

**Conroe Independent School District**  
**Oak Ridge High School**  
**2020-2021 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**



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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

2019-2020 accountability not rated due to COVID-19 closures.

Oak Ridge High School received a 2019 Overall Texas Accountability Rating of 89 (B). This was achieved by meeting all three targets:

Student Achievement - Oak Ridge High School Score = 91

Student Progress - Oak Ridge High School Score = 84

Closing Performance Gaps - Oak Ridge High School Score = 83

2018-2019 student performance highlights include:

80% of students at Approaches or Above grade level on the English I STAAR

78% at Approaches or Above grade level on the English II STAAR

87% at Approaches or Above grade level on Algebra I STAAR

94% at Approaches or Above grade level on Biology STAAR

97% at Approaches or Above grade level on US History STAAR.

The campus exceeded state performance in all tested areas in all grades. The 2018-2019 Academic Growth was steady with a one point drop in English II which was offset by a three point gain in Algebra I up to 78 from 75. Hispanic students showed the greatest growth in both subjects with English II going from 66 to 77 and Algebra I at 78 up from 72. From 2017-2018 to 2018-2019, Economically Disadvantaged numbers grew from 24.9% to 30.2% during this same time.

While Oak Ridge High School exceeded the state target for Student Growth, there is still work to be done in several areas.

Improving the number of students meeting Masters Grade Level standards in four tested areas -

English I - 20%, English II - 10%, Algebra I - 43%, Biology - 37%

Oak Ridge High School has made progress in closing the performance gaps of student populations but certain areas still need improvement. Gaps that need continued focus include:

English I Approaches Grade Level or Above - 80% All Students - 68% African American, 37% Special Ed, and 47% EL

English II Approaches Grade Level or Above- 75% All Students - 61% African American, 37% Special Ed and 40% EL

Oak Ridge High School saw growth in the area of AP exams with 29.3% of students in grades 11 - 12 taking one or more AP courses - up from 26.7% in the prior year. Of these students, 67.6% took AP exams and met scoring criterion - up from 62.5% the prior year. The areas of focus for AP exams include students taking AP math exams (8.9%); course enrollment and exam participation for African Americans and Economically Disadvantaged populations in all subject areas; and improving the number of all students meeting score criterion, and specifically African Americans in English Language Arts and Social Studies.

### **Student Achievement Strengths**

Oak Ridge High School is proud of many accomplishments including exceeding State averages in all areas of testing, campus attendance, graduation, AP Participation and Results, average SAT scores, average ACT scores, and students identified as College, Career, or Military Ready. Participation in AP exams improved in all tested areas including English Language Arts, Mathematics, Science, and Social Studies.

43% of tested students were at Masters Grade Level on Algebra I STAAR. English I students scoring at the Masters Grade Level improved from 14% in 2018 to 21% in 2019 with African Americans scoring at the Masters Grade Level improving from 8% to 14% and Hispanics improving from 9% to 14%.

The campus exceeded state performance in all areas with the biggest gap in Meets Grade Level or Above with the State at 55% and the campus at 89%.

AP exam participation improved from 26.7% to 29.3%. In AP exams 75% of African Americans met criterion in Math - up from 33.3% the prior year.

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1 (Prioritized):** Students identified as Special Ed performed significantly lower in ELA/Reading in all grade levels with 37% at Approaches Grade Level or Above while the campus was at 77%. **Root Cause:** Scope and sequence is not being followed with fidelity by special ed English teacher.

**Problem Statement 2 (Prioritized):** EL students scored at significantly lower levels than the campus group on English I and English II STAAR at Approaches Grade Level or

Above with EL students scoring 47% in English I while the campus was at 80% and EL students scored at 40%. In English II, EL students scored at 40% and the Campus group scored at 75%. **Root Cause:** Students were not grouped with other EL students and support for these students was limited because of this. Teachers did not implement linguistic accommodations with fidelity.

**Problem Statement 3 (Prioritized):** The number of students not meeting Masters Grade Level in all STAAR areas is too high with 79% not Mastering in English I, 90% not Mastering in English II, 67% not Mastering in Algebra I, and 64% not Mastering in Biology. **Root Cause:** Academic expectations are too low in level classes and are not challenging students to think deeply.

**Problem Statement 4:** English II STAAR students scoring at the Approaches Grade Level or Above dropped from 82% in 2018 to 75% in 2019 with the largest drop coming in African Americans dropping to 61% from 73% in the prior year. **Root Cause:** New team members had not been trained in readers' and writers' workshop training so were not implementing those strategies.

**Problem Statement 5:** AP participation and results are lower for Economically Disadvantaged and African American students especially in English Language Arts. **Root Cause:** Systemic and cultural issues create barriers for Economically Disadvantaged and African American students to become engaged in advanced academic courses and groups in earlier grades.

**Problem Statement 6:** 59.1% of 2018 seniors met TSI Criteria in Math and 70.9% met TSI Criteria in English. **Root Cause:** Teachers lack training in the revised SAT test and do not commonly include SAT-formatted questions in the classroom.

# Culture and Climate

## Culture and Climate Summary

### Culture and Climate Summary

At Oak Ridge High School, recognizing and appreciating cultural differences is our mandate. All students and personnel are valued members of our unique family, each playing a significant role in our success. While the world around us may often face stereotyping, Oak Ridge High School encourages staff and students to embrace that which makes us different. By supporting an environment that facilitates and encourages safe and open dialogue on diversity, and by empowering our students to embrace their diversity, we are striving to ensure that our students will be sincerely open and equipped to work and live in a diverse world. Oak Ridge High School is committed to the social, emotional, behavioral, and academic success of all students. At Oak Ridge High School, students successfully manage their emotions, behaviors, and make responsible decisions. In accordance with the guidelines and recommendations from the Texas Education Agency (TEA), Oak Ridge High School follows the measures to mitigate the spread of COVID-19. 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, all staff will undergo Cultural and Diversity Awareness training.

At Oak Ridge High School, hiring campus personnel to reflect the cultural and 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.

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

**Problem Statement 1 (Prioritized):** African Americans and Hispanics are under-represented in advanced programs and extra-curricular groups. **Root Cause:** We do not have a plan to actively recruit these students to participate in clubs and organizations in earlier grades.

**Problem Statement 2 (Prioritized):** Student academic failure rates are higher for African American and Hispanic students than for white students. **Root Cause:** Campus personnel overall have limited cultural awareness.

**Problem Statement 3:** Students and staff are under increased stress and feel less connected to the school and each other. **Root Cause:** COVID/safety issues and the necessity to educate our students in a completely different setting and under unique circumstances.

# 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. During the last year, we have worked to increase parent engagement by utilizing surveys and sharing results with them. The format of parent newsletters was changed to a more readable option and is emailed consistently each week so parents know what to expect. While students and staff worked remotely, electronic communication became even more important as changes were made at the State and District levels in response to the current situation.

Parent engagement is especially high in the area of fine arts. Band, orchestra, and choir had to offer multiple performances during the last few years as the audience size was over capacity for our auditorium. Many athletic events also draw large crowds as more and more students are engaged.

Prior to this year, events such as prom and homecoming were well-attended and we anticipate that being the case when we are able to have those again.

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 other's 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 callouts. 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.

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.

## Problem Statements Identifying Parent and Community Engagement Needs



**Problem Statement 1:** Parent attendance is limited for parent nights at the 10th and 11th grades. **Root Cause:** Parents do not understand the academic issues of the 10th and 11th grade years and how those years impact college application and acceptance. We need to find another way to inform parents and increase their engagement (virtual meetings) especially during the junior year.

**Problem Statement 2:** PTO engagement is very limited in normal years and is even more-so this year. **Root Cause:** COVID has made engagement even more limited than before.

# Priority Problem Statements

**Problem Statement 1:** Students identified as Special Ed performed significantly lower in ELA/Reading in all grade levels with 37% at Approaches Grade Level or Above while the campus was at 77%.

**Root Cause 1:** Scope and sequence is not being followed with fidelity by special ed English teacher.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** The number of students not meeting Masters Grade Level in all STAAR areas is too high with 79% not Mastering in English I, 90% not Mastering in English II, 67% not Mastering in Algebra I, and 64% not Mastering in Biology.

**Root Cause 2:** Academic expectations are too low in level classes and are not challenging students to think deeply.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** EL students scored at significantly lower levels than the campus group on English I and English II STAAR at Approaches Grade Level or Above with EL students scoring 47% in English I while the campus was at 80% and EL students scored at 40%. In English II, EL students scored at 40% and the Campus group scored at 75%.

**Root Cause 3:** Students were not grouped with other EL students and support for these students was limited because of this. Teachers did not implement linguistic accommodations with fidelity.

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 4:** African Americans and Hispanics are under-represented in advanced programs and extra-curricular groups.

**Root Cause 4:** We do not have a plan to actively recruit these students to participate in clubs and organizations in earlier grades.

**Problem Statement 4 Areas:** Culture and Climate

**Problem Statement 5:** Student academic failure rates are higher for African American and Hispanic students than for white students.

**Root Cause 5:** Campus personnel overall have limited cultural awareness.

**Problem Statement 5 Areas:** Culture and Climate

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL 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
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student failure and/or retention rates

## 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
- Race and ethnicity 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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.

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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- School safety data
- Enrollment trends

#### **Employee Data**

- Staff surveys and/or other feedback
- Highly qualified staff data
- Evaluation(s) of professional development implementation and impact

#### **Parent/Community Data**

- Parent surveys and/or other feedback

#### **Support Systems and Other Data**

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

# Goals





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

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

**Performance Objective 1: Special Education student group will increase scores from 37% to 50% in ELA STAAR.**

**Evaluation Data Sources:** STAAR scores

**Summative Evaluation:** None

| <p><b>Strategy 1:</b> Special Education ELA teachers will utilize Readers' and Writers' workshop model with fidelity.<br/> <b>Strategy's Expected Result/Impact:</b> Student writing scores will increase along with their reading comprehension scores.<br/> <b>Staff Responsible for Monitoring:</b> Teachers, Campus English Administrator, and Associate Principal<br/> <b>ESF Levers:</b> Lever 5: Effective Instruction<br/> <b>Problem Statements:</b> Student Achievement 1<br/> <b>Funding Sources:</b> Subs for teacher training - State Comp Ed - \$1,000</p> | Reviews   |     |      |           |
|--|-----------|-----|------|-----------|
|  | Formative |     |      | Summative |
|  | Feb       | Apr | July | July      |
|  No Progress  Accomplished  Continue/Modify  Discontinue   |           |     |      |           |

**Performance Objective 1 Problem Statements:**

| Student Achievement   |
|---|
| <p><b>Problem Statement 1:</b> Students identified as Special Ed performed significantly lower in ELA/Reading in all grade levels with 37% at Approaches Grade Level or Above while the campus was at 77%. <b>Root Cause:</b> Scope and sequence is not being followed with fidelity by special ed English teacher.</p> |





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

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

**Performance Objective 2:** Increase number of students scoring at Masters Grade Level by 5%: English I from 14% to 19%, English II from 13% to 18%, from Algebra I from 33% to 38%, and Biology from 36% to 41%.

**Evaluation Data Sources:** STAAR scores, Benchmark data

**Summative Evaluation:** None

|  |                  |            |             |                  |
|--|------------------|------------|-------------|------------------|
| <p><b>Strategy 1:</b> Utilize deeper thinking strategies (Marzano - probe incorrect answers - "not let them off the hook") in regular classroom activities and write for understanding and level and honors cores.<br/> <b>Strategy's Expected Result/Impact:</b> Increase Masters Grade Level scores by 5%.<br/> <b>Staff Responsible for Monitoring:</b> Teachers, Core Administrators, Department Chair, Associate Principal<br/> <b>ESF Levers:</b> Lever 5: Effective Instruction<br/> <b>Problem Statements:</b> Student Achievement 3</p> | <b>Reviews</b>   |            |             |                  |
|  | <b>Formative</b> |            |             | <b>Summative</b> |
|  | <b>Feb</b>       | <b>Apr</b> | <b>July</b> | <b>July</b>      |
| <p><b>Strategy 2:</b> Add academic tutorials and utilize accelerated instruction and credit recovery classes to close academic gaps and increase scores.<br/> <b>Problem Statements:</b> Student Achievement 1, 3<br/> <b>Funding Sources:</b> iLearnMath and Chromebooks - State Comp Ed - \$4,383, Additional staffing for credit recovery and accelerated instruction classes and funding for after school tutorials. - State Comp Ed - \$383,291</p>   | <b>Reviews</b>   |            |             |                  |
|  | <b>Formative</b> |            |             | <b>Summative</b> |
|  | <b>Feb</b>       | <b>Apr</b> | <b>July</b> | <b>July</b>      |
|  No Progress  Accomplished  Continue/Modify  Discontinue   |                  |            |             |                  |

**Performance Objective 2 Problem Statements:**

| <b>Student Achievement</b>   |
|--|
| <p><b>Problem Statement 1:</b> Students identified as Special Ed performed significantly lower in ELA/Reading in all grade levels with 37% at Approaches Grade Level or Above while the campus was at 77%. <b>Root Cause:</b> Scope and sequence is not being followed with fidelity by special ed English teacher.</p>  |
| <p><b>Problem Statement 3:</b> The number of students not meeting Masters Grade Level in all STAAR areas is too high with 79% not Mastering in English I, 90% not Mastering in English II, 67% not Mastering in Algebra I, and 64% not Mastering in Biology. <b>Root Cause:</b> Academic expectations are too low in level classes and are not challenging students to think deeply.</p> |





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

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

**Performance Objective 3:** EL students will increase STAAR scores 5% in English I and English II and will meet growth measure. Students will improve from 47% to 52% on English I and from 40% to 45% on English II EOC.

**Evaluation Data Sources:** STAAR, TELPAS

**Summative Evaluation:** None

|   |                  |            |             |                  |
|---|------------------|------------|-------------|------------------|
| <p><b>Strategy 1:</b> EL students will be grouped so support teachers will be able to provide necessary support to classroom teacher and students.<br/> <b>Strategy's Expected Result/Impact:</b> Improved TELPAS, classroom, and STAAR scores. Increased engagement.<br/> <b>Staff Responsible for Monitoring:</b> Classroom teachers, ESL support teachers, campus administrator<br/> <b>Problem Statements:</b> Student Achievement 2<br/> <b>Funding Sources:</b> Books, teacher training - Title III - \$4,500, additional staff to reduce class size and add EL classes - State Comp Ed - \$114,000</p> | <b>Reviews</b>   |            |             |                  |
|   | <b>Formative</b> |            |             | <b>Summative</b> |
|   | <b>Feb</b>       | <b>Apr</b> | <b>July</b> | <b>July</b>      |
| <p><b>Strategy 2:</b> Provide linguistic support/strategy training to all teachers of EL students.<br/> <b>Strategy's Expected Result/Impact:</b> Increased engagement with academic texts and work.<br/> <b>Staff Responsible for Monitoring:</b> Classroom teachers, ESL staff, campus LPAC administrator</p>   | <b>Reviews</b>   |            |             |                  |
|   | <b>Formative</b> |            |             | <b>Summative</b> |
|   | <b>Feb</b>       | <b>Apr</b> | <b>July</b> | <b>July</b>      |
| <p><b>Strategy 3:</b> Utilize culturally diverse texts to engage all readers.<br/> <b>Strategy's Expected Result/Impact:</b> Improve reading skills and scores.<br/> <b>Staff Responsible for Monitoring:</b> Classroom teachers, ESL teachers</p>  | <b>Reviews</b>   |            |             |                  |
|   | <b>Formative</b> |            |             | <b>Summative</b> |
|   | <b>Feb</b>       | <b>Apr</b> | <b>July</b> | <b>July</b>      |
|  No Progress  Accomplished  Continue/Modify  Discontinue  |                  |            |             |                  |

**Performance Objective 3 Problem Statements:**

| <b>Student Achievement</b>   |
|--|
| <p><b>Problem Statement 2:</b> EL students scored at significantly lower levels than the campus group on English I and English II STAAR at Approaches Grade Level or Above with EL students scoring 47% in English I while the campus was at 80% and EL students scored at 40%. In English II, EL students scored at 40% and the Campus group scored at 75%. <b>Root Cause:</b> Students were not grouped with other EL students and support for these students was limited because of this. Teachers did not implement linguistic accommodations with fidelity.</p> |

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

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

**Performance Objective 4:** Increase participation of of Black and Hispanic students in advanced courses and extracurricular areas.

**Evaluation Data Sources:** Enrollment numbers in AP classes and extracurricular classes will reflect ORHS demographics.





**Summative Evaluation:** None



**Goal 2: Fiscal Responsibility:**

CISD will maintain efficient and effective fiscal management of resources and operations to maximize learning for all students.





**Performance Objective 1: Maintain efficient and effective fiscal management of resources and operations.**

|  |                  |            |             |                  |
|--|------------------|------------|-------------|------------------|
| <b>Strategy 1:</b> Campus Principal will meet with financial secretary monthly to review bank statement and records.<br><b>Strategy's Expected Result/Impact:</b> Clean audit.<br><b>Staff Responsible for Monitoring:</b> Campus Principal, Financial Secretary   | <b>Reviews</b>   |            |             |                  |
|  | <b>Formative</b> |            |             | <b>Summative</b> |
|  | <b>Feb</b>       | <b>Apr</b> | <b>July</b> | <b>July</b>      |
|  No Progress  Accomplished  Continue/Modify  Discontinue |                  |            |             |                  |

**Goal 3: Recruitment, Development, and Retention of Staff:**

CISD will employ, develop, and retain highly qualified staff to maximize learning for all students.

**Performance Objective 1:** To recruit, retain and develop highly qualified teachers and staff for all students.

|  |                  |            |             |                  |
|--|------------------|------------|-------------|------------------|
| <p><b>Strategy 1:</b> Utilize college and district job fairs to recruit new hires. Support teachers new to campus with mentors.<br/> <b>Strategy's Expected Result/Impact:</b> Have high-quality teachers in every classroom and get new teachers acquainted with ORHS quickly.<br/> <b>Staff Responsible for Monitoring:</b> None</p>   | <b>Reviews</b>   |            |             |                  |
|  | <b>Formative</b> |            |             | <b>Summative</b> |
|  | <b>Feb</b>       | <b>Apr</b> | <b>July</b> | <b>July</b>      |
| <p><b>Strategy 2:</b> Provide as much planning time as possible to help teachers while they are teaching in two platforms.<br/> <b>Strategy's Expected Result/Impact:</b> Retain teachers during COVID - reduce teacher burnout.<br/> <b>Staff Responsible for Monitoring:</b> Campus Administrators</p>   | <b>Reviews</b>   |            |             |                  |
|  | <b>Formative</b> |            |             | <b>Summative</b> |
|  | <b>Feb</b>       | <b>Apr</b> | <b>July</b> | <b>July</b>      |
| <p><b>Strategy 3:</b> Recruit new teachers and staff at job fair and from campuses with diverse populations.<br/> <b>Strategy's Expected Result/Impact:</b> Increase diversity on staff and increase cultural awareness for all.<br/> <b>Staff Responsible for Monitoring:</b> Campus administration<br/> <b>Problem Statements:</b> Culture and Climate 2</p>                                   | <b>Reviews</b>   |            |             |                  |
|  | <b>Formative</b> |            |             | <b>Summative</b> |
|  | <b>Feb</b>       | <b>Apr</b> | <b>July</b> | <b>July</b>      |
|  No Progress  Accomplished  Continue/Modify  Discontinue |                  |            |             |                  |





**Performance Objective 1 Problem Statements:**

|   |
|---|
| <b>Culture and Climate</b>  |
| <p><b>Problem Statement 2:</b> Student academic failure rates are higher for African American and Hispanic students than for white students. <b>Root Cause:</b> Campus personnel overall have limited cultural awareness.</p> |

**Goal 4: Parents and Community:**

CISD will work jointly with parents and the community to maximize learning for all students through collaborative partnerships and unity of purpose.





**Performance Objective 1:** To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.

|  |                  |            |             |                  |
|--|------------------|------------|-------------|------------------|
| <p><b>Strategy 1:</b> Monitor readership of campus newsletters and look for ways to increase readership (for example - add surveys and follow-up with results in the next newsletter).</p> <p><b>Strategy's Expected Result/Impact:</b> Improved parent attendance at campus events.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p>  | <b>Reviews</b>   |            |             |                  |
|  | <b>Formative</b> |            |             | <b>Summative</b> |
|  | <b>Feb</b>       | <b>Apr</b> | <b>July</b> | <b>July</b>      |
|  No Progress  Accomplished  Continue/Modify  Discontinue |                  |            |             |                  |

**Goal 5: Safe Schools:**

CISD will strive to ensure a safe and orderly environment conducive to learning for all students and staff.





**Performance Objective 1:** To provide a safe and orderly school environment conducive to learning for all students and staff.

|  |                  |            |             |                  |
|--|------------------|------------|-------------|------------------|
| <p><b>Strategy 1:</b> Be sure students know all strategies being used by the school and the district to minimize the spread of COVID so they can be comfortable in their learning environment.</p> <p><b>Strategy's Expected Result/Impact:</b> Higher number of in-person students.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration</p>                                   | <b>Reviews</b>   |            |             |                  |
|  | <b>Formative</b> |            |             | <b>Summative</b> |
|  | <b>Feb</b>       | <b>Apr</b> | <b>July</b> | <b>July</b>      |
|  No Progress  Accomplished  Continue/Modify  Discontinue |                  |            |             |                  |

**Goal 6: Technology:**

CISD will provide technology infrastructure, tools, and solutions to meet the administrative requirements of the District and to maximize learning for all students.





**Performance Objective 1:** To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

|  |                  |            |             |                  |
|--|------------------|------------|-------------|------------------|
| <b>Strategy 1:</b> Oak Ridge will meet student and staff technology needs while students are working remotely.<br><b>Strategy's Expected Result/Impact:</b> Remote students will be able to access curriculum and be successful in their classes.<br><b>Staff Responsible for Monitoring:</b> Campus administration and technology staff.  | <b>Reviews</b>   |            |             |                  |
|  | <b>Formative</b> |            |             | <b>Summative</b> |
|  | <b>Feb</b>       | <b>Apr</b> | <b>July</b> | <b>July</b>      |
|  No Progress  Accomplished  Continue/Modify  Discontinue |                  |            |             |                  |

**Goal 7: Communication:**

CISD will promote and enhance two-way communication among our staff and our community to maximize the success of all students.

**Performance Objective 1:** To ensure that all stakeholders receive effective internal and external communication.

|  |                  |            |             |                  |
|--|------------------|------------|-------------|------------------|
| <b>Strategy 1:</b> Utilize electronic suggestion box, have counselors and administrators initiate parent contact.<br><b>Strategy's Expected Result/Impact:</b> Reduced complaints or call to central office.<br><b>Staff Responsible for Monitoring:</b> Campus counselors and administrators  | <b>Reviews</b>   |            |             |                  |
|  | <b>Formative</b> |            |             | <b>Summative</b> |
|  | <b>Feb</b>       | <b>Apr</b> | <b>July</b> | <b>July</b>      |
|  No Progress  Accomplished  Continue/Modify  Discontinue |                  |            |             |                  |

# State Compensatory

## Personnel for Oak Ridge High School

| <u>Name</u>    | <u>Position</u>         | <u>Program</u> | <u>FTE</u> |
|----------------|-------------------------|----------------|------------|
| Andrew Einhaus | Compensatory Ed Teacher | State Comp Ed  | 1.00       |
| April Jones    | Math Teacher            | State Comp Ed  | 1.00       |
| Benny Reed     | Paraprofessional        | State Comp Ed  | 1.00       |
| Emily Vaculik  | Biology Teacher         | State Comp Ed  | 1.00       |
| Eve Whiteside  | Biology Teacher         | State Comp Ed  | 1.00       |
| Kenneth Noel   | Math Teacher            | State Comp Ed  | 1.00       |
| Stacy Harper   | English Teacher         | State Comp Ed  | 1.00       |
| Thomas Rodgers | Math Teacher            | State Comp Ed  | 1.00       |

# Campus Funding Summary

| State Comp Ed                      |           |          |   |              |              |
|------------------------------------|-----------|----------|---|--------------|--------------|
| Goal                               | Objective | Strategy | Resources Needed  | Account Code | Amount       |
| 1                                  | 1         | 1        | Subs for teacher training   |              | \$1,000.00   |
| 1                                  | 2         | 2        | iLearnMath and Chromebooks  |              | \$4,383.00   |
| 1                                  | 2         | 2        | Additional staffing for credit recovery and accelerated instruction classes and funding for after school tutorials. |              | \$383,291.00 |
| 1                                  | 3         | 1        | additional staff to reduce class size and add EL classes  |              | \$114,000.00 |
| <b>Sub-Total</b>                   |           |          |   |              | \$502,674.00 |
| <b>Budgeted Fund Source Amount</b> |           |          |   |              | \$502,674.00 |
| <b>+/- Difference</b>              |           |          |   |              | \$0.00       |
| Title III                          |           |          |   |              |              |
| Goal                               | Objective | Strategy | Resources Needed  | Account Code | Amount       |
| 1                                  | 3         | 1        | Books, teacher training   |              | \$4,500.00   |
| <b>Sub-Total</b>                   |           |          |   |              | \$4,500.00   |
| <b>Budgeted Fund Source Amount</b> |           |          |   |              | \$4,500.00   |
| <b>+/- Difference</b>              |           |          |   |              | \$0.00       |
| <b>Grand Total</b>                 |           |          |   |              | \$507,174.00 |



# Addendums