

**Conroe Independent School District**  
**Oak Ridge High School**  
**2023-2024 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

Oak Ridge High School is a comprehensive public school serving the communities of Oak Ridge North, Shenandoah, Spring, and Conroe. We take great pride in the diversity of our student body and are starting the 2023-24 school year at: 37% white, 38% Hispanic, 15% African American, 5% Asian, and 4% multiple ethnicities. 1,140 or 42% of our students qualify as low socio-economic and 12.5% are currently identified as Emergent Bilingual (EB). The current enrollment as we start the school year is 2716.

For the 2022-2023 school year, ORHS received an overall B rating with a scaled score of 83. The highlights of our accountability rating were a scaled score of 82 for Student Achievement, 80 for Academic Growth and Relative Performance, and 86 for Closing the Gaps. Scores and ratings were based on an enrollment of 2595 with 1,145 or 44.1% of students qualifying as low socio-economic and 11.3% were identified as EB.

Our AP scores and participation increased, as well as our STAAR/EOC scores. In math, we saw an average loss of 6.6% across all student groups. Like many schools, attendance levels remained lower and did not return to pre-pandemic numbers.

Oak Ridge High School 2022 - 23													
	Did Not Meet	Approaches	Meets	Masters	Total	Approaches	Meets	Masters	Performance		Growth Numerator	Growth Denominator	Growth Average
English I	148	141	372	117	778	81%	63%	15%	53%		401.25	655	61%
English II	170	142	367	68	747	77%	58%	9%	48%		466.5	625	75%
Algebra I	120	296	184	77	677	82%	39%	11%	44%		221.5	371	60%
Biology	55	126	230	284	695	92%	74%	41%	69%				
US History	14	99	197	306	616	98%	82%	50%	76%				



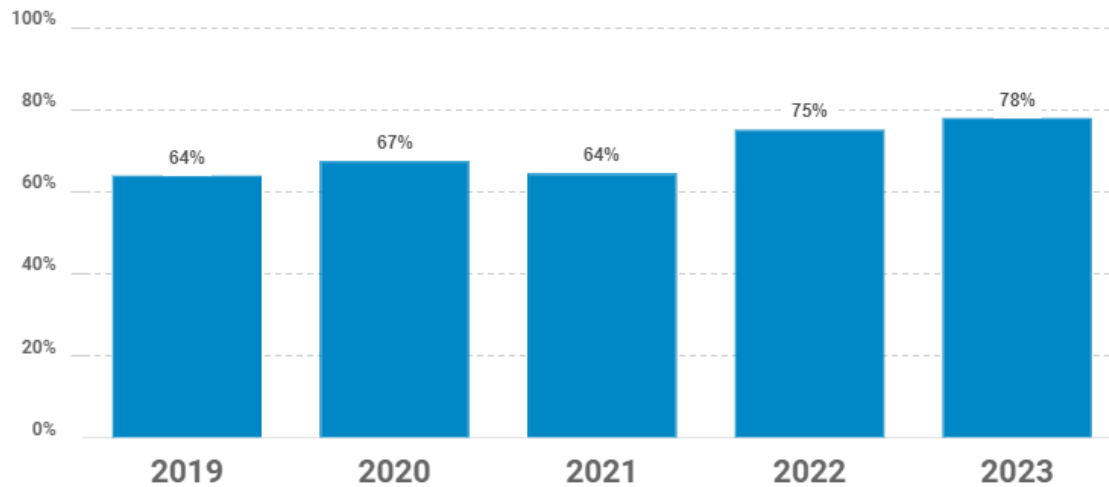
#### SCHOOL SUMMARY

	2019	2020	2021	2022	2023
Total AP Students	909	685	450	462	502
Number of Exams	1,942	1,454	860	1,036	1,045
AP Students with Scores 3+	581	462	290	347	391
% of Total AP Students with Scores 3+	63.92	67.45	64.44	75.11	77.89

### College Board AP Testing Data - Five Year Summary



#### % OF TOTAL AP STUDENTS WITH SCORES 3+



**Student Achievement Strengths**

Oak Ridge High School is proud of many accomplishments including an increase in the number of CTE certifications, an increase in the number of students scoring a 3+ on AP exams, and scoring above the state averages in all EOC exams. 2023 student performance highlights include a significant increase in students scoring a 3+ on AP exams for our highest percentage in five years. 78% of 502 students taking 1045 exams made qualifying scores of 3+. This is a 3% increase from the 2022 school year and a 14% increase over five years. Testing participation continues to increase. All student groups met the CCMR targets established by the state.

College Board Recognition	
Commended Scholar	6
National African American Scholar	6
National Hispanic Scholar	20
National Indigenous Scholar	2
National Merit Semi-Finalist	1

**College Board AP Testing Data - Five Year Summary**

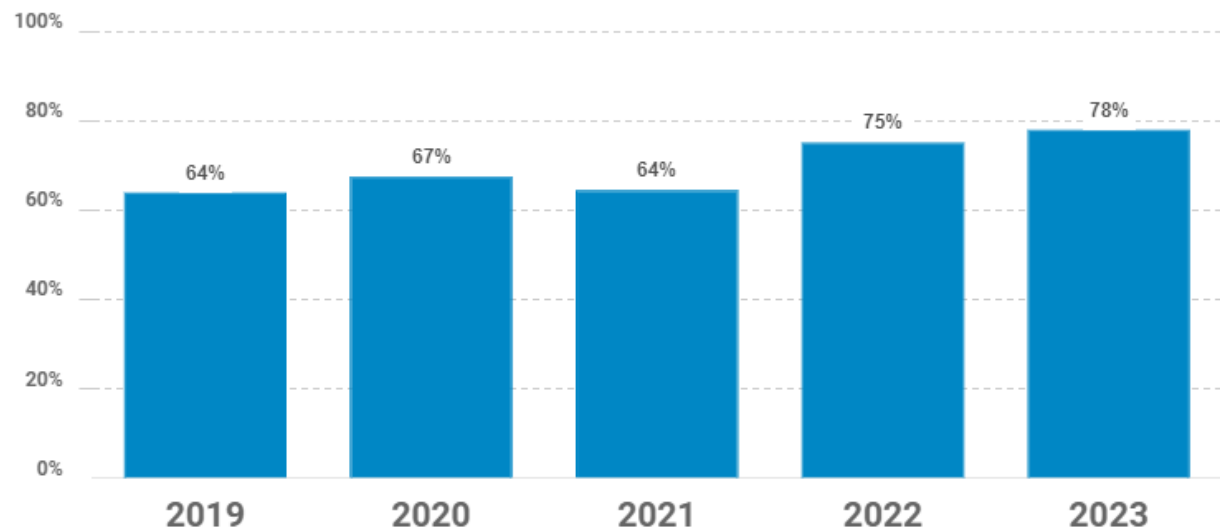


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## % OF TOTAL AP STUDENTS WITH SCORES 3+



## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** Minimal increase of overall EOC scores in all tested areas for all students and all sub-pops. **Root Cause:** Teachers did not utilize data to identify and reteach students with deficits.

**Problem Statement 2 (Prioritized):** EB students performed well below the EOC performance levels of all students in English, Math, Science, and Social Studies. **Root Cause:** We did not use sheltered classes in all subject areas (Biology and English only) and general education teachers were not trained sufficiently on strategies to use with second language learners.

**Problem Statement 3 (Prioritized):** Current Special Education students performed well below all students in EOC testing: English, Math, Science, Social Studies. **Root Cause:** General education teachers with support sections did not have the adequate training to implement strategies to help students be successful on the EOC.

**Problem Statement 4 (Prioritized):** EB students did not meet the progress target for TELPAS with only 34% meeting the anticipated growth target. **Root Cause:** We did not provide adequate linguistic support to our second language learners or their teachers.

**Problem Statement 5:** Students in English and in math did not meet EOC growth targets. **Root Cause:** Teachers did not adequately use formative , CFA, or Interim assessment data to identify and correct gaps.

**Problem Statement 6 (Prioritized):** Only 44% of seniors met TSI criteria in both ELA/Reading and Math. **Root Cause:** Teachers lack training in the incorporation of SAT-type questions into campus common assessments and daily practice. Core courses lacked the rigor needed for students to improve scoring on national assessments.

**Problem Statement 7:** Student attendance rates dropped significantly with an overall percentage rate of 93.95% which was down from 96.79% from three years ago. **Root Cause:** The impact of COVID was still evident in student and parent expectations for attendance.

**Problem Statement 8:** Economically disadvantaged and minority populations are underrepresented in advanced classes and fine arts extracurricular activities. **Root Cause:** We have not focused enough attention on recruiting students to try advanced classes and join fine arts programs in our feeder zone.

# Culture and Climate

## Culture and Climate Summary

### Culture and Climate Summary

At Oak Ridge High School, teachers, counselors, and administrators utilize background information to develop engaging lessons and programs. All students and personnel are valued members of our unique family, each playing a significant role in our success. We recognize and appreciate cultural differences as a part of the whole child approach and we work to make sure the health and safety of our students. We also want each student to feel supported while being academically challenged. Oak Ridge High School encourages staff and students to embrace that which makes us different.

At ORHS, teachers facilitate learning by using evidence-based practices and strategies related to learning and social-emotional development of the child. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's unique needs. Oak Ridge High School is proactive in keeping campuses, staff, and students safe, as well as taking a positive, proactive instructional approach to behavior in utilizing PBIS Foundations training.

## Culture and Climate Strengths

### Culture and Climate Strengths

At Oak Ridge High School, hiring campus personnel to reflect the culturally diverse student body is a priority.

“All Means All” at Oak Ridge High School. Every students’ academic, social and emotional needs are a priority.

Oak Ridge High School utilizes all available resources, including Colleges, Universities, Regional Service Centers, education-related professional organizations, job fairs, and Alternative Certification Programs, to recruit a quality, diverse applicant pool, particularly in identified shortage areas.

Oak Ridge High School strives to ensure a safe and orderly environment conducive to learning for all students and staff.

At Oak Ridge High School, students will develop a healthy sense of self and social awareness, embrace diversity with empathy and respect for others, successfully manage their emotions, behaviors, and make responsible decisions.

At Oak Ridge High School, social emotional learning functions as an integral part of the total school environment.

Oak Ridge High School continues to promote Safe Schools through Safe Schools trainings and utilizes mitigation strategies to keep our schools, students, and staff safe.

At Oak Ridge High School, we engage students, families, and our community as authentic partners in social and emotional development.

Oak Ridge High School provides professional development on a campus wide positive, proactive instructional approach to behavior through implementation of PBIS Foundations.

Teacher leadership is outstanding with strong department chairs in each core area. The core department chairs are well-versed in Marzano's Effective School Framework and The Art and Science of Teaching so are able to support new teachers and help other teachers continue to develop their skills and reach all students.



### **Problem Statements Identifying Culture and Climate Needs**

**Problem Statement 1:** The campus is undergoing construction for the next two years and it is imperative to provide a safe and positive learning culture. **Root Cause:** Ongoing campus construction has changed the walking paths for students both inside and outside the building creating congested areas.

**Problem Statement 2:** Senior campus and 9th grade campus lack unity and a global identity. **Root Cause:** Focus has not been placed on unifying campuses.

**Problem Statement 3:** There is an overall lack of teacher involvement in extra-curricular & school activities. **Root Cause:** Staff feels they do not have time to balance their responsibilities as a teacher with volunteering for extra-curricular activities.

**Problem Statement 4:** Economically disadvantaged and minority populations are underrepresented in advanced classes and fine arts extracurricular activities. **Root Cause:** We have not focused enough attention on recruiting students to try advanced classes and join fine arts programs in our feeder zone.

**Problem Statement 5 (Prioritized):** Parents and students are not aware of safety precautions that are currently in place to protect students. This can contribute to a lack of trust in general. **Root Cause:** We have not communicated safety changes to parents and students that let them know that safety is our main focus every day.

**Problem Statement 6 (Prioritized):** In the last three years, community engagement and parent attendance for events has decreased. **Root Cause:** Our families struggle to attend events that occur in the afternoons/evenings due to work schedule. Also, we have many families that struggle with language barriers.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Oak Ridge High School encourages and is committed to increasing participation of parents and students in regular and meaningful communication. The campus principal sends bi-weekly parent emails to highlight campus events and celebrate student success. The campus website is updated frequently to ensure clear and timely communication of campus-wide events. Newsletters and all-parent emails are sent through Naviance by the counseling department to make sure parents and students are aware of timelines and upcoming meetings or events. For example, College Night is one of the most attended evening events and is held annually.

Parent engagement is especially high in the area of fine arts. Many athletic events also draw large crowds as more and more students are engaged. For the last few years, regular student events like homecoming and prom were less well attended than in prior years.

Our campus enjoys a safe and supportive culture with student groups getting along and supporting each other. Students are very accepting of students new to the campus. Teachers also get along with each other and are supportive of each others' programs.

## Parent and Community Engagement Strengths

Oak Ridge High School communicates with parents on a weekly basis through newsletters (9th campus and senior campus) and call outs. All teachers are now using Canvas to communicate with students and parents in addition to regular email. Counselors and administrators are responsive to parents and return calls and emails within twenty-four hours.

Throughout the year, parents are invited to campus for a variety of meetings including focused grade level meetings with counselors to help parents know what to expect and plan for. During these meetings, counselors cover college and career planning as well as provide information about AP courses and other course opportunities. Parents are also invited to campus for our annual academic showcase during course registration.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1 (Prioritized):** In the last three years, community engagement and parent attendance for events has decreased. **Root Cause:** Our families struggle to attend events that occur in the afternoons/evenings due to work schedule. Also, we have many families that struggle with language barriers.

**Problem Statement 2:** Economically disadvantaged and minority populations are underrepresented in advanced classes and fine arts extracurricular activities. **Root Cause:** We have not focused enough attention on recruiting students to try advanced classes and join fine arts programs in our feeder zone.

**Problem Statement 3 (Prioritized):** Parents and students are not aware of safety precautions that are currently in place to protect students. This can contribute to a lack of trust in general. **Root Cause:** We have not communicated safety changes to parents and students that let them know that safety is our main focus every day.

# Priority Problem Statements

**Problem Statement 1:** Minimal increase of overall EOC scores in all tested areas for all students and all sub-pops.

**Root Cause 1:** Teachers did not utilize data to identify and reteach students with deficits.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** Current Special Education students performed well below all students in EOC testing: English, Math, Science, Social Studies.

**Root Cause 2:** General education teachers with support sections did not have the adequate training to implement strategies to help students be successful on the EOC.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** EB students did not meet the progress target for TELPAS with only 34% meeting the anticipated growth target.

**Root Cause 3:** We did not provide adequate linguistic support to our second language learners or their teachers.

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 4:** Only 44% of seniors met TSI criteria in both ELA/Reading and Math.

**Root Cause 4:** Teachers lack training in the incorporation of SAT-type questions into campus common assessments and daily practice. Core courses lacked the rigor needed for students to improve scoring on national assessments.

**Problem Statement 4 Areas:** Student Achievement

**Problem Statement 5:** EB students performed well below the EOC performance levels of all students in English, Math, Science, and Social Studies.

**Root Cause 5:** We did not use sheltered classes in all subject areas (Biology and English only) and general education teachers were not trained sufficiently on strategies to use with second language learners.

**Problem Statement 5 Areas:** Student Achievement

**Problem Statement 6:** In the last three years, community engagement and parent attendance for events has decreased.

**Root Cause 6:** Our families struggle to attend events that occur in the afternoons/evenings due to work schedule. Also, we have many families that struggle with language barriers.

**Problem Statement 6 Areas:** Culture and Climate - Parent and Community Engagement

**Problem Statement 7:** Parents and students are not aware of safety precautions that are currently in place to protect students. This can contribute to a lack of trust in general.

**Root Cause 7:** We have not communicated safety changes to parents and students that let them know that safety is our main focus every day.

**Problem Statement 7 Areas:** Culture and Climate - Parent and Community Engagement

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR 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
- Accountability Distinction Designations

## 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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- State-developed online interim assessments

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

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

# Goals

**Goal 1:** Student Achievement and Post-Secondary Success




CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.


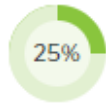
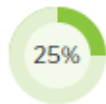




**Performance Objective 1:** Increase the percent of graduates that are college, career, or military ready (CCMR) from 77% to 80%.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** SAT, TSI, ACT, AP scores  
Dual Credit Enrollment  
CTE certifications

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Maximize the number of sections of College Prep English and College Prep Math by utilizing PSAT test data to identify eligible student.  <b>Strategy's Expected Result/Impact:</b> Increased enrollment College Prep English and College Prep Math as well as in dual credit courses and increase number of credits earned for both (college prep course and dual course credits) on CCMR report. <b>Staff Responsible for Monitoring:</b> Counselors, Associate Principal  <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 6	Formative		
	Dec	Mar	June
			

Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Seniors will be given the opportunity to take a School Day SAT and a School Day ACT in the Fall and the TSI in the Spring. Juniors will be given the opportunity to take a School Day SAT in the Spring. <b>Strategy's Expected Result/Impact:</b> Increased number of seniors who will be college and career ready. <b>Staff Responsible for Monitoring:</b> Counselors, Associate Principal  <b>TEA Priorities:</b> Connect high school to career and college <b>Problem Statements:</b> Student Achievement 6	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Identify CTE industry-based certifications in the Programs of Study for all courses and include handouts with pathways showing certifications and careers during course registration and parent nights. <b>Strategy's Expected Result/Impact:</b> Increase CTE certifications and CCMR from 292 earned during the 21 - 22 school year to 450 earned during the 22 - 23 school year. <b>Staff Responsible for Monitoring:</b> CTE Teachers, CTE Department Administrator, Counselors, Associate Principal  <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Student Achievement 6	Formative		
	Dec	Mar	June
			
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Increase the number of students taking an AP class and an AP exam. <b>Strategy's Expected Result/Impact:</b> Increase the number of students in AP courses and the number of students earning college credit by successfully taking AP exams. <b>Staff Responsible for Monitoring:</b> AP teachers, Department Chairs, Associate Principal  <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 6	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

### Performance Objective 1 Problem Statements:



### Student Achievement

**Problem Statement 6:** Only 44% of seniors met TSI criteria in both ELA/Reading and Math. **Root Cause:** Teachers lack training in the incorporation of SAT-type questions into campus common assessments and daily practice. Core courses lacked the rigor needed for students to improve scoring on national assessments.

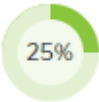
Goal 1: Student Achievement and Post-Secondary Success


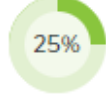




CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

**Performance Objective 2:** We will increase EOC passing rates for all students:  
English I will go from 66% to 70% for Meets and from 16% to 20% for Masters.  
English II will go from 63% to 70% for Meets and from 10% to 16% for Masters.  
Algebra will go from 38% to 43% for Meets and from 11% to 16% for Masters.  
Biology will go from 73% to 78% for Meets and from 40% to 45% for Masters.  
US History will go from 82% to 87% for Meets and from 50% to 53% for Masters.

High Priority

**Evaluation Data Sources:** Campus-based assessments, Interim assessments, CFA's, TAPR Report, Eduphoria data, TELPAS report

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Utilize and track formative assessment data to identify gaps and individualize remediation. Teams will meet after every formative assessment to review data, identify gaps, and create lists of students who need TEK-specific intervention.  <b>Strategy's Expected Result/Impact:</b> Increased passing rates for all students and student groups. Reduced gaps between student groups. <b>Staff Responsible for Monitoring:</b> Core teachers, Instructional Coaches, Department chairs, Team leaders, Department administrators, Associate Principal  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 1, 2, 3 <b>Funding Sources:</b> Core remediation teachers - State Comp Ed - \$282,000, Instructional Coaches - State Comp Ed - \$79,500	Formative		
	Dec	Mar	June
			

Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Intentional, small group instruction will be during Eagles Nest and after school to meet HB 1416 requirements. <b>Strategy's Expected Result/Impact:</b> Increased passing rates for all students and student groups. <b>Staff Responsible for Monitoring:</b> Core teachers, Instructional Coaches, Department chairs, Team leaders, Department administrators, Associate Principal  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 1, 2, 3	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Utilize Every Student Matters Binders to track the progress of at risk students (SPED, 504, EB, EOC failures). <b>Strategy's Expected Result/Impact:</b> Increased passing rates for all students and student groups. <b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, Department chairs, Team leaders, Department administrators, Associate Principal  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 1, 2, 3	Formative		
	Dec	Mar	June
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

### Performance Objective 2 Problem Statements:

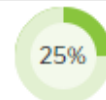

Student Achievement
<b>Problem Statement 1:</b> Minimal increase of overall EOC scores in all tested areas for all students and all sub-pops. <b>Root Cause:</b> Teachers did not utilize data to identify and reteach students with deficits.
<b>Problem Statement 2:</b> EB students performed well below the EOC performance levels of all students in English, Math, Science, and Social Studies. <b>Root Cause:</b> We did not use sheltered classes in all subject areas (Biology and English only) and general education teachers were not trained sufficiently on strategies to use with second language learners.
<b>Problem Statement 3:</b> Current Special Education students performed well below all students in EOC testing: English, Math, Science, Social Studies. <b>Root Cause:</b> General education teachers with support sections did not have the adequate training to implement strategies to help students be successful on the EOC.






Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

**Performance Objective 3:** Increase the percentage of EB students meeting TELPAS progress rates from 34% to38% and increase the percentage of EB students meeting EOC/STAAR standards:  
English I from 27% to 32%  
English II from 18% to 30%  
Algebra from 6% to 15%  
Biology from 20% to 25%  
US History from 39% to 45%

High Priority  
Evaluation Data Sources: TELPAS report, TAPR report

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Utilize Summit K -12 with all EB students 60 minutes per week to support over all language proficiency in listening, speaking, reading, and writing. <b>Strategy's Expected Result/Impact:</b> Improved growth in TELPAS and increased EOC passing rates. Improved passing rates in all classes. <b>Staff Responsible for Monitoring:</b> ESL Teachers, Department Administrator, Associate Principal  <b>Problem Statements:</b> Student Achievement 2, 4 <b>Funding Sources:</b> Technology - Chromebooks and headsets - Title III - \$3,750, Curriculum support - Summit K12 - Title III - \$2,000	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> All teachers in Math, Science, and Social Studies will complete Sheltered Instruction Observation Protocol (SIOP) training. <b>Strategy's Expected Result/Impact:</b> Improved growth in TELPAS and increased EOC passing rates. Improved passing rates in all classes. <b>Staff Responsible for Monitoring:</b> Core teachers, Department Administrator, Department Chairs, Associate Principal  <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 2, 4	Formative		
	Dec	Mar	June
			

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Utilize paraprofessionals for instructional support in core content areas for EB students that are at the beginning and intermediate level of language proficiency. <b>Strategy's Expected Result/Impact:</b> Improved growth in TELPAS and increased EOC passing rates. Improved passing rates in all classes. <b>Staff Responsible for Monitoring:</b> ESL paraprofessionals, Department Administrator, Associate Principal  <b>ESF Levers:</b> Lever 2: Strategic Staffing <b>Problem Statements:</b> Student Achievement 2, 4	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 3 Problem Statements:








Student Achievement
<b>Problem Statement 2:</b> EB students performed well below the EOC performance levels of all students in English, Math, Science, and Social Studies. <b>Root Cause:</b> We did not use sheltered classes in all subject areas (Biology and English only) and general education teachers were not trained sufficiently on strategies to use with second language learners.
<b>Problem Statement 4:</b> EB students did not meet the progress target for TELPAS with only 34% meeting the anticipated growth target. <b>Root Cause:</b> We did not provide adequate linguistic support to our second language learners or their teachers.

## Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

### Performance Objective 4: Improve graduation rate to above 97% for all student groups.

Evaluation Data Sources: TAPR report

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Utilize Edgenuity to help students recover credits and stay on track to graduate with their cohort. <b>Strategy's Expected Result/Impact:</b> Improved four year graduation rates. <b>Staff Responsible for Monitoring:</b> Edgenuity teacher, counselors, associate principal  <b>Problem Statements:</b> Student Achievement 6 <b>Funding Sources:</b> Teachers, paraprofessionals - State Comp Ed - \$24,000	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Offer school day and after school testing to help students retest and take make up tests. <b>Strategy's Expected Result/Impact:</b> Reduced number of failed classes. <b>Staff Responsible for Monitoring:</b> Teachers, counselors, campus administrators.  <b>Problem Statements:</b> Student Achievement 6 <b>Funding Sources:</b> Extra Duty Pay - State Comp Ed - \$15,350	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Identify credit deficient students and utilize Assistant Principals and Counselors to monitor grades and attendance during weekly meetings with students. <b>Strategy's Expected Result/Impact:</b> Increase four-year graduation rate above 97% for all student groups. <b>Staff Responsible for Monitoring:</b> Counselors, Assistant Principals, Associate Principal  <b>Problem Statements:</b> Student Achievement 6	Formative		
	Dec	Mar	June
			
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>			

Performance Objective 4 Problem Statements:







Student Achievement
<b>Problem Statement 6:</b> Only 44% of seniors met TSI criteria in both ELA/Reading and Math. <b>Root Cause:</b> Teachers lack training in the incorporation of SAT-type questions into campus common assessments and daily practice. Core courses lacked the rigor needed for students to improve scoring on national assessments.

## Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

### Performance Objective 5: Improve academic growth rate from 65% to 75%.

**Evaluation Data Sources:** TAPR report

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Utilize Instructional Coaches to ensure instruction and assessments are aligned with EOC. <b>Strategy's Expected Result/Impact:</b> Students performance will improve on EOC. <b>Staff Responsible for Monitoring:</b> Instructional Coaches, Team Leaders, Department Chairs, Associate Principal  <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments <b>Problem Statements:</b> Student Achievement 1 <b>Funding Sources:</b> Instructional Coaches - State Comp Ed - \$79,500	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Increase rigor in English and Math at all levels by re-aligning all summative assessments with TEKS and adjusting instruction as needed based on feedback from daily checks for understanding. <b>Strategy's Expected Result/Impact:</b> Students will maintain performance level or demonstrate growth in the areas of ELA and math. <b>Staff Responsible for Monitoring:</b> Math and English teachers, Instructional Coaches, Department Chairs, Associate Principal  <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 1, 6	Formative		
	Dec	Mar	June
			
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

### Performance Objective 5 Problem Statements:



### Student Achievement

**Problem Statement 1:** Minimal increase of overall EOC scores in all tested areas for all students and all sub-pops. **Root Cause:** Teachers did not utilize data to identify and reteach students with deficits.

**Problem Statement 6:** Only 44% of seniors met TSI criteria in both ELA/Reading and Math. **Root Cause:** Teachers lack training in the incorporation of SAT-type questions into campus common assessments and daily practice. Core courses lacked the rigor needed for students to improve scoring on national assessments.

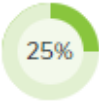




Goal 2: School Leadership and Fiscal Responsibility

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

Performance Objective 1: Increase administrative leadership capacity by utilizing the CISD Leadership Model.

High Priority

Evaluation Data Sources: OHI






Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Principal will meet with Assistant Principals to reflect on the 12 competencies and identify areas of strength and opportunities for growth. <b>Strategy's Expected Result/Impact:</b> Grow and expand the leadership capacity of our campus leaders. <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative		
	Dec	Mar	June
			
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

**Goal 2:** School Leadership and Fiscal Responsibility

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

**Performance Objective 2:** ORHS financial audits will be clean and budgets will be utilized appropriately.

**Evaluation Data Sources:** District audits and budget disbursement reviews







Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Principal will meet with financial and budget clerks monthly to review budgets and statements. <b>Strategy's Expected Result/Impact:</b> clean audits <b>Staff Responsible for Monitoring:</b> Principal  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 3: Recruitment, Development, and Retention of Staff

CISD will recruit, develop, and retain a highly-qualified staff to ensure effective instruction for all students.

Performance Objective 1: ORHS will recruit and develop new teachers and will retain 95% of all new hires.

Evaluation Data Sources: Teacher retention numbers

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> ORHS will establish a New Teacher Academy to provide support to teachers with zero to three years of experience on our campus. <b>Strategy's Expected Result/Impact:</b> Teacher retention numbers will exceed 90%. <b>Staff Responsible for Monitoring:</b> Instructional Coaches, Campus Administration  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture <b>Problem Statements:</b> Student Achievement 1, 6	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> ORHS will utilize social media outlets, community forums, and the annual job fair to promote the school's culture to recruit the most qualified teacher candidates for our students. <b>Strategy's Expected Result/Impact:</b> Increased teacher retention. Increased student performance. <b>Staff Responsible for Monitoring:</b> Campus administration  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> Student Achievement 1, 6	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 1 Problem Statements:

### Student Achievement

**Problem Statement 1:** Minimal increase of overall EOC scores in all tested areas for all students and all sub-pops. **Root Cause:** Teachers did not utilize data to identify and reteach students with deficits.



**Problem Statement 6:** Only 44% of seniors met TSI criteria in both ELA/Reading and Math. **Root Cause:** Teachers lack training in the incorporation of SAT-type questions into campus common assessments and daily practice. Core courses lacked the rigor needed for students to improve scoring on national assessments.


#### Goal 4: Safe and Collaborative School Culture





CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

#### Performance Objective 1: Increase parent participation and engagement.

**Evaluation Data Sources:** Event attendance

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Offer a variety of methods/modes of communication and times for events to accommodate our parents' schedules such as utilizing online events to engage parents who may be unable to attend campus meetings for parent nights or offering morning and evening meeting times.  <b>Strategy's Expected Result/Impact:</b> Increased parent and community engagement and ownership. <b>Staff Responsible for Monitoring:</b> Counselors, Campus Administration  <b>Problem Statements:</b> Culture and Climate 6 - Parent and Community Engagement 1	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Have parent nights dedicated to EB families to identify supports and academic/certification opportunities.  <b>Strategy's Expected Result/Impact:</b> Increased student attendance (resulting in improved EOC and TELPAS scores) and increased parent engagement. <b>Staff Responsible for Monitoring:</b> ESL teachers, counselors, associate principal  <b>TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Student Achievement 2, 4 <b>Funding Sources:</b> EB parent nights - Title III - \$500	Formative		
	Dec	Mar	June
			

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Encourage community engagement/involvement through mentorship programs in the areas of welding, business/marketing, engineering, and healthcare. <b>Strategy's Expected Result/Impact:</b> Increase in number of community members on campus and interacting positively with students during the school day. <b>Staff Responsible for Monitoring:</b> CTE teachers, counselors, associate principal  <b>Problem Statements:</b> Culture and Climate 6 - Parent and Community Engagement 1	Formative		
	Dec	Mar	June
			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

### Performance Objective 1 Problem Statements:


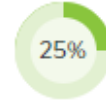




Student Achievement
<b>Problem Statement 2:</b> EB students performed well below the EOC performance levels of all students in English, Math, Science, and Social Studies. <b>Root Cause:</b> We did not use sheltered classes in all subject areas (Biology and English only) and general education teachers were not trained sufficiently on strategies to use with second language learners. <b>Problem Statement 4:</b> EB students did not meet the progress target for TELPAS with only 34% meeting the anticipated growth target. <b>Root Cause:</b> We did not provide adequate linguistic support to our second language learners or their teachers.
Culture and Climate
<b>Problem Statement 6:</b> In the last three years, community engagement and parent attendance for events has decreased. <b>Root Cause:</b> Our families struggle to attend events that occur in the afternoons/evenings due to work schedule. Also, we have many families that struggle with language barriers.
Parent and Community Engagement
<b>Problem Statement 1:</b> In the last three years, community engagement and parent attendance for events has decreased. <b>Root Cause:</b> Our families struggle to attend events that occur in the afternoons/evenings due to work schedule. Also, we have many families that struggle with language barriers.

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 2: Students and staff will feel safe at all times while on campus.

Evaluation Data Sources: Teacher and student surveys.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The Foundations team will train staff and students to better understand how to interact with others in a positive manner and to respect the backgrounds and value of all ORHS students and staff. <b>Strategy's Expected Result/Impact:</b> Students and staff will feel safe and welcomed at ORHS. <b>Staff Responsible for Monitoring:</b> Foundation team, Campus administrators  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> Culture and Climate 5 - Parent and Community Engagement 3	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Students and staff will complete a survey 1st semester to identify and offer solutions for potential safety concerns. <b>Strategy's Expected Result/Impact:</b> Students and staff will work collaboratively to create a safe learning environment. <b>Staff Responsible for Monitoring:</b> Foundation team, Campus Administrators  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> Culture and Climate 5 - Parent and Community Engagement 3	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 2 Problem Statements:



**Culture and Climate**

**Problem Statement 5:** Parents and students are not aware of safety precautions that are currently in place to protect students. This can contribute to a lack of trust in general. **Root Cause:** We have not communicated safety changes to parents and students that let them know that safety is our main focus every day.

**Parent and Community Engagement**



**Problem Statement 3:** Parents and students are not aware of safety precautions that are currently in place to protect students. This can contribute to a lack of trust in general. **Root Cause:** We have not communicated safety changes to parents and students that let them know that safety is our main focus every day.






#### Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

**Performance Objective 3:** Routine communication will be implemented for all stakeholders.

**Evaluation Data Sources:** OHI, feedback from the staff/students/parents/community

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Principal will send out pertinent information to parents through a bi-weekly newsletter. <b>Strategy's Expected Result/Impact:</b> Parents will feel well informed of campus expectations and events. <b>Staff Responsible for Monitoring:</b> Principal  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> Culture and Climate 6 - Parent and Community Engagement 1	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Principal will send out weekly updates to staff. <b>Strategy's Expected Result/Impact:</b> Staff will feel well informed of campus expectations and events. <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> Culture and Climate 6 - Parent and Community Engagement 1	Formative		
	Dec	Mar	June
			

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Administration will communicate with students through daily announcements and TV monitors throughout the campus. <b>Strategy's Expected Result/Impact:</b> Students will feel well informed of campus expectations and events. <b>Staff Responsible for Monitoring:</b> Campus administration  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> Culture and Climate 6 - Parent and Community Engagement 1	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 3 Problem Statements:






Culture and Climate
<b>Problem Statement 6:</b> In the last three years, community engagement and parent attendance for events has decreased. <b>Root Cause:</b> Our families struggle to attend events that occur in the afternoons/evenings due to work schedule. Also, we have many families that struggle with language barriers.
Parent and Community Engagement
<b>Problem Statement 1:</b> In the last three years, community engagement and parent attendance for events has decreased. <b>Root Cause:</b> Our families struggle to attend events that occur in the afternoons/evenings due to work schedule. Also, we have many families that struggle with language barriers.

Goal 5: Effective Instruction

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

**Performance Objective 1:** Teachers will utilize the ORHS Instructional Model (based on Marzano's The New Art and Science of Teaching) to develop their professional goals and refine their teaching craft.

**Evaluation Data Sources:** walk-through and formal observation data, lesson plans, assessment data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teams will regularly meet with administration to review assessment data, discuss teaching strategies, identify students who need intervention, and problem-solve ways to support all students. <b>Strategy's Expected Result/Impact:</b> Improved test scores and gaps between student groups will be less than 3%. <b>Staff Responsible for Monitoring:</b> Team leaders, department chairs, department administrators, associate principal  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 1, 2, 3	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 1 Problem Statements:

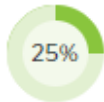




Student Achievement
<b>Problem Statement 1:</b> Minimal increase of overall EOC scores in all tested areas for all students and all sub-pops. <b>Root Cause:</b> Teachers did not utilize data to identify and reteach students with deficits.
<b>Problem Statement 2:</b> EB students performed well below the EOC performance levels of all students in English, Math, Science, and Social Studies. <b>Root Cause:</b> We did not use sheltered classes in all subject areas (Biology and English only) and general education teachers were not trained sufficiently on strategies to use with second language learners.
<b>Problem Statement 3:</b> Current Special Education students performed well below all students in EOC testing: English, Math, Science, Social Studies. <b>Root Cause:</b> General education teachers with support sections did not have the adequate training to implement strategies to help students be successful on the EOC.

Goal 5: Effective Instruction

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

**Performance Objective 2:** Technology tools will be integrated into classrooms to enhance the efficacy of teachers and the learning environment for all students.

**Evaluation Data Sources:** formative assessment data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Utilize the district instructional technology coach to identify tech tools tailored to specific content areas and train teachers for appropriate implementation. <b>Strategy's Expected Result/Impact:</b> Teachers will integrate technology into their lessons to engage and challenge students. <b>Staff Responsible for Monitoring:</b> Department chairs, department administrators, associate principal  <b>TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments <b>Problem Statements:</b> Student Achievement 1, 6	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 2 Problem Statements:

Student Achievement
<b>Problem Statement 1:</b> Minimal increase of overall EOC scores in all tested areas for all students and all sub-pops. <b>Root Cause:</b> Teachers did not utilize data to identify and reteach students with deficits.
<b>Problem Statement 6:</b> Only 44% of seniors met TSI criteria in both ELA/Reading and Math. <b>Root Cause:</b> Teachers lack training in the incorporation of SAT-type questions into campus common assessments and daily practice. Core courses lacked the rigor needed for students to improve scoring on national assessments.

# Campus Funding Summary

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Curriculum support - Summit K12		\$2,000.00
1	3	1	Technology - Chromebooks and headsets		\$3,750.00
4	1	2	EB parent nights		\$500.00
Sub-Total					\$6,250.00
Budgeted Fund Source Amount					\$6,250.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Instructional Coaches		\$79,500.00
1	2	1	Core remediation teachers		\$282,000.00
1	4	1	Teachers, paraprofessionals		\$24,000.00
1	4	2	Extra Duty Pay		\$15,350.00
1	5	1	Instructional Coaches		\$79,500.00
Sub-Total					\$480,350.00
Budgeted Fund Source Amount					\$480,350.00
+/- Difference					\$0.00
Grand Total Budgeted					\$486,600.00
Grand Total Spent					\$486,600.00
+/- Difference					\$0.00