



Campus Improvement Plan 2019-2020

Elementary/Intermediate Campus: Oak Ridge Elementary

Rating: B

GOAL 1: STUDENT ACHIEVEMENT AND POSTSECONDARY SUCCESS

MASTER RIGOROUS ACADEMIC STANDARDS – STUDENT ACHIEVEMENT, STUDENT PROGRESS, CLOSING PERFORMANCE GAPS and SUCCESSFUL COMPLETION OF HIGH SCHOOL

ACCOUNTABILITY

DOMAIN I: STUDENT ACHIEVEMENT - *Evaluates performance across all subjects for all students on both general and alternate assessments; high schools include – College, Career, and Military Readiness (CCMR) indicators, and graduation rates.*

DOMAIN II: SCHOOL PROGRESS - *Measures district and campus outcomes in two areas:*

Part A: Academic Progress –*the number of students that grew at least one year academically (or are on track) as measured by Reading and Math STAAR results.*

Part B: Relative Performance – *the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.*

DOMAIN II OBJECTIVES: Reading and Math, all students, seven racial/ethnic groups, ELL, SpEd, weighted progress

DOMAIN III: CLOSING THE GAPS - *Uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds, and other factors. The indicators included in this domain align the state accountability with Every Student Succeeds Act (ESSA).*

Distinction Designations Earned

- Academic Achievement in Mathematics

ALL STUDENT POPULATIONS

PERFORMANCE OBJECTIVE: 65% of all students will score on or above grade level on end of year BAS testing.

STRATEGY DESCRIPTION(S):

- Ongoing PD to ensure fidelity of both conferring and small group instruction
- BAS tracking charts to monitor student progress every 4.5 weeks
- Implementation of phonics in K-2 and Word Study in 3-4
- Conduct grade level lab sites to support conferring
- Targeted intervention time during the day supported by tutorials.

READING/ELA

PERFORMANCE OBJECTIVE: 55% of students will score meets or above on STAAR reading in third and fourth grade.

STRATEGY DESCRIPTION(S):

- Implement data tracking charts for teachers by class to consistently monitor progress.
- Goal setting with students to monitor progress.
- Conduct grade level lab sites to support conferring.
- Targeted intervention time during the day supported by tutorials
- Implementation of Education Galaxy, See Saw, and Reading A to Z in classrooms.



WRITING

PERFORMANCE OBJECTIVE: 40% of all students will score meets or above on STAAR writing in fourth grade.

STRATEGY DESCRIPTION(S):

- Provide professional development on revising/editing strategies to ensure that all teachers teach the correct concepts. (K-4)
- Planning day once a 9 weeks to ensure strategic planning is occurring.
- Conduct a lab site in fourth grade for both third and fourth grade teachers.

MATH

PERFORMANCE OBJECTIVE: 70% of all students will score meets or above on STAAR math in both third and four grades.

STRATEGY DESCRIPTION(S):

- Professional Development on Guided Math to continually enhance our strategies
- Differentiated anchor stations
- Professional Development on problem solving structures
- District math coach support twice a month
- Targeted intervention time during the day supported by tutorials
- Implement data tracking charts for teachers by class to consistently monitor progress
- Implementation of Education Galaxy and See Saw into the classroom.

SOCIAL STUDIES

PERFORMANCE OBJECTIVE: Ensure the delivery of social studies instruction according to the scope and sequence.

STRATEGY DESCRIPTION(S):

- Interactive social studies notebooks and vocabulary development.
- Implement use of google glasses to learn about different regions.
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SCIENCE

PERFORMANCE OBJECTIVE: Ensure the delivery of science instruction according to the scope and sequence.

STRATEGY DESCRIPTION(S):

- Interactive science notebooks and vocabulary development through staff development
- Implement use of google glasses to learn about different science concepts.

HEALTH

PERFORMANCE OBJECTIVE: 80% of all students will meet a minimum of one Healthy Fitness Zone standard, as measured by the FitnessGram assessment.

STRATEGY DESCRIPTION(S):

- Ensure students attend the appropriate number of minutes in physical education per week.
- Provide students with opportunities to participate in activities that promote physical activity including: Turkey Trot, Field Day, weekly running in physical education class.
- Physical Education teachers attend district provided professional development training opportunities including Champ Camp and District-Wide Staff Development for PE.

AT-RISK AND SPECIAL POPULATIONS

STRATEGY DESCRIPTION(S) :- (Eco Dis, Dyslexia, GT, ELL, Immigrant, SpEd, Homeless)

- Increase focus on vocabulary development through PD for staff.
- Implementation of Phonics K-2 and Word Their Way (3-4)
- Training provided for teachers serving special education/504 students.
- Training will be provided to support classroom teachers on the basics of dyslexia as well as reading characteristics often observed in students with dyslexia
- Implementation of maker space activities for higher level thinking.



- Analyze student assessment by student groups for mastery level in each group.

POSTSECONDARY READINESS INDICATORS

POST-SECONDARY READINESS

Attendance rate will increase from 96.3% in 2018/19 to 97% in 2019/20.

Meet eligible campus Academic Achievement Distinction Designations (AADD)

50% of indicators will be in top quartile

Meet Top 25% in Student Progress Distinction Designations

Top quartile of campus comparison group in performance for student progress

Meet Top 25% in Closing Performance Gaps Distinction Designations

Top quartile of campus comparison group in performance for closing performance gaps

Meet eligible Postsecondary Readiness Distinction Designations

50% of indicators will be in top quartile

PERFORMANCE OBJECTIVE: ORE will increase overall attendance rate from 96.3% to 97% for the 19-20 school year.

STRATEGY DESCRIPTION(S):

- Teachers will contact parents of students who are absent on a daily basis.
- Create attendance committee to implement positive rewards for good attendance.
- NEAT club every 9 weeks.
- Classroom perfect attendance incentives.
- Awards every 9 weeks for perfect attendance.

FINANCIAL RESOURCES

General Operating, Elementary and Secondary

State Compensatory Education Funds

Title Funds

IDEA, Part B

Bilingual Allotment Funds

Gifted and Talented Allotment Funds

ADDITIONAL RESOURCES

Teacher Content Leadership Teams and District and Campus Instructional Coaches

Curriculum: CISD Instructional Model, CISD Reads, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted & Talented, RtI, Dyslexia Services

Assessment: STAAR, STAAR Alt 2, TELPAS, TELPAS Alt, District Benchmark Results, District Curriculum Checkpoints, Campus Common Assessments, Universal Screeners, BAS, DRA, OS, QPS, SAT, ACT, CogAT, IOWA, Logramos

Systems: View It, Eduphoria, Dashboard, Curriculum Heat Maps, Campus Improvement Plans, Road Trip Nation

Professional learning opportunities provided throughout the year.

FORMATIVE EVALUATIONS

NOVEMBER, JANUARY

Item analysis and data disaggregation of Benchmark assessments

CISD Benchmarks at passing rate

Staff Development: track number attending per campus; target for specific campus needs

SUMMATIVE EVALUATIONS

JULY

TEA Accountability Summary, TAPR, PBMAS, AMAOs, DVM, Special Education Evaluation



Goal 2: RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF

PERFORMANCE OBJECTIVE: To recruit, retain and develop highly qualified teachers and staff for all students.

STRATEGY DESCRIPTION(S):

- Create and implement a yearlong staff development/check in for our new to Oak Ridge teachers.
- Assign mentors to all new to Oak Ridge teachers to ensure that they are successful throughout the year.
- Attend and recruit from CISD Teacher Job Fair and university job fairs.

Financial Resources	Campus budget, Teacher Activity Fund, Title III
Additional Resources	Position Control Reports, Allocation Reports
Monitoring Timeline	November, January, March
Formative Evaluation	HQ data from Human Resources
Summative Evaluation	TAPR, HQ Report to TEA
Project Managers	Principal, Assistant Principal

Goal 3: PARENTS AND COMMUNITY

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

STRATEGY DESCRIPTION(S):

- Host opportunities such as Academic Night so that parents will come and learn expectations for the students.
- Host a STAAR informational night in the spring to ensure that parents understand the importance of performance on the test.
- Maintain a SITE based committee that includes parents, community, and teachers who analyze planning, operation, and evaluation of the campus education program.
- Provide timely communications, in a language parents can understand, about campus initiatives, meetings and activities through a variety of media sources.
- Conduct ongoing and specific targeted areas surveys throughout the year with parents, students, staff and community to monitor needs of our campus.

Financial Resources	Campus budget, Title Funds
Additional Resources	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology
Monitoring Timeline	Formative - November, January; Summative – July
Formative Evaluation	Record of contact with media, Record of press releases, Record of campus communication, Website information is current and accurate
Summative Evaluation	Meet Performance Indicators for Campus
Project Manager	Principal

Goal 4: SAFE SCHOOLS

PERFORMANCE OBJECTIVE: To provide a safe and orderly school environment conducive to learning for all students and staff.

STRATEGY DESCRIPTION(S):

- Create and maintain a safety plan that includes lockdown, lock out, drill expectations and a reunification plan.
- Practice drills monthly to ensure that students and staff know expectations.
- Issued safety kits for all staff to be used in the event of an emergency.
- Create and maintain a safety committee.

Financial Resources	Campus budget
Additional Resources	Emergency operations plan
Monitoring Timeline	Formative- November, January; Summative - July
Formative Evaluation	Record of programs/presentations/trainings for students and staff, Quarterly reports of police activity and safety drills for campus
Summative Evaluation	Clean safety audit
Project Manager(s):	Principal, Assistant Principal



Goal 5: TECHNOLOGY

PERFORMANCE OBJECTIVE: To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

STRATEGY DESCRIPTION(S):

- Provide staff development opportunities on campus monthly to enhance technology use in the classroom.
- Create an opportunity for staff to participate in a coaching cycle with our district technology coach to assist in implementation of technology in the classroom.
- Participate in instructional rounds to observe technology usage in classrooms.

Financial Resources	Campus budget, Title Funds
Additional Resources	Technology staff
Monitoring Timeline	Formative - November, January; Summative - July
Formative Evaluation	Records of professional development in technology, Campus and District Technology Plans align with strategies
Summative Evaluation	Meet Performance Indicators for STaR Report
Project Manager(s):	Principal, Assistant Principal, Technology Liaison



STATE AND FEDERAL RESOURCES ALLOCATED

2019-2020 School Year

SCE

Strategy	Activity	Funds Budgeted	FTE
Reading 4, All Pops 5	Academic Tutorials for At-Risk Students	\$9,052.00	0.16
Provide differentiated instructional strategies to improve the achievement of all at-risk students	Gen Ed Teachers for At Risk Students	\$1,141,515.00	19.00
	TOTAL SCE	\$1,150,567.00	19.16

TITLE I

Strategy	Activity	Funds Budgeted	FTE
Reading 4, All Pops 5	Academic Tutorials	\$4,380.00	0.08
P&C 1, 2, 3	Family Engagement	\$2,912.00	0.00
All Pops 3, Math 2	Instructional Materials	\$20,236.00	0.00
All Pops 4, Reading 3, Writing 1, Math 1	Instructional Support Academic Coach	\$70,396.00	1.33
All Pops 5, Reading 4	Instructional Support Paraprofessional	\$24,578.00	0.45
All Pops 4, Reading 3, Writing 1, Math 1	Instructional Support Teacher	\$28,729.00	0.50
All Pops 5, Reading 4	Substitutes	\$14,433.00	0.26
Reading 5; Math 7,	Technology	\$10,000.00	0.00
	TOTAL Title I	\$175,664.00	2.66

TITLE III EL

Strategy	Activity	Funds Budgeted	FTE
Reading 4, All Pops 5	Academic Tutorials for EL students	\$2,600.00	0.05
Reading 5, Math 7	Technology	\$500.00	0.00
All Students 5	Books	\$500.00	0.00
All Pops 3, Math 2	Instructional Materials	\$500.00	0.00
	TOTAL Title III EL	\$4,100.00	0.05



Title I Schoolwide Program Elements

2019-2020 School Year

Every Student Succeeds Act requires that every Title I Schoolwide Program have three elements in place to ensure compliance: Comprehensive Needs Assessment, Campus Improvement Plan, and Parent Family Engagement activities. Each element consists of specific activities to address increasing student achievement, involving the school community in the design of the schoolwide plan, and actively engaging families in opportunities available at the campus.

Strategy	Title I Schoolwide Elements
Element 1	Comprehensive Needs Assessment
At Risk #6, Parent and Community #5	The campus conducts an annual comprehensive needs assessment of the entire school analyzing the academic achievement of all students and subgroups of students.
Element 2	Campus Improvement Plan (CIP)
Parents and community #3	The campus develops the CIP with the involvement of parents and other stakeholders such as teachers, principal, paraprofessionals, and community.
Parents and Community #5,	The campus will regularly monitor the CIP and revise strategies based on identified needs.
Parents and Community #6	The campus ensures the CIP is publicly available to parents and the community (English and Spanish).
At Risk # 1, 2, 3; All Student Populations #5	The campus implements reform strategies to address school needs including opportunities for all students and student groups to exceed academic standards.
At Risk 1, 2	The campus executes strategies to increase the quality and amount of learning time available to strengthen the academic program in the school and provides students an enriched and accelerated curriculum.
At Risk #2, 4, 5	The campus will address the needs of all students but particularly the needs of those students who are at-risk of not meeting academic standards.
Element 3	Parent and Family Engagement
Parent and Community #1, 2, 4	The campus jointly develops, with the input of parents, a written Family Engagement Policy and School Family Student Compact.
Parent and Community #1, 2, 3	The campus offers a variety of family engagement activities which include flexible times and days of the week.
Parent and Community #4	The campus sends home information regarding family engagement opportunities and required notices in a format and language that families can understand (English and Spanish).



Data Summary Report 2019-2020

Elementary/Intermediate Campus: Oak Ridge Elementary

ACCOUNTABILITY

DOMAIN I – STUDENT ACHIEVEMENT

2018-2019 Performance:

83% scored Approaches Grade Level Standards
53% scored Meets Grade Level Standards
29% scored Masters Grade Level Standards

2019-2020 Goals:

85% will score Approaches Grade Level Standards
58% will score Meets Grade Level Standards
31% will score Masters Grade Level Standards

DOMAIN II – SCHOOL PROGRESS

2018-2019 Performance:

64% Met Expected or Accelerated Growth Measure

2019-2020 Goals:

70% Will meet Expected or Accelerated Growth Measure

DOMAIN III – CLOSING THE GAPS

ALL STUDENTS – ALL SUBJECTS

2018-2019 Performance:

Economically Disadvantaged Students

80% scored Approaches Grade Level Standards
44% scored Meets Grade Level Standards
23% scored Masters Grade Level Standards

Focus Student Group: Special Education

45% scored Approaches Grade Level Standards
18% scored Meets Grade Level Standards
5% scored Masters Grade Level Standards

Focus Student Group: White

81% scored Approaches Grade Level Standards
53% scored Meets Grade Level Standards
30% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

85% will score Approaches Grade Level Standards
48% will score Meets Grade Level Standards
25% will score Masters Grade Level Standards

Focus Student Group: Special Education

46% will score Approaches Grade Level Standards
19% will score Meets Grade Level Standards
6% will score Masters Grade Level Standards

Focus Student Group: White

85% will score Approaches Grade Level Standards
57% will score Meets Grade Level Standards
32% will score Masters Grade Level Standards

READING/ELA

2018-2019 Performance:

Economically Disadvantaged Students

78% scored Approaches Grade Level Standards
39% scored Meets Grade Level Standards
21% scored Masters Grade Level Standards

Focus Student Group: Special Education

48% scored Approaches Grade Level Standards
14% scored Meets Grade Level Standards
0% scored Masters Grade Level Standards

Focus Student Group: White

84% scored Approaches Grade Level Standards
50% scored Meets Grade Level Standards
30% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

80% will score Approaches Grade Level Standards
42% will score Meets Grade Level Standards
23% will score Masters Grade Level Standards

Focus Student Group: Special Education

50% will score Approaches Grade Level Standards
15% will score Meets Grade Level Standards
5% will score Masters Grade Level Standards

Focus Student Group: White

88% will score Approaches Grade Level Standards
55% will score Meets Grade Level Standards
33% will score Masters Grade Level Standards



WRITING

2018-2019 Performance:

Economically Disadvantaged Students

73% scored Approaches Grade Level Standards

31% scored Meets Grade Level Standards

8% scored Masters Grade Level Standards

Focus Student Group: Special Education

21% scored Approaches Grade Level Standards

0% scored Meets Grade Level Standards

0% scored Masters Grade Level Standards

Focus Student Group: White

71% scored Approaches Grade Level Standards

35% scored Meets Grade Level Standards

10% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

75% will score Approaches Grade Level Standards

34% will score Meets Grade Level Standards

10% will score Masters Grade Level Standards

Focus Student Group: Special Education

23% will score Approaches Grade Level Standards

5% will score Meets Grade Level Standards

5% will score Masters Grade Level Standards

Focus Student Group: White

75% will score Approaches Grade Level Standards

38% will score Meets Grade Level Standards

12% will score Masters Grade Level Standards

MATH

2018-2019 Performance:

Economically Disadvantaged Students

84% scored Approaches Grade Level Standards

55% scored Meets Grade Level Standards

32% scored Masters Grade Level Standards

Focus Student Group: Special Education

53% scored Approaches Grade Level Standards

30% scored Meets Grade Level Standards

13% scored Masters Grade Level Standards

Focus Student Group: White

83% scored Approaches Grade Level Standards

65% scored Meets Grade Level Standards

42% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

86% will score Approaches Grade Level Standards

57% will score Meets Grade Level Standards

33% will score Masters Grade Level Standards

Focus Student Group: Special Education

55% will score Approaches Grade Level Standards

33% will score Meets Grade Level Standards

15% will score Masters Grade Level Standards

Focus Student Group: White

86% will score Approaches Grade Level Standards

70% will score Meets Grade Level Standards

45% will score Masters Grade Level Standards

SOCIAL STUDIES

2018-2019 Performance:

Economically Disadvantaged Students

n/a% scored Approaches Grade Level Standards

n/a% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

Focus Student Group: Special Education

n/a% scored Approaches Grade Level Standards

n/a% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

Focus Student Group: White

n/a% scored Approaches Grade Level Standards

n/a% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

___% will score Approaches Grade Level Standards

___% will score Meets Grade Level Standards

___% will score Masters Grade Level Standards

Focus Student Group: Type Group Here

___% will score Approaches Grade Level Standards

___% will score Meets Grade Level Standards

___% will score Masters Grade Level Standards

Focus Student Group: Type Group Here

___% will score Approaches Grade Level Standards

___% will score Meets Grade Level Standards

___% will score Masters Grade Level Standards



SCIENCE

2018-2019 Performance:

Economically Disadvantaged Students
n/a% scored Approaches Grade Level Standards
n/a% scored Meets Grade Level Standards
n/a% scored Masters Grade Level Standards
Focus Student Group: Special Education
n/a% scored Approaches Grade Level Standards
 % scored Meets Grade Level Standards
n/a% scored Masters Grade Level Standards
Focus Student Group: White
n/a% scored Approaches Grade Level Standards
n/a% scored Meets Grade Level Standards
n/a% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students
 ___% will score Approaches Grade Level Standards
 ___% will score Meets Grade Level Standards
 ___% will score Masters Grade Level Standards
Focus Student Group: Type Group Here
 ___% will score Approaches Grade Level Standards
 ___% will score Meets Grade Level Standards
 ___% will score Masters Grade Level Standards
Focus Student Group: Type Group Here
 ___% will score Approaches Grade Level Standards
 ___% will score Meets Grade Level Standards
 ___% will score Masters Grade Level Standards

Federal Accountability: Closing the Gaps

Support Area	District Targeted Support	Campus Targeted Support
Achievement Reading		White, Special ED
Achievement Math		
Growth Reading		All, White ED
Growth Math	American Indian, Economically Disadvantaged, Special Education	All, White, ED
Student Success		White
Graduation	Hispanic, White, Economically Disadvantaged, English Learners (Current/Monitored), Special Education	
School Quality		
STAAR Only		
English Language Proficient	English Learners (Current/Monitored)	

NON-DISCRIMINATION STATEMENT

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