CONROE
INDEPENDENT
SCHOOL DISTRICT

Campus Improvement Plan
2019-2020

Secondary Campus: Oak Ridge HS

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 Succeed Act (ESSA).*

Distinction Designations Earned:

ALL STUDENT POPULATIONS

PERFORMANCE OBJECTIVE: Increase scores for all student groups in all areas including EOC and College Readiness.

STRATEGY DESCRIPTION(S):
- Provide instructional resources and training so teachers can utilize SIOP/EL strategies in all classrooms.
- Provide training to increase use and effectiveness of informal and formative assessments.

READING/ELA

PERFORMANCE OBJECTIVE: Increase the number of students who meet GL Standard and above and increase the number of students who meet SAT criteria by focusing on close reading, critical analysis, and utilizing textual evidence to support thesis.

STRATEGY DESCRIPTION(S):
- Incorporate the readers and writers workshop strategies in all English and ESOL classrooms.
- Increase number of titles available in teacher classrooms to support student choice in reading including literary, nonfiction, and informational texts.
- Utilize NEWSELA in level, ESOL, and Resource classrooms to assign accessible texts by adjusting Lexile level and language.

WRITING

PERFORMANCE OBJECTIVE: N/A

STRATEGY DESCRIPTION(S): N/A

MATH

PERFORMANCE OBJECTIVE: Increase scores in all areas including Algebra I EOC, PSAT, SAT, ACT, TSI, and AP.

STRATEGY DESCRIPTION(S):
- Increase use of quality informal and formative assessments to identify students who are struggling with processes by utilizing War Eagle Shorts and Instructional Rounds.
- Include no-calculator lessons and assessments to prepare students for exams.
- Utilize AP Classroom resources to improve course alignment and provide incremental quality feedback on individual student performance.
- Provide instructional resources and training so teachers can utilize SIOP/EL strategies in all classrooms.
- ACES Math: Incrementally increase the complexity of instruction and assignments; incorporate projects; incorporate writing and develop vocabulary; model expected behaviors and skills; and provide clear expectations and rubrics.

SOCIAL STUDIES

PERFORMANCE OBJECTIVE: Increase number of students scoring at the Meets GL Standard or above and increase the number of students taking and meeting score requirements on AP exams.

STRATEGY DESCRIPTION(S):
- Increase use of quality informal and formative assessments to identify students who are struggling with processes by utilizing War Eagle Shorts and Instructional Rounds.
- Utilize AP Classroom resources to improve course alignment and provide incremental quality feedback on individual student performance.

SCIENCE

PERFORMANCE OBJECTIVE: Increase scores overall including Biology EOC and all AP science exams.

STRATEGY DESCRIPTION(S):
- Provide instructional resources and training so teachers can utilize SIOP/EL strategies in all classrooms.
- Utilize AP Classroom resources to improve course alignment and provide incremental quality feedback on individual student performance.
- ACES Science: Create conceptual and cognitive connections – connect learning to anything familiar; evaluate and assess, formally and informally; provide scaffolding and support during instruction; present multiple opportunities to learn and to demonstrate learning; provide reading guides – questions, tips, graphic organizers; and model and teach strategies for memorizing and problem solving.

HEALTH

PERFORMANCE OBJECTIVE: 100% of all students will meet a minimum of one Healthy Fitness Zone standard, as measured by the FitnessGram assessment.

STRATEGY DESCRIPTION(S):
- Provide instruction that provides students with moderate to vigorous physical activity at least 65% of class time.
- Ensure students demonstrate responsible personal and social behavior that respects self and others.

AT-RISK AND SPECIAL POPULATIONS

STRATEGY DESCRIPTION(S) :– (Eco Dis, Dyslexia, GT, ELL, Immigrant, SpEd, Homeless)
- Provide intensive, systematic tutoring for identified at-risk students during and after the school day to decrease failure rates and increase graduation rates in targeted groups.
- Ensure ELL students receive appropriate English language acquisition and sheltered instruction utilizing research-based practices.
- Utilize NEWSELA to increase reading skills with ELL, At-Risk, and Special Ed students.
- Increase number of available texts in languages other than English in English classrooms and libraries.
- Provide after-school tutorials in all subject areas for all targeted groups.

SUCCESSFUL COMPLETION OF HIGH SCHOOL/POSTSECONDARY READINESS DISTINCTION DESIGNATIONS

POSTSECONDARY READINESS INDICATORS

POST-SECONDARY READINESS
Attendance rate will increase from <u>95.8%</u> in 2018/19 to <u>96.2%</u> 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:
- 90% of all students will satisfy the TSI requirement on TSIA, SAT, or ACT in both ELA and Math.
- 98% of all students will graduate with one CCMR point.
- Increase graduation rate in all student groups**.**

STRATEGY DESCRIPTION(S):
- Increase rigor in all curriculum areas to align with SAT, ACT, and TSI standards.
- Utilize AP Classroom to increase AP scores.
- Identify courses associated with Industry-Based Certifications and ensure that teachers have the resources needed for testing.
- Increase number of dual credit course offering**s.**

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

PROJECT MANAGERS

Principal, Assistant principals

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):
- Assign mentors to all teachers new to campus to ensure a smooth transition.
- Encourage all staff to participate in campus committees and other campus and district leadership roles.
- Support teacher-led committee, Creating a Positive Environment (CPE), which focuses on building a supportive, family culture among staff members.

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):
- Restructure parent newsletter to be more engaging and informative.
- Streamline social media to reach parents and students.
- Maintain online suggestion box for parent and community members' suggestions and respond accordingly.

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):
- Conduct regular tabletop drills regarding safety issues impacting students and staff.
- Assign duty spots before and after school and during class changes and lunches.
- Increase presence of counselors and administrators during all lunches to increase daily communication with students.

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):
- Build teacher capacity to fully implement technology in instruction.
- Increase teacher access to classroom technology.

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/ELA Strategy 1, At-Risk and Special Pops Strategy 1	Academic Tutorials	$12,875.00	0.23
Reading/ELA Strategy 3;At-Risk and Special Pops Strategy 3	Technology for At-Risk Students	$16,000.00	0.00
Reading/ELA Strategies 2 and 3;At-Risk and Special Pops Strategy 3	Instructional Materials for At-Risk Students	$3,825.00	0.00
At-Risk Strategy 2	Instructional Support for At-Risk Students	$399,907.00	7.50
	TOTAL SCE	**$432,607.00**	**7.73**

TITLE III EL

Strategy	Activity	Funds Budgeted	FTE
At-Risk and Special Pops Strategy 5	Academic Tutorials	$2,600.00	0.05
Reading/ELA Strategy 3;At-Risk and Special Pops Strategy 3	Technology	$500.00	0.00
Reading/ELA Strategies 2;At-Risk and Special Pops Strategy 4	Books	$500.00	0.00
Math Strategy 4; Science Strategy 1	Instructional Materials	$500.00	0.00
	TOTAL Title III EL	**$4,100.00**	**0.05**

Data Summary Report 2019-2020

Secondary Campus: Oak Ridge HS

ACCOUNTABILITY

DOMAIN I – STUDENT ACHIEVEMENT

2018-2019 Performance:	2019-2020 Goals:
87% scored Approaches Grade Level Standards	92% will score Approaches Grade Level Standards
72% scored Meets Grade Level Standards	75% will score Meets Grade Level Standards
37% scored Masters Grade Level Standards	45% will score Masters Grade Level Standards

DOMAIN II – SCHOOL PROGRESS

2018-2019 Performance:	2019-2020 Goals:
72% Met Expected or Accelerated Growth Measure	77% Will meet Expected or Accelerated Growth Measure

DOMAIN III – CLOSING THE GAPS

ALL STUDENTS – ALL SUBJECTS

2018-2019 Performance:	2019-2020 Goals:
Economically Disadvantaged Students	**Economically Disadvantaged Students**
80% scored Approaches Grade Level Standards	85% will score Approaches Grade Level Standards
59% scored Meets Grade Level Standards	64% will score Meets Grade Level Standards
25% scored Masters Grade Level Standards	30% will score Masters Grade Level Standards
Focus Student Group: Special Education	*Focus Student Group: Special Education*
56% scored Approaches Grade Level Standards	61% will score Approaches Grade Level Standards
32% scored Meets Grade Level Standards	37% will score Meets Grade Level Standards
10% scored Masters Grade Level Standards	15% will score Masters Grade Level Standards
Focus Student Group: EL	*Focus Student Group: EL*
62% scored Approaches Grade Level Standards	67% will score Approaches Grade Level Standards
34% scored Meets Grade Level Standards	39% will score Meets Grade Level Standards
12% scored Masters Grade Level Standards	17% will score Masters Grade Level Standards

READING/ELA

2018-2019 Performance:	2019-2020 Goals:
Economically Disadvantaged Students	**Economically Disadvantaged Students**
67% scored Approaches Grade Level Standards	72% will score Approaches Grade Level Standards
48% scored Meets Grade Level Standards	53% will score Meets Grade Level Standards
8% scored Masters Grade Level Standards	15% will score Masters Grade Level Standards
Focus Student Group: Special Education	*Focus Student Group: Special Education*
37% scored Approaches Grade Level Standards	42% will score Approaches Grade Level Standards
23% scored Meets Grade Level Standards	28% will score Meets Grade Level Standards
4% scored Masters Grade Level Standards	10% will score Masters Grade Level Standards
Focus Student Group: EL	*Focus Student Group: EL*
43% scored Approaches Grade Level Standards	48% will score Approaches Grade Level Standards
20% scored Meets Grade Level Standards	25% will score Meets Grade Level Standards
1% scored Masters Grade Level Standards	10% will score Masters Grade Level Standards

WRITING

2018-2019 Performance:	2019-2020 Goals:
Economically Disadvantaged Students	**Economically Disadvantaged Students**
n/a% scored Approaches Grade Level Standards	n/a % will score Approaches Grade Level Standards
n/a% scored Meets Grade Level Standards	n/a % will score Meets Grade Level Standards
n/a% scored Masters Grade Level Standards	n/a % will score Masters Grade Level Standards
Focus Student Group: Special Education	*Focus Student Group: Type Group Here*
n/a% scored Approaches Grade Level Standards	n/a % will score Approaches Grade Level Standards
n/a% scored Meets Grade Level Standards	n/a % will score Meets Grade Level Standards
n/a% scored Masters Grade Level Standards	n/a % will score Masters Grade Level Standards
Focus Student Group: EL	*Focus Student Group: Type Group Here*
n/a% scored Approaches Grade Level Standards	n/a % will score Approaches Grade Level Standards
n/a% scored Meets Grade Level Standards	n/a % will score Meets Grade Level Standards
n/a% scored Masters Grade Level Standards	n/a % will score Masters Grade Level Standards

MATH

2018-2019 Performance:	2019-2020 Goals:
Economically Disadvantaged Students	**Economically Disadvantaged Students**
82% scored Approaches Grade Level Standards	87% will score Approaches Grade Level Standards
57% scored Meets Grade Level Standards	62% will score Meets Grade Level Standards
33% scored Masters Grade Level Standards	38% will score Masters Grade Level Standards
Focus Student Group: Special Education	*Focus Student Group: Special Education*
57% scored Approaches Grade Level Standards	62% will score Approaches Grade Level Standards
28% scored Meets Grade Level Standards	33% will score Meets Grade Level Standards
13% scored Masters Grade Level Standards	18% will score Masters Grade Level Standards
Focus Student Group: EL	*Focus Student Group: EL*
76% scored Approaches Grade Level Standards	81% will score Approaches Grade Level Standards
47% scored Meets Grade Level Standards	52% will score Meets Grade Level Standards
26% scored Masters Grade Level Standards	31% will score Masters Grade Level Standards

SOCIAL STUDIES

2018-2019 Performance:	2019-2020 Goals:
Economically Disadvantaged Students	**Economically Disadvantaged Students**
95% scored Approaches Grade Level Standards	99% will score Approaches Grade Level Standards
79% scored Meets Grade Level Standards	84% will score Meets Grade Level Standards
50% scored Masters Grade Level Standards	55% will score Masters Grade Level Standards
Focus Student Group: Special Education	*Focus Student Group: Special Education*
80% scored Approaches Grade Level Standards	85% will score Approaches Grade Level Standards
55% scored Meets Grade Level Standards	60% will score Meets Grade Level Standards
24% scored Masters Grade Level Standards	29% will score Masters Grade Level Standards
Focus Student Group: EL	*Focus Student Group: EL*
82% scored Approaches Grade Level Standards	87% will score Approaches Grade Level Standards
60% scored Meets Grade Level Standards	65% will score Meets Grade Level Standards
31% scored Masters Grade Level Standards	36% will score Masters Grade Level Standards

SCIENCE

2018-2019 Performance:	2019-2020 Goals:
Economically Disadvantaged Students	**Economically Disadvantaged Students**

91% scored Approaches Grade Level Standards

96% will score Approaches Grade Level Standards

63% scored Meets Grade Level Standards

68% will score Meets Grade Level Standards

24% scored Masters Grade Level Standards

29% will score Masters Grade Level Standards

Focus Student Group: Special Education

Focus Student Group: Special Education

71% scored Approaches Grade Level Standards

76% will score Approaches Grade Level Standards

26% scored Meets Grade Level Standards

31% will score Meets Grade Level Standards

2% scored Masters Grade Level Standards

7% will score Masters Grade Level Standards

Focus Student Group: EL

Focus Student Group: EL

81% scored Approaches Grade Level Standards

86% will score Approaches Grade Level Standards

35% scored Meets Grade Level Standards

40% will score Meets Grade Level Standards

12% scored Masters Grade Level Standards

17% will score Masters Grade Level Standards

Federal Accountability: Closing the Gaps

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