

Conroe Independent School District

Oak Ridge High School

2021-2022 CIP Board Item



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Oak Ridge High School, like all Texas public schools, did not receive a 2021 Overall Texas Accountability Rating based on a declared state of disaster. Overall, scores and participation dropped in all areas due to Covid absences and many students working remotely. During the 2020-2021 school year, ORHS students had the option to work remotely with those choosing to do so averaging 35% in October and dropping to 15% remote in April. Scores are based on 2,509 students with 34.1% listed as Economically Disadvantaged, and 7.2% LEP.

2020-2021 student performance highlights include:

85% of students at Approaches or Above grade level on all tests.

80.43% of students at Approaches or Above grade level on the English I STAAR

79.53% at Approaches or Above grade level on the English II STAAR

82% at Approaches or Above grade level on Algebra I STAAR (dropped 5%)

90% at Approaches or Above grade level on Biology STAAR (dropped 4%)

96% at Approaches or Above grade level on US History STAAR. (dropped 1%)

Campus participation in EOC testing = 95% (dropped 4% from 2018-19)

Many students and families chose remote learning last year which resulted in a higher number of students not taking and/or not passing EOC's. Remote learning also led to a higher number of class failures and lower numbers of AP exams administered.

Grades 10 - 12: 144 EOC's with absent code; 380 students failed 414 tests

91 students were credit deficient and reclassified. Of those, 48 were identified as economically disadvantaged and 14 were identified as LEP.

Improving the number of students meeting Masters Grade Level standards in four tested areas, English I, English II, Algebra I, and Biology.

Current Masters numbers are: English I - 17%, English II - 13%, Algebra I - 29%, Biology - 34%

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

English I Approaches Grade Level or Above - 80% All Students - 68% African American, 34% Special Ed, and 42% EL

English II Approaches Grade Level or Above- 77% All Students - 73% African American, 31% Special Ed and 22% EL

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. With the exception of the 2020-2021 school year, participation in AP exams has continuously improved in all tested areas including English Language Arts, Mathematics, Science, and Social Studies.

With 93% of eligible students testing (down from 99% in 2018-19), 85% of tested students were at approaches grade level or higher on all tests. In Algebra I, 82% of testers were at approaches grade level with 79% of students identified as economically disadvantaged scored at the approaches grade level or higher.

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 dropped with 450 students taking 860 tests. 64.44% of students testing scored a 3+. This is down from a high of 67.45% in 2020 but is significantly better than prior years: 2017 - 54.18%, 2018 - 62.77%, and 2019 - 63.92%. With many students working remotely for part of the year, we were pleased with the results. ORHS students had significant gains in a number of exam areas including:

Subject	Score Level	2017	2018	2019	2020	2021
Environmental Science	Mean Score	2.2	2.61	2.76	2.85	3.18
European History	Mean Score	2.82	2.43	2.87	3.1	3.2
Human Geography	Mean Score	2.41	2.84	3.1	3.09	3.15
Macroeconomics	Mean Score	2.08	3.01	2.77	2.8	3.17
United States Government and Politics	Mean Score	1.89	2.55	2.56	2.82	2.66

Subject	Score Level	2017	2018	2019	2020	2021
World History: Modern	Mean Score	2.39	2.63	2.48	2.59	2.73

English II STAAR students scoring at the Approaches Grade Level or Above dropped from 82% in 2018 to 75% in 2019 . In 2021, students scoring at the approaches level rose to 76.85%. More teachers were trained in and used readers' and writers' workshop with fidelity.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): EL students scored at significantly lower levels than the campus group in ELA STAAR with 38% of current EL students at approaches grade level while the campus was at 79% . **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 consistently with fidelity.

Problem Statement 2 (Prioritized): Students identified as Special Ed performed significantly lower in ELA/Reading in all grade levels with 35% at Approaches Grade Level or Above while the campus was at 79%. **Root Cause:** Scope and sequence is not being followed consistently with fidelity by special ed English teacher. General ed teachers with special ed students need training on providing supports.

Problem Statement 3 (Prioritized): 359 students were absent for or did not score at the Approaches Grade Level standard for one or more EOC exams. A disproportionate number, 48%, of these students are identified as low SES. while our campus low SES number is under 35%. **Root Cause:** Some students who were remote for all or part of the 20-21 school year either missed the EOC or were not academically prepared to be successful on the EOC.

Problem Statement 4 (Prioritized): Overall course failure rates are higher than previous years. **Root Cause:** With 20% - 45% of students working in a remote learning setting at some time during the prior school year, students are struggling to get back to a traditional school routine. Educational gaps are widening.

Problem Statement 5 (Prioritized): 60% of the class of 2020 met College, Career, or Military Readiness **Root Cause:** Oak Ridge lacks a unified plan for tracking CCMR points and identifying areas where students can earn points.

Problem Statement 6: The number of students not meeting Masters Grade Level in all STAAR areas is too high with 86% not Mastering in English, 85% not Mastering in Algebra I, and 66% not Mastering in Biology. **Root Cause:** Academic expectations are too low in level classes and are not challenging students to think deeply.

Problem Statement 7: English II STAAR students scoring at the Approaches Grade Level or Above dropped from 82% in 2018 to 75% in 2019 . In 2021, students scoring at the approaches level rose to 76.85% . While we experienced some growth, we need to continue working toward the 90% target. **Root Cause:** New team members had not been trained in readers' and writers' workshop training so were not implementing those strategies.

Problem Statement 8: 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 9: 44% of 2020 seniors met TSI Criteria in Math and 58% 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.

Problem Statement 10: 43% of the class of 2020 met College Readiness Standards for both Math and English. **Root Cause:** Teachers lack training in what college readiness looks like and how to measure it in formative assessment practices.

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, all staff will undergo Cultural and Diversity Awareness training. As our student body has changed from a large school of over 4500 to a smaller school of 2600, our student body has changed and the need for diversity training is even more important. Over the last five years, our economically disadvantaged numbers have grown from 25% to over 35% with the real number probably closer to 45% based on our feeder school numbers.

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 (Prioritized): Student academic failure rates are higher for students identified as economically disadvantaged with 49 of 112 (44%) reclassified students listed as ED. Approximately 35% of our student body is identified as low SES. **Root Cause:** Remote learning widened gaps between sub-pops. We need to work to identify needs and improve access to remediation and learning options.

Problem Statement 2: 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 3: Not all students feel connected to ORHS. **Root Cause:** With a mobility rate just under 11%, approximately 20% of students remaining remote for the prior school year, and many clubs not being full active yet, many students are not engaged with the campus or connected to the school.

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 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: Parent attendance is limited for parent nights at the 10th and 11th grades. **Root Cause:** We need to increase parent awareness of how the 10th and 11th grade years impact college and career readiness and find another way to inform parents and increase their engagement (virtual or campus meetings) especially during the junior

year.

Problem Statement 2 (Prioritized): PTO engagement is very limited. **Root Cause:** High school PTO's are typically less active than those at lower grade levels. COVID has made engagement even more limited than before.

Problem Statement 3: Volunteer opportunities that allow parents and community members to work with students are limited. **Root Cause:** Activities where volunteers are used are typically during the school day when parents are working.

Priority Problem Statements

Problem Statement 1: EL students scored at significantly lower levels than the campus group in ELA STAAR with 38% of current EL students at approaches grade level while the campus was at 79% .

Root Cause 1: Students were not grouped with other EL students and support for these students was limited because of this. Teachers did not implement linguistic accommodations consistently with fidelity.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Students identified as Special Ed performed significantly lower in ELA/Reading in all grade levels with 35% at Approaches Grade Level or Above while the campus was at 79%.

Root Cause 2: Scope and sequence is not being followed consistently with fidelity by special ed English teacher. General ed teachers with special ed students need training on providing supports.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Student academic failure rates are higher for students identified as economically disadvantaged with 49 of 112 (44%) reclassified students listed as ED. Approximately 35% of our student body is identified as low SES.

Root Cause 3: Remote learning widened gaps between sub-pops. We need to work to identify needs and improve access to remediation and learning options.

Problem Statement 3 Areas: Culture and Climate

Problem Statement 4: Overall course failure rates are higher than previous years.

Root Cause 4: With 20% - 45% of students working in a remote learning setting at some time during the prior school year, students are struggling to get back to a traditional school routine. Educational gaps are widening.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: 359 students were absent for or did not score at the Approaches Grade Level standard for one or more EOC exams. A disproportionate number, 48%, of these students are identified as low SES. while our campus low SES number is under 35%.

Root Cause 5: Some students who were remote for all or part of the 20-21 school year either missed the EOC or were not academically prepared to be successful on the EOC.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: 60% of the class of 2020 met College, Career, or Military Readiness

Root Cause 6: Oak Ridge lacks a unified plan for tracking CCMR points and identifying areas where students can earn points.

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: PTO engagement is very limited.

Root Cause 7: High school PTO's are typically less active than those at lower grade levels. COVID has made engagement even more limited than before.

Problem Statement 7 Areas: Parent and Community Engagement

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: We will increase our EL English EOC passing rate from 38% to 50%.

Targeted or ESF High Priority

Evaluation Data Sources: TELPAS report

TAPR report

Eduphoria data

Classroom assessments

Strategy 1 Details

Strategy 1: Targeted instruction in ESL and ELDA classes.

Strategy's Expected Result/Impact: Improved scores on all EOC exams and classroom assessments.

Staff Responsible for Monitoring: ESL teacher and administrator

Problem Statements: Student Achievement 1

Funding Sources: Paraprofessional Support for Tutorials Translators - Dictionaries and Chromebooks - Title III - \$4,500, Paraprofessional (EP 1 - 2 years) - ESSER - \$43,000

Strategy 2 Details

Strategy 2: General education teachers will be trained to support EL learners. EL students will remain in core classes and learn to utilize in-class supports including online translators and dictionaries.

Strategy's Expected Result/Impact: Increase in credits earned and improved scores on EOC's, CFA's, and classroom tests.

Staff Responsible for Monitoring: ESL teacher and administrator

Problem Statements: Student Achievement 1

Strategy 3 Details

Strategy 3: EL students will attend tutorials as required by HB 4545. Tutorials will target reporting categories where the student was deficient.

Strategy's Expected Result/Impact: Score improvement and passing rate improvement on EOC exams.

Staff Responsible for Monitoring: ESL teacher, ESL administrator, associate principal

Problem Statements: Student Achievement 1

Funding Sources: Technology (iPad cart) and Books - ESSER - \$36,147

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: EL students scored at significantly lower levels than the campus group in ELA STAAR with 38% of current EL students at approaches grade level while the campus was at 79% . **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 consistently with fidelity.

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: Students identified as SpEd will be challenged with on-grade-level instruction in the resource classroom - will follow the district scope and sequence.

Evaluation Data Sources: TAPR report
Eduphoria data
Common formative assessments

Strategy 1 Details

<p>Strategy 1: Resource teacher will adapt lessons utilized in general education classroom and will utilize CFA's to assess growth.</p>
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<p>Strategy's Expected Result/Impact: Scores will improve throughout year and students will show growth on next EOC and/or campus tests.</p>

<p>Staff Responsible for Monitoring: Resource teacher, case managers, SpEd administrator</p>

<p>Problem Statements: Student Achievement 2</p>

Performance Objective 2 Problem Statements:

Student Achievement

<p>Problem Statement 2: Students identified as Special Ed performed significantly lower in ELA/Reading in all grade levels with 35% at Approaches Grade Level or Above while the campus was at 79%. Root Cause: Scope and sequence is not being followed consistently with fidelity by special ed English teacher. General ed teachers with special ed students need training on providing supports.</p>
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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: Decrease failure rates and improve number of credits earned for all students especially those identified as economically disadvantaged.

Evaluation Data Sources: Transcripts, View It reports

Strategy 1 Details
<p>Strategy 1: Students who are credit deficient will be monitored weekly. Mentors will review current grades and identify needs. Mentor will review credit status and EOC status and create a graduation plan with each student.</p> <p>Strategy's Expected Result/Impact: Students will pass classes and regain enough credits to graduate with their cohort.</p> <p>Staff Responsible for Monitoring: ESSR mentors, associate principal, lead counselor</p> <p>Problem Statements: Student Achievement 3</p> <p>Funding Sources: Mentor - Student Support (E1 - 2 years) - ESSER - \$117,000, P/T Counselor Sub Mentors - ESSER - \$18,444</p>
Strategy 2 Details
<p>Strategy 2: Students who are credit deficient or did not score at Approaches Grade Level on EOC/STAAR will have opportunities to recover credit in Edgenuity and in classes with teachers who are focused on closing gaps and getting students back on grade level.</p> <p>Strategy's Expected Result/Impact: 75% of students in grades 10 and 11 who are currently credit deficient will earn enough credits to be back on grade level. 98% of cohort 2021 and 2022 students who are currently credit deficient will recover enough credits to graduate in May 2022. 75% of all students will score at the Meets Grade Level or Above on EOCs.</p> <p>Staff Responsible for Monitoring: Grade Level Administrators Associate Principal for Student Services Lead Counselor</p> <p>Problem Statements: Student Achievement 3, 4 - Culture and Climate 1</p> <p>Funding Sources: Science Teacher (T7) - State Comp Ed - \$38,873, Edgenuity Teacher (E2) - ESSER - \$29,250, Math Teachers (T1, T3, T4, T6) - State Comp Ed - \$230,296, Edgenuity Paraprofessional (P1) - State Comp Ed - \$26,065, English Teachers (T2, T5, T11, T 12) - State Comp Ed - \$248,320, English Teacher (E3) - ESSER - \$58,500</p>
Strategy 3 Details
<p>Strategy 3: Identify struggling 9th and 10th grade students for school-day interventions in reading and math.</p> <p>Strategy's Expected Result/Impact: Reduce failures in 9th and 10th grade students.</p> <p>Staff Responsible for Monitoring: Interventionist 9th Grade Campus Principal Sr. Campus Principal</p> <p>Problem Statements: Student Achievement 4</p> <p>Funding Sources: Interventionists - 1.5 English Teacher (E5) and .5 Math Teacher (E4) - ESSER - \$104,873</p>

Strategy 4 Details

Strategy 4: Utilize testing room to give students with transportation issues and/or after school commitments opportunities to re-test and complete make-up exams during the school day.

Strategy's Expected Result/Impact: Reduced failures in academic classes and reduced number of students reclassified at the end of the year.

Staff Responsible for Monitoring: Core Department Chairs

Core Administrators

Associate Principal for Student Services

Problem Statements: Student Achievement 4

Funding Sources: Paraprofessional (EP2) - ESSER - \$21,500

Performance Objective 3 Problem Statements:

Student Achievement

Problem Statement 3: 359 students were absent for or did not score at the Approaches Grade Level standard for one or more EOC exams. A disproportionate number, 48%, of these students are identified as low SES, while our campus low SES number is under 35%. **Root Cause:** Some students who were remote for all or part of the 20-21 school year either missed the EOC or were not academically prepared to be successful on the EOC.

Problem Statement 4: Overall course failure rates are higher than previous years. **Root Cause:** With 20% - 45% of students working in a remote learning setting at some time during the prior school year, students are struggling to get back to a traditional school routine. Educational gaps are widening.

Culture and Climate

Problem Statement 1: Student academic failure rates are higher for students identified as economically disadvantaged with 49 of 112 (44%) reclassified students listed as ED. Approximately 35% of our student body is identified as low SES. **Root Cause:** Remote learning widened gaps between sub-pops. We need to work to identify needs and improve access to remediation and learning options.

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: Students who failed or were absent for EOC exams will attend Eagles Nest tutorials, after school tutorials, or Saturday tutorials to prepare for the December EOC and meet the thirty-hour HB 4545 requirement.

Evaluation Data Sources: Tutorial attendance data
Tutorial exit tickets
Progress on tutorial modules

Strategy 1 Details
<p>Strategy 1: Teachers will create targeted EOC tutorials and reviews for students who missed or failed EOC's.</p> <p>Strategy's Expected Result/Impact: Targeted tutorials will result in a 65% EOC average passing rate across all subject areas for December testing and will surpass 85% for April and May EOC tests.</p> <p>Staff Responsible for Monitoring: Core department chairs, associate principal, core department assistant principals</p> <p>Funding Sources: Teachers (before, after, and Saturday tutorials) - ESSER - \$10,170, Instructional Support for At-Risk Students - State Comp Ed - \$4,000, Calculators, Bilingual Dictionaries, Chromebooks, iPads - ESSER - \$36,364</p>

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: 68% of seniors will meet CCMR readiness standards.

HB3 Goal

Evaluation Data Sources: View It data - CTE Certification Report
TAPR

Strategy 1 Details
<p>Strategy 1: CTE classes will complete certifications in class at the beginning of the year where appropriate. Certifications completed early include OSHA 30 and ServSafe. Other certifications will be earned in the spring after necessary classroom instruction.</p> <p>Strategy's Expected Result/Impact: Students will successfully complete certification tests.</p> <p>Staff Responsible for Monitoring: CTE Staff CTE Administrator</p> <p>Problem Statements: Student Achievement 5</p>
Strategy 2 Details
<p>Strategy 2: Junior and senior level English and math teachers will modify focus and scope and sequence to include skills needed for the PSAT and SAT prior to exam dates.</p> <p>Strategy's Expected Result/Impact: Improved PSAT and SAT scores with more than 55% of seniors meeting SAT criteria (up from 45%).</p> <p>Problem Statements: Student Achievement 5</p>

Performance Objective 5 Problem Statements:

Student Achievement
<p>Problem Statement 5: 60% of the class of 2020 met College, Career, or Military Readiness Root Cause: Oak Ridge lacks a unified plan for tracking CCMR points and identifying areas where students can earn points.</p>

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: Oak Ridge High School will maintain efficient and effective fiscal management of resources and operations.

Evaluation Data Sources: Audit

Strategy 1 Details
<p>Strategy 1: Campus principal will meet with the financial secretary monthly to review bank statements and related records. Strategy's Expected Result/Impact: Clean audit Staff Responsible for Monitoring: Campus Principal, Financial Secretary</p>

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: Campus leadership will increase its cultural awareness and work to bring greater attention to the strength and value of the cultural diversity of the Oak Ridge family.

Evaluation Data Sources: Student leadership data

Discipline reports

Attendance reports

Upper level course enrollment

Strategy 1 Details

Strategy 1: ORHS will re-establish the Foundations team and will train staff and students to better understand how to interact with others in a positive manner and to respect the backgrounds and values of every person on campus.

Strategy's Expected Result/Impact: Develop campus teacher leaders

Reduced student to student/staff conflicts.

Increased classroom engagement and success.

Increased engagement in campus activities.

Problem Statements: Culture and Climate 1

Performance Objective 2 Problem Statements:

Culture and Climate

Problem Statement 1: Student academic failure rates are higher for students identified as economically disadvantaged with 49 of 112 (44%) reclassified students listed as ED. Approximately 35% of our student body is identified as low SES. **Root Cause:** Remote learning widened gaps between sub-pops. We need to work to identify needs and improve access to remediation and learning options.

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: Oak Ridge High School will recruit, retain, and develop highly qualified teachers and staff to benefit all students.

Evaluation Data Sources: HR records, T-TESS records

Strategy 1 Details
<p>Strategy 1: Instructional coaches will support teachers new to campus with a variety of methods starting with an introduction to Oak Ridge during new teacher staff development and will continue to support all teachers throughout the year with instructional rounds, embedded professional development, and coaching rounds.</p> <p>Strategy's Expected Result/Impact: Teachers new to the campus will have a successful year as reflected by retention rates and student performance.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Campus Principal, Campus AP working with new staff</p>

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: Utilize parent communication avenues including weekly emails and campus events to develop partnerships with parents and community that lead to increased student engagement and success.

Evaluation Data Sources: Readership of weekly newsletter, parent attendance at campus events

Strategy 1 Details
<p>Strategy 1: Utilize weekly parent newsletter and increase number of parent information sessions to increase engagement.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and success.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>

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: Improve campus climate and culture by giving students a voice.

Evaluation Data Sources: Improved student success and engagement by creating a positive environment for all students.

Strategy 1 Details
<p>Strategy 1: Recruit students from all student groups for Principal's Correlate to give students a regular forum to share information that impacts campus climate and culture.</p> <p>Strategy's Expected Result/Impact: Improved campus culture and spirit. Increased engagement in student activities. Fewer discipline referrals.</p> <p>Staff Responsible for Monitoring: Principal, Assistant principals</p>
Strategy 2 Details
<p>Strategy 2: Utilize campus mentors and counselor group programs throughout the year.</p> <p>Strategy's Expected Result/Impact: Surveys will reflect that students feel more supported and connected to the school . Student discipline referral numbers will drop.</p> <p>Staff Responsible for Monitoring: Campus Mentors Counselors</p>

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: Reintroduce Foundations campus-wide.

Evaluation Data Sources: Discipline referral data
Student enrollment/participation in extra-curricular courses/programs

Strategy 1 Details
<p>Strategy 1: Instructional Behavior Coach will put together a new Foundations team and will create videos and presentations to be used during the school day to introduce campus-wide goals and expectations.</p> <p>Strategy's Expected Result/Impact: Reduced number of discipline referrals, higher participation numbers in extracurricular activities and campus clubs.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>

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: Oak Ridge teachers will continue to utilize strategies from The New Art and Science of Teaching to create rigorous, student-centered learning experiences in all classrooms.

- Evaluation Data Sources:** CFA scores
- SAT, ACT, PSAT scores
- CTE Certifications
- EOC scores
- Campus assessment scores

Strategy 1 Details
<p>Strategy 1: Instructional Coaches will lead professional development throughout the year to ensure teachers are confident in incorporating strategies that increase student engagement resulting in deeper student learning.</p> <p>Strategy's Expected Result/Impact: Increased scores in all assessment areas including EOC's, ACT, SAT, PSAT, and CTE certification tests.</p> <p>Staff Responsible for Monitoring: Instructional Coaches</p> <ul style="list-style-type: none">Assistant PrincipalsAssociate PrincipalsClassroom Teachers

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: Students will be prepared to transition to computer-based state and national (College Board) testing.

Evaluation Data Sources: All CFA's will be computer-based and at least one common classroom assessment will be computer-based each semester in all core areas.

Strategy 1 Details
<p>Strategy 1: All core areas will utilize technology to enhance student learning and will include computer-based assessments to prepare students to transition from paper-based EOC's to computer-based EOC's (and College Board exams).</p> <p>Strategy's Expected Result/Impact: Scores will not drop due to change in testing format (paper to computer-based).</p> <p>Staff Responsible for Monitoring: Core Department Chairs Core Administrators</p> <p>ESF Levers: Lever 5: Effective Instruction</p>

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Science Teacher (T7)		\$38,873.00
1	3	2	Math Teachers (T1, T3, T4,T6)		\$230,296.00
1	3	2	Edgenuity Paraprofessional (P1)		\$26,065.00
1	3	2	English Teachers (T2, T5, T11, T 12)		\$248,320.00
1	4	1	Instructional Support for At-Risk Students		\$4,000.00
Sub-Total					\$547,554.00
Budgeted Fund Source Amount					\$547,554.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Paraprofessional Support for Tutorials Translators - Dictionaries and Chromebooks		\$4,500.00
Sub-Total					\$4,500.00
Budgeted Fund Source Amount					\$4,500.00
+/- Difference					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Paraprofessional (EP 1 - 2 years)		\$43,000.00
1	1	3	Technology (iPad cart) and Books		\$36,147.00
1	3	1	Mentor - Student Support (E1 - 2 years)		\$117,000.00
1	3	1	P/T Counselor Sub Mentors		\$18,444.00
1	3	2	Edgenuity Teacher (E2)		\$29,250.00
1	3	2	English Teacher (E3)		\$58,500.00
1	3	3	Interventionists - 1.5 English Teacher (E5) and .5 Math Teacher (E4)		\$104,873.00
1	3	4	Paraprofessional (EP2)		\$21,500.00
1	4	1	Teachers (before, after, and Saturday tutorials)		\$10,170.00
1	4	1	Calculators, Bilingual Dictionaries, Chromebooks, iPads		\$36,364.00

ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Sub-Total	\$475,248.00
				Budgeted Fund Source Amount	\$475,248.00
				+/- Difference	\$0.00
				Grand Total	\$1,027,302.00