

# International Leadership of Texas



## Orem Elementary

## 2025-2026 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.

# Value Statement

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

## 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. This year we added Pre-K4. Our kindergarten through 2nd grade, 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	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%

## 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	Root Cause
1	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.
2 ★	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.
3 ★	Little targeted professional development of teachers	One-size fits all training neglects the particular needs of campus staff
4	Campus mobility rate is 18.11% for students in Kindergarten through 5th grade.	Students lack the resources needed to remain in a stable home environment.
5 ★	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.
6	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.

7  
★

Students have learning gaps that coincide with patterns of inconsistent attendance.

Chronic absenteeism. Infrequent student attendance.

8

Incomplete use of targeted interventions and support systems.

Insufficient training on the system.

9  
★

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.

10

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.

11

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.

12

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

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

13



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.

14



In grades 3-5, approximately 75% 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.

15



Chronic absenteeism

Parents don't see school attendance as primary or necessary when competing with other life aims or issues.

 = Priority

# Student Learning

## Summary

At IL Texas Orem Elementary, we are proud to serve a diverse student body of around 900 students, reflecting a rich tapestry of cultural backgrounds. Our student population is composed of approximately 51% African American students, who bring a wealth of cultural heritage and perspectives to our school community. Additionally, 45% of our students are Hispanic, contributing their unique cultural traditions and languages, which enrich our educational environment. The remaining 4% of our students come from various other backgrounds, adding further diversity and fostering an inclusive atmosphere where all students can learn from one another. This diversity is a strength that we celebrate and integrate into our curriculum and school activities, ensuring that every student feels valued and respected.

## Strengths

Our students are demonstrating remarkable growth across all areas of their education, which is a testament to the effectiveness of our teaching methods and the dedication of our staff. This comprehensive development is evident in their academic achievements, social skills, and extracurricular involvement, reflecting a well-rounded educational experience. We are committed to continuing this trajectory by providing a supportive and challenging environment that encourages students to reach their full potential.

# Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Campus mobility rate is 18.11% for students in Kindergarten through 5th grade.	Students lack the resources needed to remain in a stable home environment.
2	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.
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.
4 ★	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.
5 ★	Students have learning gaps that coincide with patterns of inconsistent attendance.	Chronic absenteeism. Infrequent student attendance.
6 ★	Special Ed sub populations failed to meet minimum passing standard in majority of the STAAR tested areas.	General education teachers and Special Education staff need additional training on how to support students through differentiation.

7

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.

8

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.

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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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In grades 3-5, approximately 85% of students did not meet grade level on STAAR Math indicating that they do not demonstrate a sufficient understanding of the assessed knowledge and skills in Math.

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

12



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.

13



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.

14



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.

15



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

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

Grade level administrator authority was only recently clearly defined.

17

Teachers rely too heavily on technology for Tier 1 instruction.

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

18



Chronic absenteeism

Parents don't see school attendance as primary or necessary when competing with other life aims or issues.

 = Priority

# 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	Grade level administrators don't have complete understanding of roles and responsibilities.	Grade level administrator authority was only recently clearly defined.
2	Teachers rely too heavily on technology for Tier 1 instruction.	There is a lack of confidence in managing students and maintaining a high level of students engagement while providing instruction.
3 ★	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.
4	Incomplete use of targeted interventions and support systems.	Insufficient training on the system.
5 ★	Little targeted professional development of teachers	One-size fits all training neglects the particular needs of campus staff
6 ★	Special Ed sub populations failed to meet minimum passing standard in majority of the STAAR tested areas.	General education teachers and Special Education staff need additional training on how to support students through differentiation.

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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.

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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.

14



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.

15

Campus has not established a climate/culture that transcends from the campus into the community.

Excessive requirements on campus staff on existing priorities leaves little time for building in identifiable and positive culture throughout the school year.

 = 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, and to provide support for our open-to-the-public school activities. The campus though utilizing multiple social media platforms to maintain communication with stakeholders, has not optimized our ability to do such.

### 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

At our school, we prioritize creating a welcoming and inclusive environment where both parents and students can actively participate in the educational journey. We offer a variety of programs and events designed to foster engagement, such as parent-teacher conferences, workshops, and family nights, which allow parents to be directly involved in their child's learning experience. By facilitating open communication and collaboration, we ensure that parents feel valued and empowered to contribute to the school community, ultimately enhancing the educational outcomes for our students.

### Activities:

- Active PTO
- Parent Academic Nights
- Community events
- Career Day with community volunteers
- International Festival
- Lunar New Year Celebration
- Hispanic Heritage Festival
- Black History Month
- Social Media

# Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	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.
2 ★	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.
3	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.
4 ★	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.
5	Campus has not established a climate/culture that transcends from the campus into the community.	Excessive requirements on campus staff on existing priorities leaves little time for building in identifiable and positive culture throughout the school year.

6

Chronic absenteeism



Parents don't see school attendance as primary or necessary when competing with other life aims or issues.

 = Priority



# Priority Problem Statements

## Problem Statement

## Root Cause

1  
★

Modification to curriculum and dual language instruction creates difficulty in implementation

New teachers because they are new and old teachers because it represents change.

2  
★

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.

3  
★

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.

4  
★

There is a large divide in the socio economic needs of our families. Some families come to the school to escape ISD leadership, while others may come looking for a more elitist education for their children.

Diversity of socioeconomic status in geographic location.

5  
★

In grades 3-5, approximately 75% 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.

6  
★

The technology of social media distracts students.

Students come to school with an addiction to their technology (devices).

7  
★

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.

8  
★

Systems and processes need creation, refinement or adjustment.

Time in schedule is limited to allow for massive system/routine or process changes.

9  
★

Students have learning gaps that coincide with patterns of inconsistent attendance.

Chronic absenteeism. Infrequent student attendance.

10  
★

In grades 3-5, approximately 85% of students did not meet grade level on STAAR Math indicating that they do not demonstrate a sufficient understanding of the assessed knowledge and skills in Math.

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

11  
★

Intrinsic motivation to learn is not pervasive. Teachers have difficulty providing proper incentives.

Diverse background of teachers means that many teachers do not understand the culture of the students being served.

12  
★

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.

13



Lack of highly trained teachers available.

Many people are leaving the teaching occupation due to the stress caused.

14



Little targeted professional development of teachers

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

15



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.

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

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Parents don't see school attendance as primary or necessary when competing with other life aims or issues.

19



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



Special Ed sub populations failed to meet minimum passing standard in majority of the STAAR tested areas.

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

 = 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
- 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
- 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
- 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
- T-TESS 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



# 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 3rd-5th grade students at ILTexas Orem K-8 will grow from \_\_\_% to \_\_\_% at the meets level of achievement on Language Arts STAAR.

**Evaluation Data Source:** Formative assessments, MAP assessments, STAAR Interim , Spring 2025 Reading STAAR, monthly ISIP assessments

### 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

**Problem Statements:** Demographics 3, 13 - Student Learning 9, 12, 13 - School Processes & Programs 5, 9, 11, 12

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

**Title I:** 2.5.2

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews

November

January

May

June

### 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. Implementation utilizing BRES to provide a combination of on-site and virtual coaching days

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

**Strategy's Expected Result/Impact:** 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 3, 13 - Student Learning 9 - School Processes & Programs 5, 9

**Funding Sources:** 211 - Title 1-A, \$20,000

**Title I:** 2.5.2

**TEA Priorities:** Recruit, support, retain teachers and principals

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

### Formative Reviews

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## Strategy 3

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

**Strategy's Expected Result/Impact:** Orem K-8 staff will possess a deep understanding of learners' academic needs so all stakeholders develop and utilize data informed practices while remaining aligned to the campus' mission and school wide goals.

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

**Problem Statements:** Demographics 7, 14 - Student Learning 5, 10

**Funding Sources:** 211 - Title I School Improvement, \$5,000

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

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Formative Reviews

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## Strategy 4 Targeted Support Strategy

Provide instructional materials for students in Reading/ILA, Social Studies, Math and Science to include consumable resources, manipulatives, bilingual dictionaries, library books to support

literacy, as well as STAAR aligned resources to aid in preparation of State Assessments (including Kamico, STAAR Master, Measuring UP, MAP, etc.)

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

**Staff Responsible for Monitoring:** CAO, Academic Directors, Instructional Technologists, Principals, Campus textbook coordinators, campus instructional coaches, campus media specialists, teachers

**Problem Statements:** Student Learning 13 - School Processes & Programs 12

**Funding Sources:** 211 - Title 1-A, \$30,000

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

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**Performance Objective 1 Problem Statements Identifying Demographics**

	Problem Statement	Root Cause
3	Little targeted professional development of teachers	One-size fits all training neglects the particular needs of campus staff
7	Students have learning gaps that coincide with patterns of inconsistent attendance.	Chronic absenteeism. Infrequent student attendance.
13	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.
14	In grades 3-5, approximately 75% 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.

**Performance Objective 1 Problem Statements Identifying Student Learning**

Problem Statement

Root Cause

5

Students have learning gaps that coincide with patterns of inconsistent attendance.

Chronic absenteeism. Infrequent student attendance.

9

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.

10

In grades 3-5, approximately 75% 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.

12

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.

13

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.

### Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

5

Little targeted professional development of teachers

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

9

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.

11

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.

12

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.

## Performance Objective 2

By the end of the 25-26 school year, \_\_\_% of all ILTexas Orem students will perform at the Meets level of achievement on STAAR Math up from \_\_\_% on 24-25 STAAR.

**Evaluation Data Source:** Formative assessments, MAP assessments, STAAR Interim , Spring 2025 Math STAAR

### Strategy 1

Implement targeted intervention programs focused on students who are currently performing below the Meets level. Offer after-school or weekend sessions dedicated to intensive math practice and review.

**Strategy's Expected Result/Impact:** Isolation and identification of learning gaps

**Staff Responsible for Monitoring:** Administrator

**Problem Statements:** Student Learning 11 - School Processes & Programs 10

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

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### Strategy 2

Use data to inform instructional decisions and adapt teaching strategies accordingly: Formative Assessment: Tailor instructional strategies to meet the diverse learning needs of students, ensuring that each student receives appropriate support and challenge based on their current level of achievement.

**Strategy's Expected Result/Impact:** Accelerated growth through more differentiated instruction.

**Staff Responsible for Monitoring:** Grade Level Administrator

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

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

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### Strategy 3

ILTexas Orem K8 will implement Math/WIn intervention taught by a math specialist for students who need assistance on meeting STAAR standards.

**Strategy's Expected Result/Impact:** Move students in 3rd-5th grades from current STAAR performance level to the next performance level.

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

**Problem Statements:** Student Learning 14 - School Processes & Programs 14

**Funding Sources:** 211 - Title I School Improvement, \$75,000

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

**ESF Levers:** Lever 5: Effective Instruction

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### Strategy 4

ILTexas Orem K-8 will send staff to conferences and professional development sessions (e.g. Region 4, Region 10, Lead4Ward, etc) to assist ILTexas teachers, administrators and charter staff to strengthen their ability to support student achievement.

**Strategy's Expected Result/Impact:** Orem K8 teachers and staff capacity will improve so that they can address the academic needs and each student can meet or exceed their academic goals.

**Staff Responsible for Monitoring:** Principal, assistant principals, dean, instructional coaches

**Problem Statements:** Demographics 3, 5, 13 - Student Learning 4, 9 - School Processes & Programs 3, 5, 9

**Funding Sources:** 211 - Title 1-A, \$20,000

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

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

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### Strategy 5

ILTexas Orem K-8 will provide parents and guardians with learning opportunities to support their children at home and understand the importance of local and state assessments.

**Strategy's Expected Result/Impact:** Parent engagement will increase, student attendance will increase and students will exceed their academic learning goals.

**Staff Responsible for Monitoring:** Principal, assistant principal, dean, GLAs, teachers

**Problem Statements:** Demographics 9 - Perceptions 2

**Funding Sources:** 211 - Title 1-A, \$50,000

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### Strategy 6

ILTexas Orem K-8 will provide supplemental tutoring to accelerate students' performance on formative local and state assessments.

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

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

**Problem Statements:** Student Learning 14 - School Processes & Programs 14

**Funding Sources:** 211 - Title I School Improvement, \$10,000

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

### Formative Reviews

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## Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

3

Little targeted professional development of teachers

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

5

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.

9

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

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

4

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.

9

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.

11

In grades 3-5, approximately 85% of students did not meet grade level on STAAR Math indicating that they do not demonstrate a sufficient understanding of the assessed knowledge and skills in Math.

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

14

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 2 Problem Statements Identifying School Processes & Programs**

Problem Statement

Root Cause

3

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.

5

Little targeted professional development of teachers

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

9

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.

10

In grades 3-5, approximately 85% of students did not meet grade level on STAAR Math indicating that they do not demonstrate a sufficient understanding of the assessed knowledge and skills in Math.

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

14

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 2 Problem Statements Identifying Perceptions**

Problem Statement

Root Cause

2

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.

### Performance Objective 3

By the end of the 25-26 school year, \_\_\_% of 5th grade students at ILTexas Orem K-8 will perform at the Meets level of achievement on Science STAAR up from \_\_\_% on the 2024-2025 STAAR).

**Evaluation Data Source:** Formative assessments, MAP assessments, STAAR Interim , Spring 2025 Science STAAR

#### Strategy 1

Focus on essential standards: Prioritize key TEKS standards that are heavily tested and ensure mastery through reteaching, scaffolding, and enrichment activities.

**Strategy's Expected Result/Impact:** Students will achieve better results when testing is more aligned with standards being taught.

**Staff Responsible for Monitoring:** Classroom teachers

**Problem Statements:** Demographics 7, 13 - Student Learning 5, 9 - School Processes & Programs 9

**Funding Sources:** 461 - Campus Activity, \$500

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 5: Effective Instruction

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#### Strategy 2 Targeted Support Strategy

Incorporate science vocabulary and literacy: Build students' ability to read and write about scientific concepts

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

**Staff Responsible for Monitoring:** Classroom teachers

**Funding Sources:** 211 - Title I School Improvement, \$500

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

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### Strategy 3

ILTexas Orem K-8 will hire/contract services from subject matter experts and consultants to help teachers, administrators, and charter staff strengthen their ability to support student learning with a focus on increasing the Meets target goal on the Science STAAR assessment.

**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 Science assessment.

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

**Problem Statements:** Demographics 3 - School Processes & Programs 5

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

**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 4

ILTexas Orem K-8 will purchase supplemental resources to equip teachers and students with access to differentiated content, instructional materials and online platforms that improve instruction.

**Strategy's Expected Result/Impact:** Orem K-8 teachers will use supplemental resources to consistently differentiate instruction based on individual student needs to ensure students' master the subject's content.

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

**Problem Statements:** Student Learning 13 - School Processes & Programs 12

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

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

**ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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### Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement	Root Cause
<b>3</b> Little targeted professional development of teachers	One-size fits all training neglects the particular needs of campus staff
<b>7</b> Students have learning gaps that coincide with patterns of inconsistent attendance.	Chronic absenteeism. Infrequent student attendance.
<b>13</b> 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 3 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
<b>5</b> Students have learning gaps that coincide with patterns of inconsistent attendance.	Chronic absenteeism. Infrequent student attendance.
<b>9</b> 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.
<b>13</b> 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.

### Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
<b>5</b> Little targeted professional development of teachers	One-size fits all training neglects the particular needs of campus staff
<b>9</b> 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.

12

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.

## Performance Objective 4

By the end of the 25-26 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 \_\_\_% 2024-2025), and \_\_\_% of Kindergarten-2nd grade Emergent Bilingual students will read at or above grade level (up from \_\_\_% - 2024-2025).

**Evaluation Data Source:** Formative assessments, MAP assessments, STAAR Interim , Spring 2024 Reading, Math and Science STAAR, Reading-mCLASS, monthly ISIP 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 Emergent Bilingual students with a focus on increasing the Meets Target goal on the STAAR Reading, Math and Science assessment for 3rd-5th graders and a focus on getting students in Kindergarten-2nd on grade level based on MAP, mCLASS, and ISIP scores.

**Strategy's Expected Result/Impact:** Orem K-8 teachers' capacity will improve so academic needs are addressed and each student can perform at the Meets Target goal on the STAAR Reading assessment.

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

**Problem Statements:** Demographics 3 - Student Learning 13 - School Processes & Programs 5, 12

**Funding Sources:** 263 - Title III, \$50,000

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

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### Strategy 2

ILTexas Orem K-8 will send campus staff to conferences (e.g. Title III Symposium, La Cosecha, TESOL, BEAM Symposium etc.) to assist ILTexas teachers, administrators, and charter staff strengthen their ability to support Emergent Bilingual students.

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

**Staff Responsible for Monitoring:** principal, assistant principals, dean

**Problem Statements:** Demographics 3 - School Processes & Programs 5

**Funding Sources:** 263 - Title III, \$15,000

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

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**Strategy 3**

ILTexas Orem K-8 will purchase supplemental resources for Emergent Bilingual students such as instructional materials (bilingual dictionaries, leveled readers) and online platforms to increase access to language acquisition and differentiation.

**Strategy's Expected Result/Impact:** Orem K-8 teachers will use supplemental resources to consistently differentiate instruction based on individual student needs.

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

**Funding Sources:** 263 - Title III, \$15,000

**TEA Priorities:** Recruit, support, retain teachers and principals

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**Performance Objective 4 Problem Statements Identifying Demographics**

Problem Statement	Root Cause
<b>3</b> Little targeted professional development of teachers	One-size fits all training neglects the particular needs of campus staff

**Performance Objective 4 Problem Statements Identifying Student Learning**

Problem Statement	Root Cause
<b>13</b> 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.

**Performance Objective 4 Problem Statements Identifying School Processes & Programs**

Problem Statement	Root Cause
<b>5</b> Little targeted professional development of teachers	One-size fits all training neglects the particular needs of campus staff
<b>12</b> 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.

# Goal 2

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

## Performance Objective 1

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

**Evaluation Data Source:** report cards, progress reports, projects

### Strategy 1

ILTexas Orem K-8 will hire/contract consultation services from subject matter experts and consultants to help teachers, administrators, and charter staff strengthen their ability to support student learning with a focus on the TEKS required for all fine art courses.

**Strategy's Expected Result/Impact:** Increased student involvement in fine arts courses and program

**Staff Responsible for Monitoring:** principal, assistant principals, dean

**Problem Statements:** Demographics 3, 13 - Student Learning 9 - School Processes & Programs 5, 9

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

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction

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## Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
<b>3</b> Little targeted professional development of teachers	One-size fits all training neglects the particular needs of campus staff
<b>13</b> 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
<b>9</b> 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
<b>5</b> Little targeted professional development of teachers	One-size fits all training neglects the particular needs of campus staff
<b>9</b> 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

By the end of the 25-26 school year, 85% of students at Orem ES will increase by at least one ACTFL proficiency level Spanish.

**Evaluation Data Source:** AAPPL and ACTFL rating

### Strategy 1

More effectively track language proficiency, to include artifacts of learning and progress.

**Strategy's Expected Result/Impact:** More rapid identification of gaps in learning and proficiency

**Staff Responsible for Monitoring:** GLAs and instructional coaches

**Problem Statements:** Demographics 7 - Student Learning 5

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

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 5: Effective Instruction

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**Strategy 2**

Provide teachers with bilingual resources for student engagement

**Strategy's Expected Result/Impact:** Increased bilingual exposure and proficiency

**Staff Responsible for Monitoring:** Principals, assistant principals, GLAs and instructional coaches.

**Problem Statements:** Demographics 14 - Student Learning 10

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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## Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
<p><b>7</b> Students have learning gaps that coincide with patterns of inconsistent attendance.</p>	<p>Chronic absenteeism. Infrequent student attendance.</p>
<p><b>14</b> In grades 3-5, approximately 75% 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.</p>	<p>Teachers are not creating tailored lessons to include strategies and appropriate rigor needed to meet students' needs.</p>

## Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
<p><b>5</b> Students have learning gaps that coincide with patterns of inconsistent attendance.</p>	<p>Chronic absenteeism. Infrequent student attendance.</p>
<p><b>10</b> In grades 3-5, approximately 75% 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.</p>	<p>Teachers are not creating tailored lessons to include strategies and appropriate rigor needed to meet students' needs.</p>

## Performance Objective 3

By the end of 25-26 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 Source:** AAPPL

### 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:** FLES teachers, GLAs, campus assessment coordinator

**Problem Statements:** Demographics 13 - Student Learning 6, 9 - School Processes & Programs 6, 9

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

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

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**Strategy 2**

Provide teachers with bilingual resources for student engagement

**Strategy's Expected Result/Impact:** Increased bilingual exposure and proficiency

**Staff Responsible for Monitoring:** Principals, assistant principals, GLAs and instructional coaches.

**Problem Statements:** Demographics 13 - Student Learning 9 - School Processes & Programs 9

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

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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### Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement	Root Cause
<b>13</b> 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 3 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
<b>6</b> Special Ed sub populations failed to meet minimum passing standard in majority of the STAAR tested areas.	General education teachers and Special Education staff need additional training on how to support students through differentiation.
<b>9</b> 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 3 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
<b>6</b> Special Ed sub populations failed to meet minimum passing standard in majority of the STAAR tested areas.	General education teachers and Special Education staff need additional training on how to support students through differentiation.
<b>9</b> 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.

By the end of the 25-26 school year ILTexas will retain 76% of teachers, an increase from 73.88% achieved in the school year 24-25 (will update in August).

### Teacher Retention Rates 2022 - 2023

District / Campus [ -- ] = No Data

- (057848) - International Leadership Of Texas (IlTexas) 63.15%
- (057848001) - IlTexas Garland EL 54.69%
- (057848002) - IlTexas Garland Middle 51.43%
- (057848003) - IlTexas Garland H S 54.17%
- (057848004) - IlTexas Arlington EL 53.45%
- (057848005) - IlTexas Arlington Middle 46.88%
- (057848006) - IlTexas Arlington-Grand Prairie H S 71.70%
- (057848007) - IlTexas Keller EL 66.67%
- (057848008) - IlTexas Keller Middle 70.59%
- (057848009) - IlTexas Keller Saginaw H S 68.42%
- (057848010) - IlTexas Grand Prairie EL 64.41%
- (057848011) - IlTexas Grand Prairie Middle 40.00%
- (057848012) - IlTexas North Richland Hills EL 68.33%
- (057848013) - IlTexas North Richland Hills Middle 31.25%
- (057848014) - IlTexas Katy EL 68.33%
- (057848015) - IlTexas Katy Middle 48.39%
- (057848016) - IlTexas Westpark EL 67.69%
- (057848017) - IlTexas Westpark Middle 58.82%
- (057848018) - IlTexas Katy Westpark H S 55.56%
- (057848019) - IlTexas Lancaster EL 49.18%
- (057848020) - IlTexas Lancaster Middle 38.89%
- (057848021) - IlTexas Woodhaven EL 38.89%
- (057848022) - IlTexas Woodhaven Middle 23.33%
- (057848023) - IlTexas Saginaw EL 51.61%
- (057848024) - IlTexas Saginaw Middle 37.93%
- (057848025) - IlTexas Houston Windmill Lakes EL 38.98%
- (057848026) - IlTexas Houston Windmill Lakes Middle 31.25%
- (057848027) - IlTexas Houston Orem EL 57.14%
- (057848028) - IlTexas Houston Orem Middle 54.76%
- (057848030) - IlTexas College Station EL 72.88%
- (057848031) - IlTexas College Station Middle 46.67%
- (057848032) - IlTexas Lancaster Desoto H S 45.00%
- (057848033) - IlTexas Houston Windmill Lakes Orem H S

## Goal 3

### Performance Objective 1

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

**Evaluation Data Source:** onboarding agendas, onboarding checklists

#### Strategy 1

All new teachers who are new to ILTexas will be provided with a mentor through the campus mentorship program.

**Strategy's Expected Result/Impact:** Teacher retention will increase as teachers' capacity increases.

**Staff Responsible for Monitoring:** Principal, AP over new teachers

**Problem Statements:** Demographics 2, 13 - Student Learning 3, 9 - School Processes & Programs 9

**Funding Sources:** 211 - Title 1-A, \$15,000

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning

#### Formative Reviews

November

January

May

June

## Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
<b>2</b> 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.
<b>13</b> 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
<b>3</b> 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.
<b>9</b> 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
<b>9</b> 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 lose no more than 2 teachers each out of our special education, math and reading departments by the end of the 25-26 School year.

**Evaluation Data Source:** human resources reports

## Strategy 1

The Orem campus will host teacher appreciation events at least once per cycle.

**Strategy's Expected Result/Impact:** Campus will foster a culture of appreciation and respect for teachers that makes the workplace more comfortable.

**Staff Responsible for Monitoring:** principal, assistant principals, dean

**Problem Statements:** Demographics 2, 3, 13 - Student Learning 3, 9 - School Processes & Programs 5, 9

**Funding Sources:** 211 - Title 1-A,

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews

November

January

May

June

## Strategy 2

All teachers will be supported through instructional coaching, observations, feedback, and ongoing professional development.

**Strategy's Expected Result/Impact:** Teachers will feel supported and their instructional capacity will increase.

**Staff Responsible for Monitoring:** principal, assistant principal, dean, instructional coach, GLAs and area office personnel

**Problem Statements:** Demographics 3, 13 - Student Learning 9 - School Processes & Programs 5, 9

**TEA Priorities:** Recruit, support, retain teachers and principals

### Formative Reviews

November

January

May

June

## Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
<p><b>2</b> 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.</p>	<p>Exaggerated emphasis on the STAAR test.</p>
<p><b>3</b> Little targeted professional development of teachers</p>	<p>One-size fits all training neglects the particular needs of campus staff</p>
<p><b>13</b> 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>

## Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
<p><b>3</b> 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.</p>	<p>Exaggerated emphasis on the STAAR test.</p>
<p><b>9</b> 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>

## Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
<p><b>5</b> Little targeted professional development of teachers</p>	<p>One-size fits all training neglects the particular needs of campus staff</p>
<p><b>9</b> 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>

### 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, \$31,350

#### Formative Reviews

No Progress				
<b>November</b>	<b>January</b>	<b>May</b>	<b>June</b>	



# Title I Summary

# Title I

## 1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

### 1.1 Description of CNA Process

The Campus Needs Assessment (CNA) process is a critical component of our improvement plan at Orem PreK-8. It involves a systematic and comprehensive evaluation of various aspects of our school community to identify strengths, challenges, and areas needing improvement. Here's a description of the CNA process:

- 1. Data Collection:** We gather and analyze a wide range of data, including academic performance, student behavior, attendance rates, teacher qualifications, and community demographics. This data helps us understand the current state of our school and identify trends over time.
- 2. Stakeholder Engagement:** We engage with stakeholders such as teachers, staff, parents, students, and community members through surveys, focus groups, and meetings. Their input provides valuable perspectives on what is working well and where improvements are needed.
- 3. Needs Identification:** Based on the data collected and stakeholder feedback, we identify priority needs and challenges that impact student learning, school climate, and overall effectiveness.
- 4. Goal Setting:** We establish clear and measurable goals aligned with our mission and vision for improvement. These goals address areas identified in the CNA that require attention and improvement.
- 5. Action Planning:** We develop action plans that outline specific strategies, interventions, and initiatives to achieve our goals. These plans include timelines, responsible parties, and methods for monitoring progress.
- 6. Implementation and Monitoring:** The action plans are implemented with ongoing monitoring and evaluation to assess their effectiveness. Adjustments are made as needed to ensure continuous improvement and alignment with our objectives.
- 7. Review and Reflection:** Periodic reviews and reflections on the CNA process help us refine our strategies, celebrate successes, and address challenges proactively.

The CNA process at Orem PreK-8 ensures that our improvement efforts are data-driven, inclusive of diverse perspectives, and focused on fostering a supportive and effective learning environment for all students and staff.

### 1.2 Location for Evidence of Multiple Meetings Held

In progress.



# Committees

# Committees

## Campus Improvement Team 2025-2026

### Members

First Name	Last Name	Position	Committee Role
Monica	Fowler	Parent	Parent
Sandra	Villanueva	Parent	Parent
Toisha	Daniels	Local business	Community member
Naomi	Rios	Attendance clerk	Paraprofessional
Yu	Pu	6th Grade Chinese	Teacher
Johnalyssa	Washington	Counselor	Non-teaching para
Dion	Holley	Asst Principal	Administrator