaches, RLA teachers of record and Math teachers of record

Problem Statements: Student Learning 16 - School Processes & Programs 13

Funding Sources: 211 - Title I School Improvement, \$25,000

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

ESF Levers: Lever 5: Effective Instruction

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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.

Strategy's Expected Result/Impact: Parent engagement will increase, student attendance during testing will increase and students will exceed perform on grade level

Staff Responsible for Monitoring: Principal, assistant principals, dean, PTO, GLA

Problem Statements: Demographics 12, 19 - Student Learning 10 - School Processes & Programs 3 - Perceptions 1, 4

Funding Sources: 211 - Title I School Improvement, \$35,000

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	On STAAR assessments, students performed lower than the state in most content areas and grade levels.	Lesson planning processes do not emphasize checks for understanding and alignment of rigor.
8	Little targeted professional development of teachers	One-size fits all training neglects the particular needs of campus staff
12	Minimal engagement by parents with the Orem learning community that reinforces the values and priorities of ILTexas.	Parents do not prioritize attendance at school functions or may have work schedules that preclude their attendance and participation at school activities and may not possess the resources to purchase materials or assist with homework.
15	All teachers do not consistently implement data-driven instructional practices.	Teachers need more professional development, practice and guidance surrounding data-driven instruction and assessments.
16	Novice teachers have limited capacity to implement best practices needed to progressively move students forward towards higher academic achievement.	Much of the teachers' professional development occurs during the school day in the form of on-the-job training as their introduction to instructional practices.
17	In grades 6-8, approximately 65% of students did not meet grade level on STAAR Reading indicating that they do not demonstrate a sufficient understanding of the assessed knowledge and skills in Reading.	Teachers are not creating tailored lessons to include strategies and appropriate rigor needed to meet students' needs.

18

Teachers do not consistently differentiate instruction based on students' needs.

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

19

Gaps in the lines of communication with parents/guardians

Frequently changing contact information, parents not responding to/reading communication, and varying frequency of outreach to parents/guardians.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

6

All teachers do not consistently implement data-driven instructional practices.

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

7

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

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

8

In grades 6-8, approximately 65% of students did not meet grade level on STAAR Reading indicating that they do not demonstrate a sufficient understanding of the assessed knowledge and skills in Reading.

Teachers are not creating tailored lessons to include strategies and appropriate rigor needed to meet students' needs.

9

Teachers do not consistently differentiate instruction based on students' needs.

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

10

Gaps in the lines of communication with parents/guardians

Frequently changing contact information, parents not responding to/reading communication, and varying frequency of outreach to parents/guardians.

16

Students are not taking full advantage of interventions that take place during the day (Math WIN, Enrichment/Remediation, Eagle Academy).

Campus staff lacks the experience to develop and implement procedures that encourage students to prioritize the benefits of supplemental instruction.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
<p>1 Little targeted professional development of teachers</p>	<p>One-size fits all training neglects the particular needs of campus staff</p>
<p>3 Minimal engagement by parents with the Orem learning community that reinforces the values and priorities of ILTexas.</p>	<p>Parents do not prioritize attendance at school functions or may have work schedules that preclude their attendance and participation at school activities and may not possess the resources to purchase materials or assist with homework.</p>
<p>5 All teachers do not consistently implement data-driven instructional practices.</p>	<p>Teachers need more professional development, practice and guidance surrounding data-driven instruction and assessments.</p>
<p>6 Novice teachers have limited capacity to implement best practices needed to progressively move students forward towards higher academic achievement.</p>	<p>Much of the teachers' professional development occurs during the school day in the form of on-the-job training as their introduction to instructional practices.</p>
<p>7 Teachers do not consistently differentiate instruction based on students' needs.</p>	<p>There is a lack of resources that can be used to differentiate based on the needs of individual students' needs or subpopulations' specific needs.</p>
<p>13 Students are not taking full advantage of interventions that take place during the day (Math WIN, Enrichment/Remediation, Eagle Academy).</p>	<p>Campus staff lacks the experience to develop and implement procedures that encourage students to prioritize the benefits of supplemental instruction.</p>

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
<p>1 Minimal engagement by parents with the Orem learning community that reinforces the values and priorities of ILTexas.</p>	<p>Parents do not prioritize attendance at school functions or may have work schedules that preclude their attendance and participation at school activities and may not possess the resources to purchase materials or assist with homework.</p>

4

Gaps in the lines of communication with parents/guardians

Frequently changing contact information, parents not responding to/reading communication, and varying frequency of outreach to parents/guardians.

Performance Objective 2

By the end of the 25-26 school year, all 6th -8th grade students at ILTexas Orem K-8 will grow from ___% to ___% at the Meets level of achievement on the Math STAAR.

Evaluation Data Source: STAAR, MAP, Carnegie Assessments

Strategy 1

The implementation of Math/WIN or Remediation for required students.

Strategy's Expected Result/Impact: Move students in 6th-8th grades from current STAAR performance level to the next performance level.

Staff Responsible for Monitoring: principal, assistant principals, dean, instructional coaches, intervention teacher, teachers of record, GLA

Problem Statements: Student Learning 16 - School Processes & Programs 13

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

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

ESF Levers: Lever 5: Effective Instruction

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Strategy 2

ILTexas Orem K-8 will hire/contract services from subject matter experts and consultants to help teachers, administrators, and charter staff strengthen their ability to support student learning with a focus on increasing the Meets target goal on the STAAR Math assessment. Implementation utilizing BRES to provide a combination of on-site and virtual coaching days with the leadership team. The coaching days will focus on student culture and teacher use of Power Zone.

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 Math assessment.

Staff Responsible for Monitoring: principal, assistant principals, dean, instructional coaches and Math teachers of record

Problem Statements: Demographics 15, 16 - Student Learning 6, 7 - School Processes & Programs 5, 6

Funding Sources: 211 - Title I School Improvement, \$100,000

Title I: 2.5.1

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

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

15

All teachers do not consistently implement data-driven instructional practices.

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

16

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

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

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

6

All teachers do not consistently implement data-driven instructional practices.

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

7

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

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

16

Students are not taking full advantage of interventions that take place during the day (Math WIN, Enrichment/Remediation,

Campus staff lacks the experience to develop and implement procedures that encourage students to prioritize the

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
<p>5 All teachers do not consistently implement data-driven instructional practices.</p>	<p>Teachers need more professional development, practice and guidance surrounding data-driven instruction and assessments.</p>
<p>6 Novice teachers have limited capacity to implement best practices needed to progressively move students forward towards higher academic achievement.</p>	<p>Much of the teachers' professional development occurs during the school day in the form of on-the-job training as their introduction to instructional practices.</p>
<p>13 Students are not taking full advantage of interventions that take place during the day (Math WIN, Enrichment/Remediation, Eagle Academy).</p>	<p>Campus staff lacks the experience to develop and implement procedures that encourage students to prioritize the benefits of supplemental instruction.</p>

Performance Objective 3

By the end of the 25-26 school year, all 8th grade students at ILTexas Orem k-8 will grow from ___% to ___% in Science and from ___% to ___% in Social Studies at the Meets level of achievement on STAAR.

Evaluation Data Source: STAAR, TTAP assessment, MAP, classroom assessments,

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 Math assessment. Implementation utilizing BRES to provide a combination of on-site and virtual coaching days with the leadership team. The coaching days will focus on student culture and teacher use of Power Zone.

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 Math assessment.

Staff Responsible for Monitoring: principal, assistant principals, dean, instructional coaches and Math teachers of record

Funding Sources: 211 - Title I School Improvement, \$100,000

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

ESF Levers: Lever 5: Effective Instruction

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Strategy 2

ILTexas Orem K-8 will set assessment goals and monitor progress during data days.

Strategy's Expected Result/Impact: Students will meet or exceed their academic learning goals and learning gaps will be closed.

Staff Responsible for Monitoring: principal, assistant principals, dean, instructional coaches, RLA teachers of record and Math teachers of record

Funding Sources: 211 - Title I School Improvement, 25000,

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

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 4

By the end of the 25-26 school year, between ___ and ___% of Emergent Bilingual students at ILTexas Orem K-8 will perform at the Meets level of achievement students [Reading-___% (6th-8th), Math-___% (6th-8th), Science-___% (8th), and Social Studies-___% (8th)];

Evaluation Data Source: STAAR, TTAP assessment, MAP, classroom assessments,

Strategy 1

ILTexas Orem K-8 will set assessment goals and monitor progress during data days.

Strategy's Expected Result/Impact: Students will meet or exceed their academic learning goals and learning gaps will be closed.

Staff Responsible for Monitoring: principal, assistant principals, dean, instructional coaches, RLA teachers of record and Math teachers of record

Problem Statements: Demographics 6

Funding Sources: 211 - Title I School Improvement, 25000,

Title I: 2.5.3

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

ESF Levers: Lever 5: Effective Instruction

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Strategy 2

Provide professional development for teachers on differentiating instruction for Emergent Bilingual students, focusing on strategies such as scaffolding, use of visual aids, and incorporating students' home languages where possible.

Strategy's Expected Result/Impact: EB students will meet or exceed their academic learning goals and learning gaps will be closed.

Staff Responsible for Monitoring: principal, assistant principals, dean, instructional coaches, LOTE teachers, teachers of record

Problem Statements: Demographics 6

Funding Sources: 211 - Title I School Improvement,

Title I: 2.5.3

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 4 Problem Statements Identifying Demographics

Problem Statement

Root Cause

6

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

Students whose primary home language is other than English experience difficulties with English language acquisition.

Performance Objective 5

By the end of the 25-26 school year, all ILTexas Orem K-8 students receiving Special Education services will grow from ___% to ___% at the Approaches level of achievement on the Reading STAAR and will grow from ___% to ___% at the Approaches level of achievement on the Math STAAR.

Strategy 1

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 for students serviced by Special Education.

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

Problem Statements: Demographics 21 - Student Learning 18 - School Processes & Programs 14

Funding Sources: 211 - Title I School Improvement, \$50,000

Title I: 2.5.3

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

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Strategy 2

ILTexas Orem K-8 will set assessment goals and monitor progress during data days.

Strategy's Expected Result/Impact: Students will meet or exceed their academic learning goals and learning gaps will be closed.

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

Problem Statements: Demographics 21 - Student Learning 18 - School Processes & Programs 14

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

ESF Levers: Lever 5: Effective Instruction

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Strategy 3

Establish a system for regular data analysis meetings where special education teachers and general education teachers collaborate to review student progress data and adjust instructional strategies to address specific gaps in reading and math.

Strategy's Expected Result/Impact: Students will meet or exceed their academic learning goals and learning gaps will be closed.

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

Problem Statements: Demographics 21 - Student Learning 18 - School Processes & Programs 14

TEA Priorities: Build a foundation of reading and math

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

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Performance Objective 5 Problem Statements Identifying Demographics

Problem Statement

Root Cause

21

Difficulty in properly serving Special Education community

An ever-increasing number of students requiring special education services

Performance Objective 5 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

18

Difficulty in properly serving Special Education community

An ever-increasing number of students requiring special education services

Performance Objective 5 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

14

Difficulty in properly serving Special Education community

An ever-increasing number of students requiring special education services

Goal 2

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

Performance Objective 1

LOTE teachers will report ACTFL ratings each cycle and analyze student progress.

Evaluation Data Source: ACTFL, classroom observations

Strategy 1

LOTE teachers will meet at the end of each cycle to analyze ACTFL ratings, identify trends, and adjust instruction as necessary.

Strategy's Expected Result/Impact: More relevant teaching addressing gaps identified by ACTFL ratings

Staff Responsible for Monitoring: GLA's, LOTE Teachers

Problem Statements: Demographics 7, 20 - Student Learning 1, 11 - Perceptions 3, 5

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
7 Specials and Chinese teachers do not always feel connected to the school learning and culture; therefore, the perception is their voice does not matter when shaping school culture and climate.	Exaggerated emphasis on the STAAR test.
20 Specials and Chinese teachers do not always feel connected to the school learning and culture; therefore, the perception is their voice does not matter when shaping school culture and climate.	Exaggerated emphasis on the STAAR test.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Specials and Chinese teachers do not always feel connected to the school learning and culture; therefore, the perception is their voice does not matter when shaping school culture and climate.	Exaggerated emphasis on the STAAR test.
11 Specials and Chinese teachers do not always feel connected to the school learning and culture; therefore, the perception is their voice does not matter when shaping school culture and climate.	Exaggerated emphasis on the STAAR test.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
3 Specials and Chinese teachers do not always feel connected to the school learning and culture; therefore, the perception is their voice does not matter when shaping school culture and climate.	Exaggerated emphasis on the STAAR test.
5 Specials and Chinese teachers do not always feel connected to the school learning and culture; therefore, the perception is their voice does not matter when shaping school culture and climate.	Exaggerated emphasis on the STAAR test.

Performance Objective 2

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

Evaluation Data Source: AAPPL assessment results

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

Problem Statements: Demographics 20 - Student Learning 11 - Perceptions 5

ESF Levers: Lever 5: Effective Instruction

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Strategy 2

Provide professional development to LOTE teachers on effective use of ACTFL standards and how to target instruction to improve proficiency levels.

Strategy's Expected Result/Impact: Increased teacher confidence and knowledge in applying ACTFL standards,

Staff Responsible for Monitoring: AP's Dean, GLAs

Problem Statements: Demographics 20 - Student Learning 11 - Perceptions 5

Funding Sources: 211 - Title 1-A, \$2,000

Title I: 2.5.1, 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
20 Specials and Chinese teachers do not always feel connected to the school learning and culture; therefore, the perception is their voice does not matter when shaping school culture and climate.	Exaggerated emphasis on the STAAR test.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
11 Specials and Chinese teachers do not always feel connected to the school learning and culture; therefore, the perception is their voice does not matter when shaping school culture and climate.	Exaggerated emphasis on the STAAR test.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
5 Specials and Chinese teachers do not always feel connected to the school learning and culture; therefore, the perception is their voice does not matter when shaping school culture and climate.	Exaggerated emphasis on the STAAR test.

Performance Objective 3 High Priority

By the end of 25-26 school year, at least 36% (federal target) of EL/EB students will have made one proficiency level progress in English language acquisition.

Evaluation Data Source: TELPAS 25-26

Strategy 1

Develop and foster a language-rich environment by providing opportunities to practice speaking and listening by creating small-group discussions, peer conversations and presentations.

Strategy's Expected Result/Impact: Decreased speed in acquisition of target language.

Staff Responsible for Monitoring: Principals, Assistant Principals, LOTE Teachers

Problem Statements: Demographics 6

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Strategy 2

Teach academic vocabulary explicitly in all subjects, focusing on high-frequency words that appear across disciplines and subject-specific terminology

Strategy's Expected Result/Impact: Increased use and understanding of routine terms.

Staff Responsible for Monitoring: Teachers, GLAs

Problem Statements: Demographics 6

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

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

6

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

Students whose primary home language is other than English experience difficulties with English language acquisition.

Goal 3

By the end of the 25-26 school year ILTexas will retain ___% of teachers, an increase from ___% achieved in the school year 24-25 (will update in August).

Teacher Retention Rates 2024 - 2025
District / Campus [--] = No Data

Performance Objective 1

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

Strategy 1

Each new teacher will be assigned a veteran teacher as a mentor for guidance and support.

Strategy's Expected Result/Impact: Orem K-8 teachers' will create an environment for growth for teachers

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

Problem Statements: Demographics 16 - Student Learning 7 - School Processes & Programs 6

Funding Sources: 211 - Title I School Improvement, \$100,000

Title I:

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

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Strategy 2

ILTexas Orem K-8 will send new campus staff to appropriate training and conferences to strengthen their ability to support student achievement.

Strategy's Expected Result/Impact: New Orem K-8 teachers' and staff capacity will improve so they can address the academic needs and each student can exceed their academic goals.

Staff Responsible for Monitoring: principal, assistant principals, dean, GLA's

Problem Statements: Demographics 16 - Student Learning 7 - School Processes & Programs 6

Funding Sources: 211 - Title 1-A, \$45,000

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

16

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

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

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

7

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

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

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

6

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

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

Performance Objective 2

We will increase the percent retention of our special education, math and reading teachers by 1% by the end of the 25-26 School year.

Strategy 1

We will provide professional development and growth opportunities through specialized training sessions that align with the teachers' subject areas and roles. Strategies will support math and reading instruction for diverse learners with special education accommodations.

Strategy's Expected Result/Impact: Teachers capacity increased along with job satisfaction

Staff Responsible for Monitoring: principal, assistant principals, contracted support

Problem Statements: Demographics 21 - Student Learning 18 - School Processes & Programs 14

Funding Sources: 211 - Title 1-A, \$45,000

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

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

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Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

21

Difficulty in properly serving Special Education community

An ever-increasing number of students requiring special education services

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

18

Difficulty in properly serving Special Education community

An ever-increasing number of students requiring special education services

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

14

Difficulty in properly serving Special Education community

An ever-increasing number of students requiring special education services

Performance Objective 3

Provide targeted professional learning and ongoing coaching to campus leaders and teachers through summer training, instructional leadership support, and regular onsite visits to improve instructional practice and student outcomes.

Strategy 1

Provide targeted professional learning and ongoing coaching to campus leaders and teachers through summer training, instructional leadership support, and regular onsite visits to improve instructional practice and student outcomes.

Funding Sources: Capacity Building 288 - ESF, \$16,150

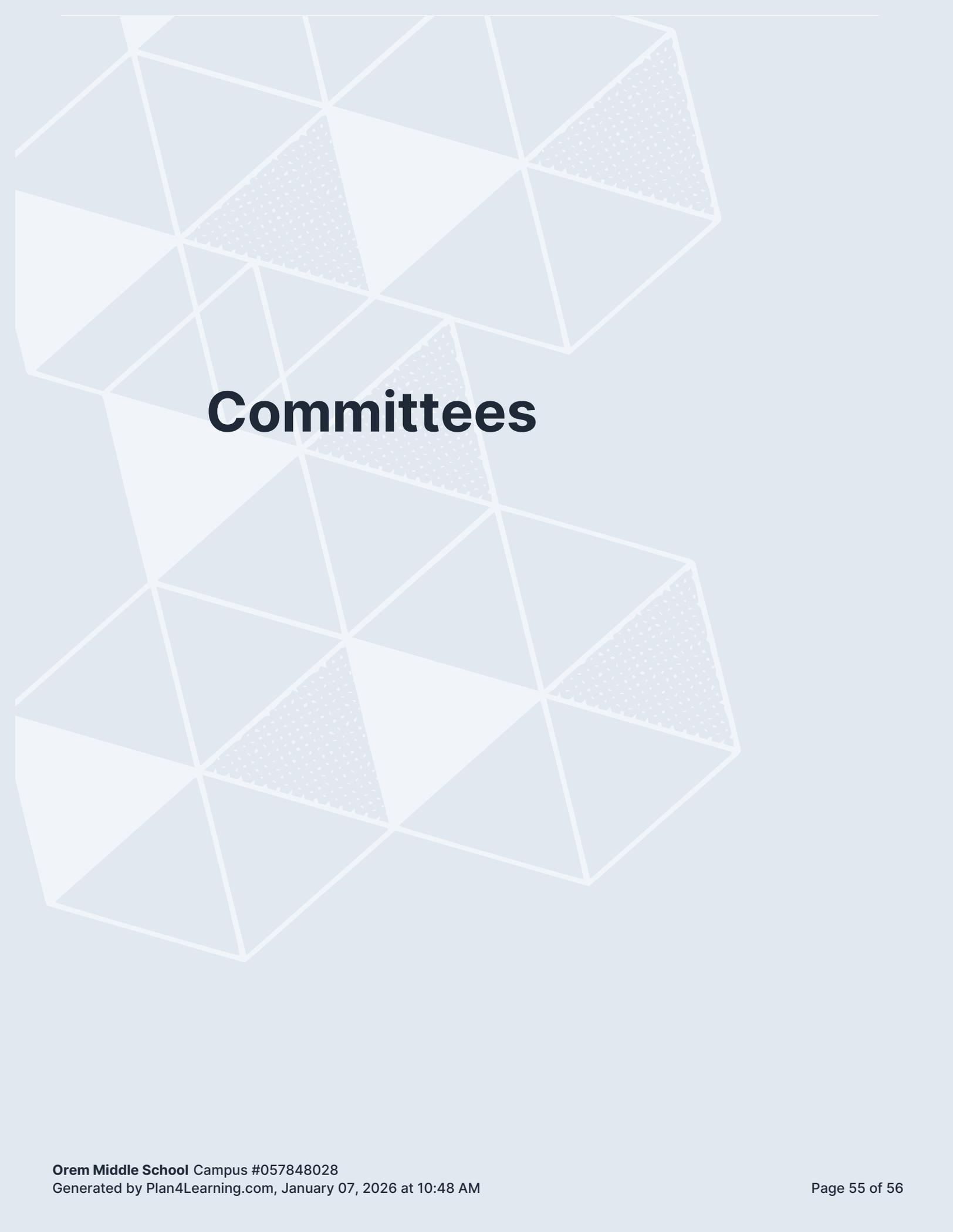
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Committees

Committees

Campus Improvement Team 2025-2026

Members

First Name	Last Name	Position	Committee Role
Dion	Holley	Asst Principal	Administrator
Johnalyssa	Washington	Counselor	Non-teaching para
Yu	Pu	6th grade Chinese	Teacher
naomi	rios	Attendance clerk	Paraprofessional
Toisha	Daniels	Local Business	Community Member
Sandra	Villanueva	Parent	Parent
Monica	Fowler	Parent	Parent