Conroe Independent School District

Oak Ridge High School

2022-2023 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment 3
Student Achievement 3
Culture and Climate 9
Parent and Community Engagement 11
Priority Problem Statements 13
Comprehensive Needs Assessment Data Documentation 14
Goals 16
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. 17
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. 24
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. 26
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. 27
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. 30
Campus Funding Summary 32

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Oak Ridge High School is a comprehensive public school serving the communities of Oak Ridge North, Shenandoah, Spring, and Conroe. We take great pride in the diversity of our student body and are starting the 2023 school year at: 39% white, 37% Hispanic, 15% African American, 5% Asian, and 4% multiple ethnicities. 1,106 or 41.3% of our students qualify as low socio-economic and 10.4% are currently identified as Limited English Proficient (LEP). The current enrollment as we start the 2023 school year is 2678.

For the 2021-2022 school year, ORHS received an overall B rating with a scaled score of 85. The highlights of our accountability rating were a scaled score of 95 for the Graduation Rate, a 92 for CCMR (College, Career, and Military Readiness), and an 89 for Student Achievement. Scores and ratings were based on an enrollment of 2525 with 917 or 36.3% of students qualifying as low socio-economic and 9.7% were identified as LEP. Scores and growth were lower than prior years as we continued to recover from and identify learning gaps as a result of COVID closures and remote learning.

While our AP scores and participation increased, we saw an overall decrease in our STAAR/EOC scores. In math, we saw an average loss of 6.6% across all student groups. Our only increases in math were current, +1%, and former, +18%, special ed students. English saw less of a decline but numbers were still down by an average 3.6% across student groups. Science had lost less ground with an average drop of 1.5% across student groups. Social Studies scores showed a similar loss with an average of 1.7% across student groups. Like many schools, attendance levels remained lower and did not return to pre-pandemic numbers.

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		**85**	**B**
Student Achievement		**89**	**B**

STAAR Performance	55	83	
College, Career and Military Readiness	67	92	
Graduation Rate	98	95	
School Progress		**82**	**B**
Academic Growth	56	60	Not Rated: Senate Bill 1365
Relative Performance (Eco Dis: 35.1%)	61	82	B
Closing the Gaps	**53**	**76**	**C**

2022 STAAR/EOC Data

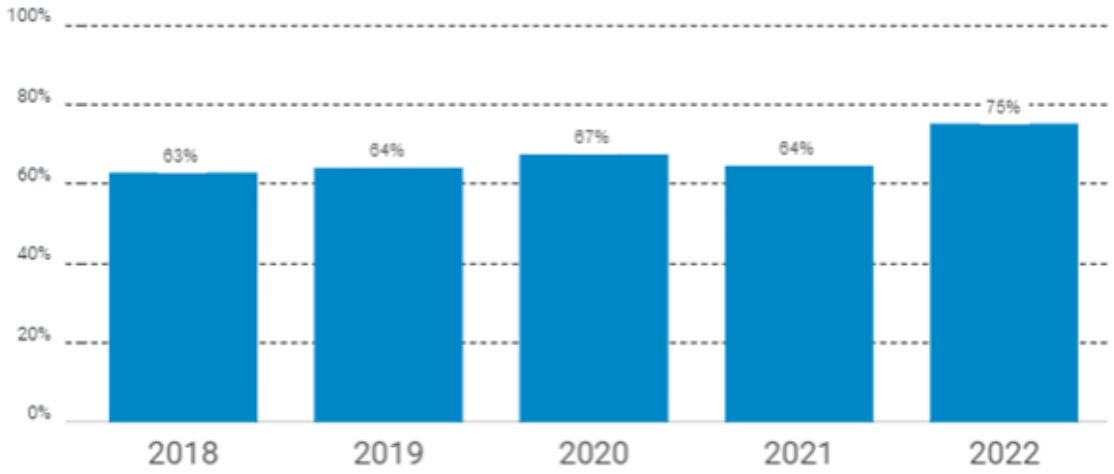
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
All Subjects															
Percent of Tests															
At Approaches GL Standard or Above	80%	75%	75%	85%	100%	94%	89%	78%	73%	54%	62%	40%	71%	83%	73%
At Meets GL Standard or Above	61%	51%	53%	69%	71%	81%	67%	65%	49%	23%	33%	20%	39%	65%	51%
At Masters GL Standard	23%	17%	16%	27%	29%	47%	33%	24%	14%	5%	9%	5%	15%	25%	17%
ELA/Reading															
Percent of Tests															
At Approaches GL Standard or Above	74%	66%	68%	80%	*	90%	*	75%	65%	39%	47%	26%	50%	77%	65%
At Meets GL Standard or Above	58%	49%	50%	66%	*	77%	*	66%	47%	18%	28%	16%	33%	62%	48%
At Masters GL Standard	11%	9%	5%	15%	*	25%	*	13%	6%	0%	1%	4%	0%	13%	7%
Mathematics															
Percent of Tests															
At Approaches GL Standard or Above	72%	65%	66%	77%	*	96%	*	63%	66%	55%	61%	32%	75%	74%	66%
At Meets GL Standard or Above	38%	26%	30%	45%	*	65%	*	40%	27%	16%	21%	12%	13%	41%	30%
At Masters GL Standard	12%	7%	10%	12%	*	42%	*	10%	8%	8%	11%	1%	13%	11%	13%
Science															
Percent of Tests															
At Approaches GL Standard or Above	89%	85%	86%	93%	*	98%	*	79%	84%	72%	81%	60%	89%	92%	82%
At Meets GL Standard or Above	70%	58%	61%	78%	*	95%	*	67%	59%	36%	47%	27%	56%	73%	64%
At Masters GL Standard	30%	21%	23%	34%	*	67%	*	30%	18%	9%	16%	7%	33%	33%	25%
Social Studies															
Percent of Tests															
At Approaches GL Standard or Above	94%	94%	89%	97%	*	97%	-	100%	90%	70%	76%	63%	100%	95%	91%
At Meets GL Standard or Above	81%	76%	73%	89%	*	84%	-	88%	71%	32%	42%	35%	67%	84%	72%
At Masters GL Standard	51%	43%	40%	62%	*	69%	-	58%	39%	12%	18%	10%	33%	55%	39%
Participation															
% participation 2020-21	95%	100%	95%	95%	*	96%	-	86%	93%	98%	96%	97%	100%	96%	95%
% participation 2021-22	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	98%	100%	100%	100%

College Board AP Testing Data - Five Year Summary

SCHOOL SUMMARY

	2018	2019	2020	2021	2022
Total AP Students	1,096	909	685	450	462
Number of Exams	2,026	1,942	1,454	860	1,036
AP Students with Scores 3+	688	581	462	290	347
% of Total AP Students with Scores 3+	62.77	63.92	67.45	64.44	75.11

% OF TOTAL AP STUDENTS WITH SCORES 3+



Student Achievement Strengths

Oak Ridge High School is proud of many accomplishments including an increase in the number of CTE certifications, an increase in the number of students scoring a 3+ on AP exams, and scoring above the state averages in all EOC exams. 2022 student performance highlights include a significant increase in students scoring a 3+ on AP exams for our highest percentage in five years. Over 75% of 462 students taking 1036 exams made qualifying scores of 3+. This is a 10.67% increase from the 2021 school year and a 12% increase over five years. Testing participation returned to our pre-pandemic numbers with all but one student group testing at 100%. All student groups met the CCMR targets established by the state.

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

College Board AP Testing Data - Five Year Summary

SCHOOL SUMMARY

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Total AP Students	1,096	909	685	450	462
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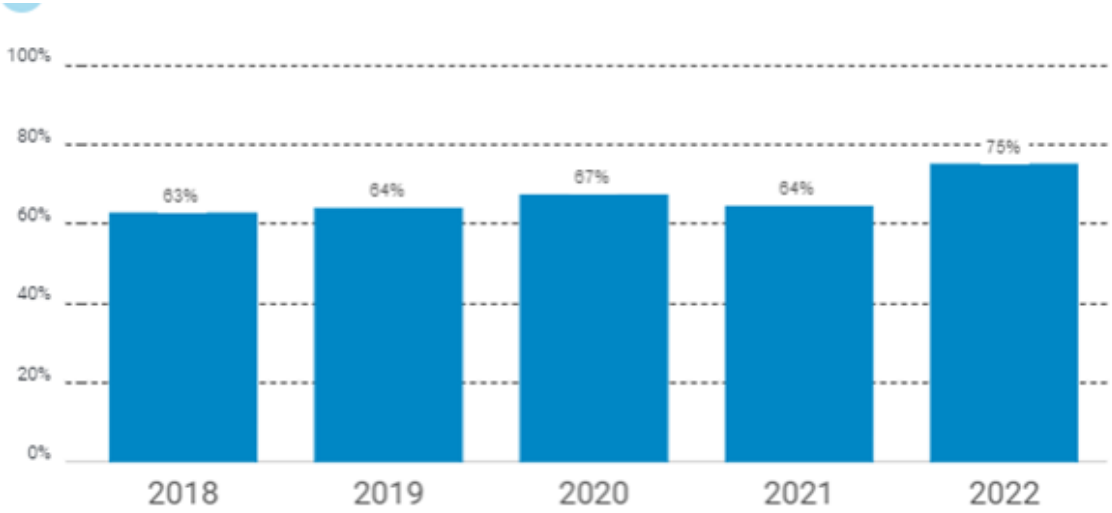
AP Students with Scores 3+	688	581	462	290	347
% of Total AP Students with Scores 3+	62.77	63.92	67.45	64.44	75.11

% OF TOTAL AP STUDENTS WITH SCORES 3+



Problem Statements Identifying Student Achievement Needs

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

Problem Statement 2 (Prioritized): EB students performed well below the EOC performance levels of all students in English (39% - 74%), Math (61% - 72%), Science (81% - 89%), and Social Studies (76% - 94%). **Root Cause:** We did not use sheltered classes in all subject areas (Biology and English only) and general education teachers were not trained sufficiently on strategies to use with second language learners.

Problem Statement 3 (Prioritized): Current Special Education students performed well below all students in EOC testing: English (26% - 74%), Math (32% - 72%), Science (60% - 89%), Social Studies (63% - 94%). **Root Cause:** General education teachers with support sections did not have the adequate training to implement strategies to help students be successful on the EOC.

Problem Statement 4 (Prioritized): EB students did not meet the progress target for TELPAS with only 26% meeting the anticipated growth target. **Root Cause:** We did not provide adequate linguistic support to our second language learners or their teachers.

Problem Statement 5 (Prioritized): Five student groups in English (Hispanic, White, 2+, EB, Continuously Enrolled) and all student groups in math did not meet EOC growth targets. **Root Cause:** Teachers did not adequately use formative , CFA, or Interim assessment data to identify and correct gaps caused by COVID and remote learning.

Problem Statement 6 (Prioritized): Only 52% of seniors met TSI criteria in both ELA/Reading and Math. **Root Cause:** Teachers lack training in the incorporation of SAT-type questions into campus common assessments and daily practice. Core courses lacked the rigor needed for students to improve scoring on national assessments.

Problem Statement 7: Student attendance rates dropped significantly with an overall percentage rate of 92.25% which was down from 96.79% from two years ago. **Root Cause:**

The impact of COVID was still evident in student and parent expectations for attendance.

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

Culture and Climate

Culture and Climate Summary

Culture and Climate Summary

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

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

Culture and Climate Strengths

Culture and Climate Strengths

At Oak Ridge High School, 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 2650, 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 42%.

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

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

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

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

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

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

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

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

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

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

Problem Statements Identifying Culture and Climate Needs

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

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

Problem Statement 3: There is an overall lack of teacher involvement in extra-curricular & school activities. **Root Cause:** Staff has not recovered from changes during COVID where events were cancelled and/or crowds were avoided.

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

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

Problem Statement 6: In the last three years, community engagement and parent attendance for events has decreased. **Root Cause:** We are still dealing with COVID hesitancy to participate in large group activities and haven't fully embraced alternative ways to include parents. A survey conducted in the 21-22 school year indicated that a single time/day offering would not work for the majority of parents.

Parent and Community Engagement

Parent and Community Engagement Summary

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

Parent engagement is especially high in the area of fine arts. Many athletic events also draw large crowds as more and more students are engaged. For the last few years, regular student events like homecoming and prom were less well attended than in prior years. As we have moved forward from the early days of Covid, we are optimistic that the 2022-2023 school year will be more typical with students and parents feeling like they can fully engage in all activities.

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 though 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: In the last three years, community engagement and parent attendance for events has decreased. **Root Cause:** We are still dealing with COVID hesitancy to participate in large group activities and haven't fully embraced alternative ways to include parents. A survey conducted in the 21-22 school year indicated that a single time/day offering would not work for the majority of parents.

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

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

Priority Problem Statements

Problem Statement 1: Overall EOC scores dropped in all tested areas for all students and all sub-pops.

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

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: EB students performed well below the EOC performance levels of all students in English (39% - 74%), Math (61% - 72%), Science (81% - 89%), and Social Studies (76% - 94%).

Root Cause 2: We did not use sheltered classes in all subject areas (Biology and English only) and general education teachers were not trained sufficiently on strategies to use with second language learners.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Current Special Education students performed well below all students in EOC testing: English (26% - 74%), Math (32% - 72%), Science (60% - 89%), Social Studies (63% - 94%).

Root Cause 3: General education teachers with support sections did not have the adequate training to implement strategies to help students be successful on the EOC.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: EB students did not meet the progress target for TELPAS with only 26% meeting the anticipated growth target.

Root Cause 4: We did not provide adequate linguistic support to our second language learners or their teachers.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Five student groups in English (Hispanic, White, 2+, EB, Continuously Enrolled) and all student groups in math did not meet EOC growth targets.

Root Cause 5: Teachers did not adequately use formative , CFA, or Interim assessment data to identify and correct gaps caused by COVID and remote learning.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Only 52% of seniors met TSI criteria in both ELA/Reading and Math.

Root Cause 6: Teachers lack training in the incorporation of SAT-type questions into campus common assessments and daily practice. Core courses lacked the rigor needed for students to improve scoring on national assessments.

Problem Statement 6 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Goals

Revised/Approved: October 31, 2022

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 1: Increase the percent of graduates that are college, career, or military ready (CCMR) from _____67% to ____80%.

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Train all core teachers on what tests look like and on strategies to improve national test scores and utilize strategies in daily instructions and on classroom assessments. **Strategy's Expected Result/Impact:** Improved SAT, ACT, and TSI scores. **Staff Responsible for Monitoring:** Department Chairs, Department Administrators, Associate Principal **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 6 **Funding Sources:** Teacher training and substitutes - ESSER III - $1,400				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: Increase the number of sections of College Prep English and College Prep Math and utilize PSAT test data to identify students eligible for College Prep Math and English. **Strategy's Expected Result/Impact:** Increased enrollment College Prep English and College Prep Math as well as in dual credit courses and increase number of credits earned for both (college prep course and dual course credits) on CCMR report. **Staff Responsible for Monitoring:** Counselors, Associate Principal **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3: Juniors and seniors will be given the opportunity to take a school day SAT and in the spring of their senior year, we will offer the TSI to seniors needing it to enroll in a 2 year or 4 year college. **Strategy's Expected Result/Impact:** Increased number of seniors will be college and career ready. **Staff Responsible for Monitoring:** Counselors, Associate Principal **TEA Priorities:** Connect high school to career and college **Problem Statements:** Student Achievement 6				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 4: Students will fill out a survey in August that will ask for the following information: SAT or ACT test taken, plans after high school (technical school, 2 year or 4 year college, military, workforce, military, unknown), and interest in taking the ASVAB for career exploration. The goal is to identify a path for each senior and to equip them for that path. **Strategy's Expected Result/Impact:** Increase in number of students classified as college and career ready. **Staff Responsible for Monitoring:** Counselors, Associate principal **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Achievement 6				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 5: Utilize SAT preparation workbooks in junior and senior math and English classes to increase skills and prepare them for the spring and fall School Day SAT exams. **Strategy's Expected Result/Impact:** Increase percentage of students scoring at or above TSI criteria in both ELA/Reading and Math from 52% to 75%. **Staff Responsible for Monitoring:** English and Math Department Chairs and Team Leaders, English and Math Department Administrators, Associate Principal **TEA Priorities:** Connect high school to career and college - **Problem Statements:** Student Achievement 6 **Funding Sources:** SAT Preparation Workbooks - ESSER III - $9,002.50				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 6: Identify CTE industry-based certifications in the Programs of Study for all courses and include handouts with pathways showing certifications and careers during course registration and parent nights. **Strategy's Expected Result/Impact:** Increase CTE certifications and CCMR from 292 earned during the 21 - 22 school year to 450 earned during the 22 - 23 school year. **Staff Responsible for Monitoring:** CTE Teachers, CTE Department Administrator, Counselors, Associate Principal **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Achievement 6				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 6: Only 52% of seniors met TSI criteria in both ELA/Reading and Math. **Root Cause**: Teachers lack training in the incorporation of SAT-type questions into campus common assessments and daily practice. Core courses lacked the rigor needed for students to improve scoring on national assessments.

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 2: We will increase EOC passing rates for all students:
ELA/Reading will go from 74% to 84% for approaches and from 58% to 65% for meets.
Math will go from 72% to 90% for approaches and from 38% to 55% for meets.
Science will go from 89% to 95%
Social Studies will go from 94% to 98%.

High Priority

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Utilize and track formative assessment data to identify gaps and individualize remediation. Small group instruction will be intentional and held in the classrooms as well as during Eagles Nest and after school to meet HB 4545 requirements. Teams will meet after every formative assessment to review data, identify gaps, and create lists of students who need TEK-specific intervention. **Strategy's Expected Result/Impact:** Increased passing rates for all students and student groups. Reduced gaps between student groups. **Staff Responsible for Monitoring:** Core teachers, Instructional Coaches, Department chairs, Team leaders, Department administrators, Associate Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 3, 5 **Funding Sources:** Instructional Coach - State Comp Ed - $70,000, Core remediation teachers - State Comp Ed - $350,000, Extra duty pay for planning and HB 4545 remediation - ESSER III - $37,640, Extra duty pay for HB 4545 remediation - State Comp Ed - $5,566				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: Do a TEK dive per unit to make sure we understand the TEKS and that they are being properly assessed. **Strategy's Expected Result/Impact:** Added value for all students on summative assessments and EOC exams. **Staff Responsible for Monitoring:** Team Leaders, Department Chairs, Department Administrators, Associate Principal **Problem Statements:** Student Achievement 1, 5				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3: Utilize math interventionist to identify gaps in foundational skills and utilize Delta Math for small group remediation. **Strategy's Expected Result/Impact:** Increased EOC math scores and a reduction in gaps between all students and student groups. **Staff Responsible for Monitoring:** Math Interventionist, Team Leaders, Department Chairs, Department Administrators, Associate Principal **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 5 **Funding Sources:** Math Interventionist - ESSER III - $70,000, Chromebooks - ESSER III - $35,922				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Overall EOC scores dropped in all tested areas for all students and all sub-pops. **Root Cause**: Teachers did not utilize data to identify and reteach students with deficits.
Problem Statement 2: EB students performed well below the EOC performance levels of all students in English (39% - 74%), Math (61% - 72%), Science (81% - 89%), and Social Studies (76% - 94%). **Root Cause**: We did not use sheltered classes in all subject areas (Biology and English only) and general education teachers were not trained sufficiently on strategies to use with second language learners.
Problem Statement 3: Current Special Education students performed well below all students in EOC testing: English (26% - 74%), Math (32% - 72%), Science (60% - 89%), Social Studies (63% - 94%). **Root Cause**: General education teachers with support sections did not have the adequate training to implement strategies to help students be successful on the EOC.
Problem Statement 5: Five student groups in English (Hispanic, White, 2+, EB, Continuously Enrolled) and all student groups in math did not meet EOC growth targets. **Root Cause**: Teachers did not adequately use formative , CFA, or Interim assessment data to identify and correct gaps caused by COVID and remote learning.

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 3: Increase the percentage of EB students meeting TELPAS progress rates from 26% to 50% and increase the percentage of EB students approaching or meeting EOC/STAAR standards:
ELA/Reading from 47% to 80%
Math from 61% to 85%
Science from 81% to 92%
Social Studies from 76% to 90%

High Priority

Evaluation Data Sources: TELPAS report, TAPR report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Utilize Summit K -12 with all EB students. **Strategy's Expected Result/Impact:** Improved growth in TELPAS and increased EOC passing rates. Improved passing rates in all classes. **Staff Responsible for Monitoring:** ESL Teachers, Department Administrator, Associate Principal **Funding Sources:** Technology - Chromebooks and headsets - Title III - $4,500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: Increase number of sheltered classes to provide more individualized instruction to EB students. Provide training in language acquisition stages and strategies for sheltered teachers. **Strategy's Expected Result/Impact:** Improved growth in TELPAS and increased EOC passing rates. Improved passing rates in all classes. **Staff Responsible for Monitoring:** ESL Teachers, Sheltered Instruction Teachers, Department Administrator, Department Chairs, Associate Principal **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2, 4 **Funding Sources:** Substitutes for training days - State Comp Ed - $1,800				

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 2: EB students performed well below the EOC performance levels of all students in English (39% - 74%), Math (61% - 72%), Science (81% - 89%), and Social Studies (76% - 94%). **Root Cause**: We did not use sheltered classes in all subject areas (Biology and English only) and general education teachers were not trained sufficiently on strategies to use with second language learners.
Problem Statement 4: EB students did not meet the progress target for TELPAS with only 26% meeting the anticipated growth target. **Root Cause**: We did not provide adequate linguistic support to our second language learners or their teachers.

Goal 1: Student Achievement and Post-Secondary Success

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

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

Evaluation Data Sources: TAPR report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Utilize Edgenuity to help students recover credits and stay on track to graduate with their cohort. **Strategy's Expected Result/Impact:** Improved four year graduation rates. **Staff Responsible for Monitoring:** Edgenuity teacher, counselors, associate principal **Funding Sources:** Teachers, paraprofessionals - State Comp Ed - $59,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: Offer school day and after school testing to help students retest and take make up tests. **Strategy's Expected Result/Impact:** Reduced number of failed classes. **Staff Responsible for Monitoring:** Teachers, counselors, campus administrators. **Funding Sources:** Paraprofessional - ESSER III - $29,795.50, Extra Duty Pay - State Comp Ed - $20,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3: Identify credit deficient students and utilize campus mentors to monitor grades and attendance during weekly meetings with students. **Strategy's Expected Result/Impact:** Increase four-year graduation rate above 97% for all student groups. **Staff Responsible for Monitoring:** Campus mentors, assistant principals, associate principal **Funding Sources:** Campus Mentors - ESSER III - $84,280				

No Progress

Accomplished

Continue/Modify

Discontinue

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

High Priority

Evaluation Data Sources: Student engagement in clubs and activities
Discipline and attendance reports
Course enrollment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: The Foundations team will train staff and students to better understand how to interact with others in a positive manner and to respect the backgrounds and values of all ORHS students and staff. **Strategy's Expected Result/Impact:** Increased attendance and passing rates. Increased participation in school activities. **Staff Responsible for Monitoring:** Foundations team (surveys), Campus administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: School Leadership and Fiscal Responsibility

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

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

Evaluation Data Sources: District audits and budget disbursement reviews

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Principal will meet with financial and budget clerks monthly to review budgets and statements. **Strategy's Expected Result/Impact:** clean audits **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: Financial clerk and activity fund clerks will train all staff who have budgets on paperwork and deadline requirements. **Strategy's Expected Result/Impact:** Clean audits **Staff Responsible for Monitoring:** Financial and budget clerks, principal				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Recruitment, Development, and Retention of Staff

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

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

Evaluation Data Sources: Teacher retention numbers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: ORHS will establish a New Teacher Academy to provide support to teachers with zero to three years of experience on our campus. **Strategy's Expected Result/Impact:** Teacher retention numbers will exceed 90%. **Staff Responsible for Monitoring:** Instructional Coaches, Campus Administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: Instructional coaches will support all teachers with ongoing staff development including focused PLC meetings, instructional rounds, and War Eagle Shorts. **Strategy's Expected Result/Impact:** Increased teacher retention. Increased student performance. **Staff Responsible for Monitoring:** Instructional coaches, campus administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 4: Safe and Collaborative School Culture

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

Performance Objective 1: Increase parent participation and engagement.

Evaluation Data Sources: Event attendance

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Offer a variety of methods/modes of communication and times for events to accommodate our parents' schedules such as utilizing online events to engage parents who may be unable to attend campus meetings for parent nights or offering morning and evening meeting times. **Strategy's Expected Result/Impact:** Increased parent and community engagement and ownership. **Staff Responsible for Monitoring:** Counselors, Campus Administration				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: Have parent nights dedicated to EB families to identify supports and academic/certification opportunities. **Strategy's Expected Result/Impact:** Increased student attendance (resulting in improved EOC and TELPAS scores) and increased parent engagement. **Staff Responsible for Monitoring:** ESL teachers, counselors, associate principal **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Achievement 2, 4 **Funding Sources:** EB parent nights - Title III - $500, EB parent night extra duty pay - State Comp Ed - $1,440				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3: Encourage community engagement/involvement through mentorship programs in the areas of welding, business/marketing, engineering, and healthcare. **Strategy's Expected Result/Impact:** Increase in number of community members on campus and interacting				

positively with students during the school day.
Staff Responsible for Monitoring: CTE teachers, counselors, associate principal

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: EB students performed well below the EOC performance levels of all students in English (39% - 74%), Math (61% - 72%), Science (81% - 89%), and Social Studies (76% - 94%). **Root Cause**: We did not use sheltered classes in all subject areas (Biology and English only) and general education teachers were not trained sufficiently on strategies to use with second language learners.
Problem Statement 4: EB students did not meet the progress target for TELPAS with only 26% meeting the anticipated growth target. **Root Cause**: We did not provide adequate linguistic support to our second language learners or their teachers.

Goal 4: Safe and Collaborative School Culture

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

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

Evaluation Data Sources: Teacher and student surveys.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Administrators will be visible in hallways and at doorways during all class changes and throughout the school day. **Strategy's Expected Result/Impact:** Students and staff surveys will indicate that they feel safe. Reduction in number of unsafe incidences in View It. **Staff Responsible for Monitoring:** Campus administrators **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** Campus Administrators - ESSER II - $190,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: Campus nurses and aides will coordinate an emergency response team and will conduct an initial training and regular drills. The emergency response training will review Stop the Bleed, CPR, and AED information. **Strategy's Expected Result/Impact:** The emergency response team will be prepared to respond in case of an emergency. **Staff Responsible for Monitoring:** Campus nurse, associate principal, building principal **Funding Sources:** Nurses, clinic aides - ESSER III - $74,372				

No Progress

Accomplished

Continue/Modify

Discontinue

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: Utilize data from Eduphoria and Cambium to identify performance gaps and identify tutorial groups for small group remediation.

Evaluation Data Sources: TAPR, TELPAS, EOC scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Teams will meet after every formative assessment to review data and identify students who need intervention. **Strategy's Expected Result/Impact:** Improved test scores and gaps between student groups will be less than 3%. **Staff Responsible for Monitoring:** Team leaders, department chairs, department administrators, associate principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 3, 5				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Overall EOC scores dropped in all tested areas for all students and all sub-pops. **Root Cause**: Teachers did not utilize data to identify and reteach students with deficits.
Problem Statement 2: EB students performed well below the EOC performance levels of all students in English (39% - 74%), Math (61% - 72%), Science (81% - 89%), and Social Studies (76% - 94%). **Root Cause**: We did not use sheltered classes in all subject areas (Biology and English only) and general education teachers were not trained sufficiently on strategies to use with second language learners.
Problem Statement 3: Current Special Education students performed well below all students in EOC testing: English (26% - 74%), Math (32% - 72%), Science (60% - 89%), Social Studies (63% - 94%). **Root Cause**: General education teachers with support sections did not have the adequate training to implement strategies to help students be successful on the EOC.
Problem Statement 5: Five student groups in English (Hispanic, White, 2+, EB, Continuously Enrolled) and all student groups in math did not meet EOC growth targets. **Root Cause**: Teachers did not adequately use formative , CFA, or Interim assessment data to identify and correct gaps caused by COVID and remote learning.

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 for new online EOC exams and online SAT and AP exams.

Evaluation Data Sources: EOC scores, SAT scores, AP scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Teachers will create online practice and assessments that mirror the formats of online EOC, AP, and SAT exams. **Strategy's Expected Result/Impact:** Students' scores will not be negatively impacted by the change to online testing. **Staff Responsible for Monitoring:** Department chairs, department administrators, associate principal **TEA Priorities:** Connect high school to career and college -				

 No Progress Accomplished Continue/Modify Discontinue

Campus Funding Summary

Title III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Technology - Chromebooks and headsets		$4,500.00
4	1	2	EB parent nights		$500.00
				Sub-Total	$5,000.00
				Budgeted Fund Source Amount	$5,000.00
				+/- Difference	$0.00

State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Core remediation teachers		$350,000.00
1	2	1	Extra duty pay for HB 4545 remediation		$5,566.00
1	2	1	Instructional Coach		$70,000.00
1	3	2	Substitutes for training days		$1,800.00
1	4	1	Teachers, paraprofessionals		$59,000.00
1	4	2	Extra Duty Pay		$20,000.00
4	1	2	EB parent night extra duty pay		$1,440.00
				Sub-Total	$507,806.00
				Budgeted Fund Source Amount	$507,806.00
				+/- Difference	$0.00

ESSER II					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	2	1	Campus Administrators		$190,000.00
				Sub-Total	$190,000.00
				Budgeted Fund Source Amount	$190,000.00
				+/- Difference	$0.00

ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Teacher training and substitutes		$1,400.00
1	1	5	SAT Preparation Workbooks		$9,002.50

ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Extra duty pay for planning and HB 4545 remediation		$37,640.00
1	2	3	Math Interventionist		$70,000.00
1	2	3	Chromebooks		$35,922.00
1	4	2	Paraprofessional		$29,795.50
1	4	3	Campus Mentors		$84,280.00
4	2	2	Nurses, clinic aides		$74,372.00
				Sub-Total	$342,412.00
				Budgeted Fund Source Amount	$342,412.00
				+/- Difference	$0.00
				Grand Total Budgeted	$1,045,218.00
				Grand Total Spent	$1,045,218.00
				+/- Difference	$0.00