

COLLEGE STATION INDEPENDENT SCHOOL DISTRICT

# **Forest Ridge Elementary Campus Improvement Plan**



**2012-2013**

# CSISD MISSION, PRIORITIES, and GOALS



## CSISD MISSION STATEMENT

The mission of College Station Independent School District, in partnership with the community, is to provide a quality education that prepares our students for the challenges of life.

## CSISD BOARD PRIORITIES

Actively communicate to the community, staff and students the District's strengths and challenges in an environment that promotes trust

Promote a learning environment that is safe and results in academic, social and emotional success while encouraging a healthy lifestyle for each student

Maximize resources in order to create highly successful students

## CSISD DISTRICT GOALS

All Students Will Achieve Academic Success

Educational Opportunities Will Meet the Unique Academic, Social and Emotional Needs of All Students

Educational Practices Will Be Predicated on Scientifically Based Research

Parents and Community Members Will Be Actively Engaged

A Safe and Supportive Environment Will Be Provided For All Students

## FOREST RIDGE ELEMENTARY VISION

**Provide a positive, nurturing and structured environment to ensure student learning and achievement. The school community will implement educational practices that support our top ten beliefs:**

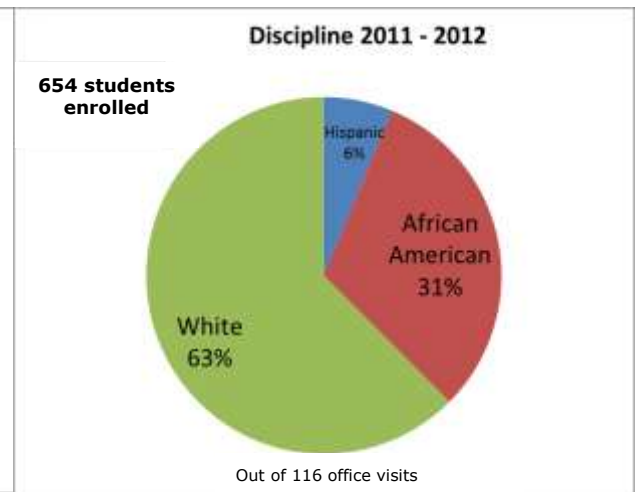
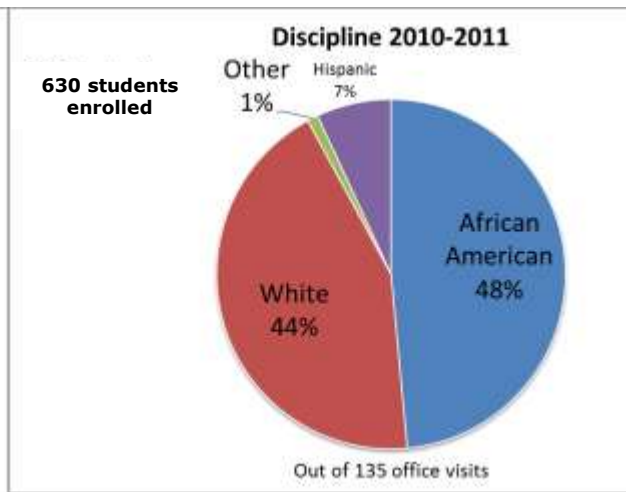
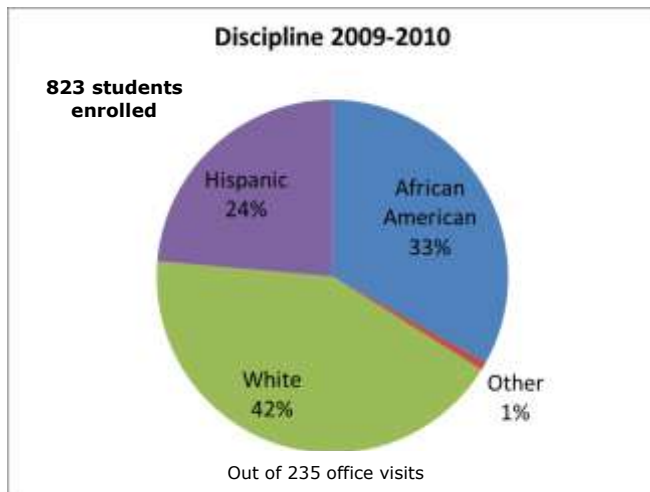
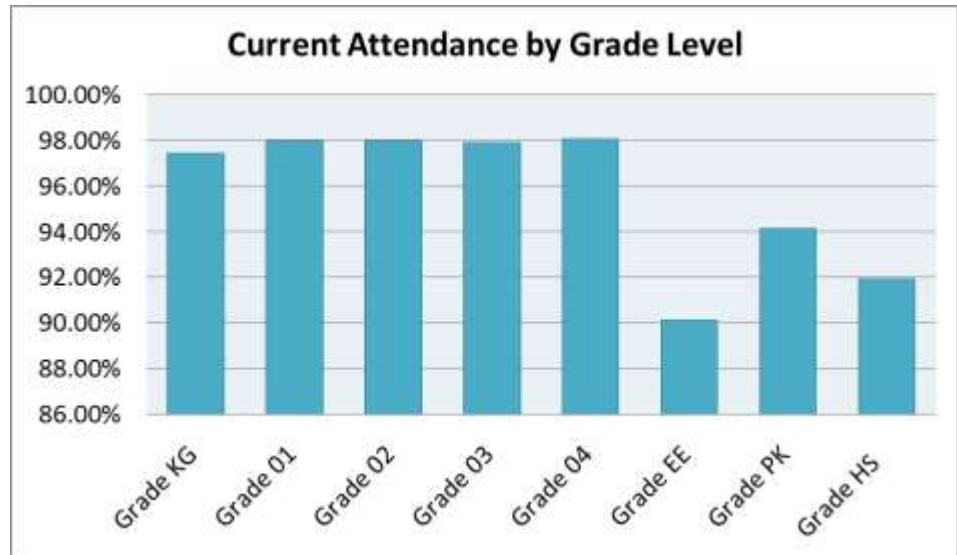
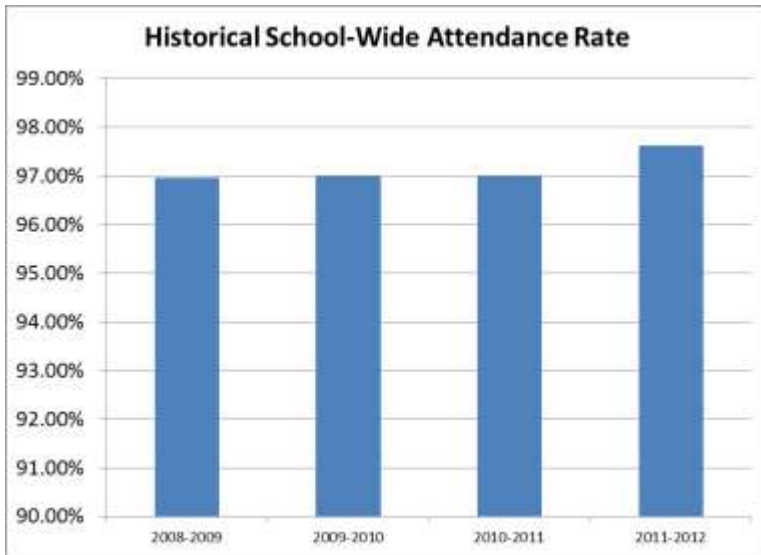
1. Use data to set, monitor and adjust goals - instructionally and behaviorally – so that students will accomplish what is expected and beyond.
2. Interact positively with children and their families.
3. Develop collaborative external relationships so that students interact with and learn from members of the community, who, in turn, are welcomed by the school.
4. Provide a structured framework supported by routines and motivational techniques to ensure that students are academically engaged and emotionally thriving.
5. Maintain ongoing communication with all stakeholders to give and receive important information relating to student success.
6. Learn high-level content in and across subject areas.
7. Maintain high expectations to ensure success of all students.
8. Value the whole child and focus on developing strengths.
9. Acknowledge interests of the students as paramount.
10. Create opportunities for thinking and solving real problems so children can make a difference in the world.

**MISSION: Falcons fly high! We live, learn and soar!**

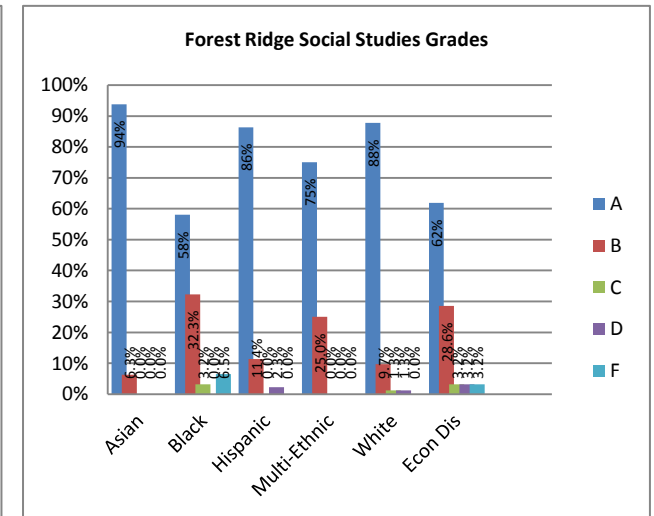
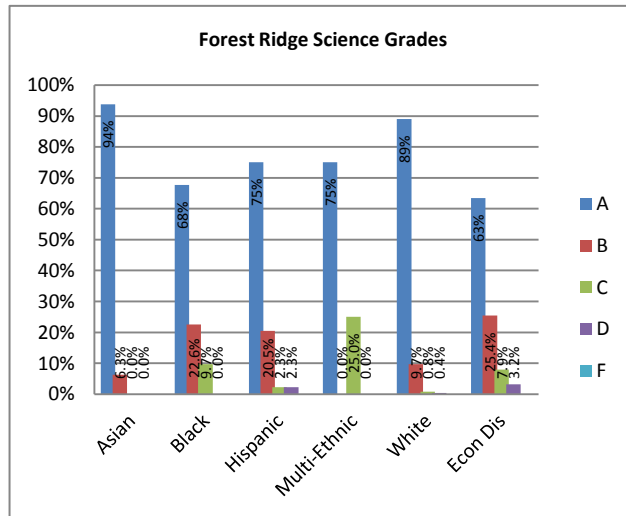
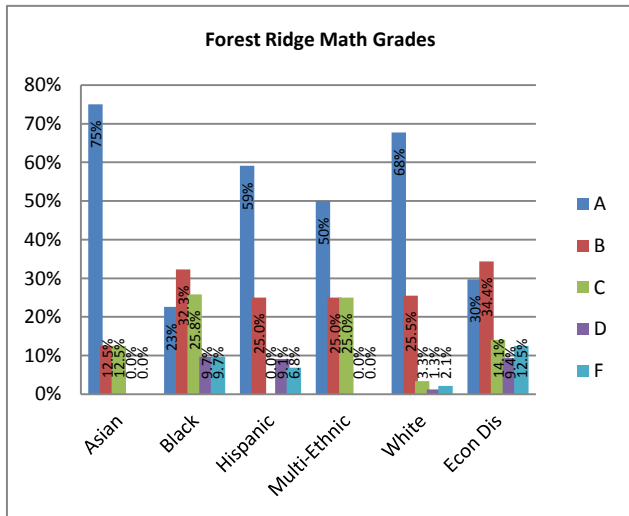
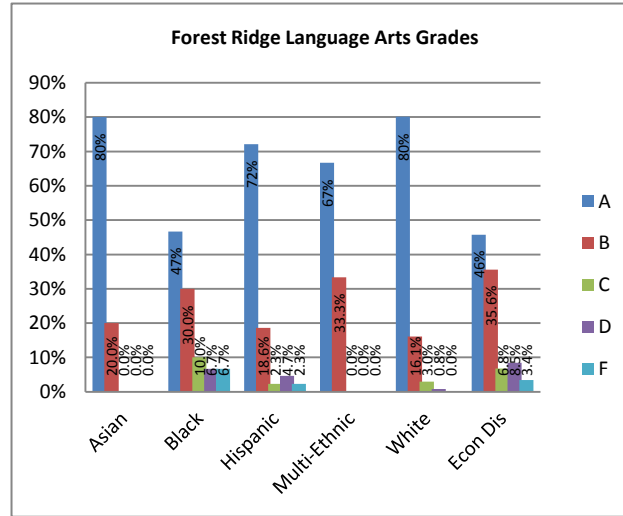
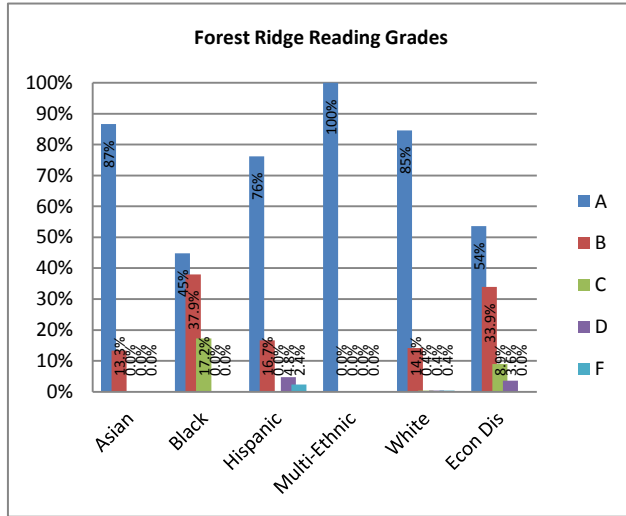
**FOREST RIDGE ELEMENTARY  
CAMPUS  
IMPROVEMENT PLANNING TEAM 2012-2013**

Shelly Rice	Head Start
Kourtney Mangham	PPCD
Kristin Vezurk	Kindergarten
Emily Krueger	1 <sup>st</sup> Grade Teacher
Todd Good	CAMP
Jody Rodriguez	SCS Representative
Pam Beard	2 <sup>nd</sup> Grade Teacher/ESL Specialist
Diane Williams	2 <sup>nd</sup> Grade Teacher
Alyssa Johnson	3 <sup>rd</sup> Grade Teacher
Amanda Gibson	3 <sup>rd</sup> Grade Teacher
Kim Rodgers	4 <sup>th</sup> Grade Teacher
Libby Louder	Enrichment Specialist
LeVita Marshall	Reading Specialist
Kara McClendon	Math Specialist
Samantha Yosko	EIS Specialist/Instructional Coach
Roxane Hord	Counselor
LaQuita Stringfellow	Parent Representative
Angelique Toler	Parent Representative
Denny Smith	Community Representative
Patty Chenault	Assistant Principal
Terresa Katt	Principal

# FOREST RIDGE ELEMENTARY ATTENDANCE AND DISCIPLINE DATA



# FOREST RIDGE ELEMENTARY GRADE DISTRIBUTION SNAPSHOT



# SUMMARY OF FOREST RIDGE ELEMENTARY NEEDS ASSESSMENTS FINDINGS

Texas Education Agency Rating: Exemplary

Adequate Yearly Progress under NCLB: Met

Prioritized Areas of Concern	Data Source	Data Findings																												
Reading Scores: African American	2011 TAKS Data	79% passing rate for African American students																												
Writing Scores: African American	2011 TAKS Data	74% passing rate for African American students																												
STAAR	2012 – 2013 Data	<p>OVERALL WRITING: Raw Data                      Personal Narrative: 50 students scored 4 out of 8 or below                      Expository: 77 students scored 4 out of 8 or below</p> <p>SPECIAL EDUCATION STUDENTS                      Highest score by a special education student was 58.7% out of both grades and all content areas.</p> <p>No standard of measure has been determined for STAAR assessment data; the discrepancy between narrative and expository composition will be a school-wide focus.</p>																												
Referrals vs. Overall Enrollment	AEIS	Race/Ethnicity Demographics: 67% White, 12% African American, 13% Hispanic, 1% Other																												
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Year</th> <th style="text-align: center;">ENR</th> <th style="text-align: center;">Ref</th> <th style="text-align: center;">AA</th> <th style="text-align: center;">Hisp</th> <th style="text-align: center;">White</th> <th style="text-align: center;">Other</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">09 – 10</td> <td style="text-align: center;">630</td> <td style="text-align: center;">135</td> <td style="text-align: center;">33%</td> <td style="text-align: center;">24%</td> <td style="text-align: center;">42%</td> <td style="text-align: center;">1%</td> </tr> <tr> <td style="text-align: center;">10 – 11</td> <td style="text-align: center;">654</td> <td style="text-align: center;">135</td> <td style="text-align: center;">48%</td> <td style="text-align: center;">7%</td> <td style="text-align: center;">44%</td> <td style="text-align: center;">1%</td> </tr> <tr> <td style="text-align: center;">11 - 12</td> <td style="text-align: center;">591</td> <td style="text-align: center;">116</td> <td style="text-align: center;">63%</td> <td style="text-align: center;">6%</td> <td style="text-align: center;">31%</td> <td style="text-align: center;">0%</td> </tr> </tbody> </table>	Year	ENR	Ref	AA	Hisp	White	Other	09 – 10	630	135	33%	24%	42%	1%	10 – 11	654	135	48%	7%	44%	1%	11 - 12	591	116	63%	6%	31%	0%	Discipline Referral Data	<p>116 Office Referrals – 63% White, 31% African American, 6% Hispanic</p> <p>White: includes repeated visits by 5 students                      African American: repeated visits by 16 students                      Hispanic: repeated visits by 2 students</p>
Year	ENR	Ref	AA	Hisp	White	Other																								
09 – 10	630	135	33%	24%	42%	1%																								
10 – 11	654	135	48%	7%	44%	1%																								
11 - 12	591	116	63%	6%	31%	0%																								
Parent Participation: Intermediate Grades	School Events Sign – in Sheets	<p>Primary Grades: Head Start – Grade 2 – 97% of parents participated in at least 5/7 school-wide events</p> <p>Intermediate Grades: Grade 3 – Grade 4 – 89% of parents participated in at least 5/7 school-wide events</p>																												
Attendance	PEIMS	97% student attendance rate																												
Grades: African American Grades: Econ Disadvantaged	Report Cards	<p>Across content areas and grade levels, grade not always congruent with authentic assessment data</p> <p>African American/Economically Disadvantaged/Hispanic student groups disproportionate passing grades (more C's, D's and F's) than White, Asian and other student groups</p>																												

## FOREST RIDGE ELEMENTARY DATA (2007-2011)

### Demographic Information

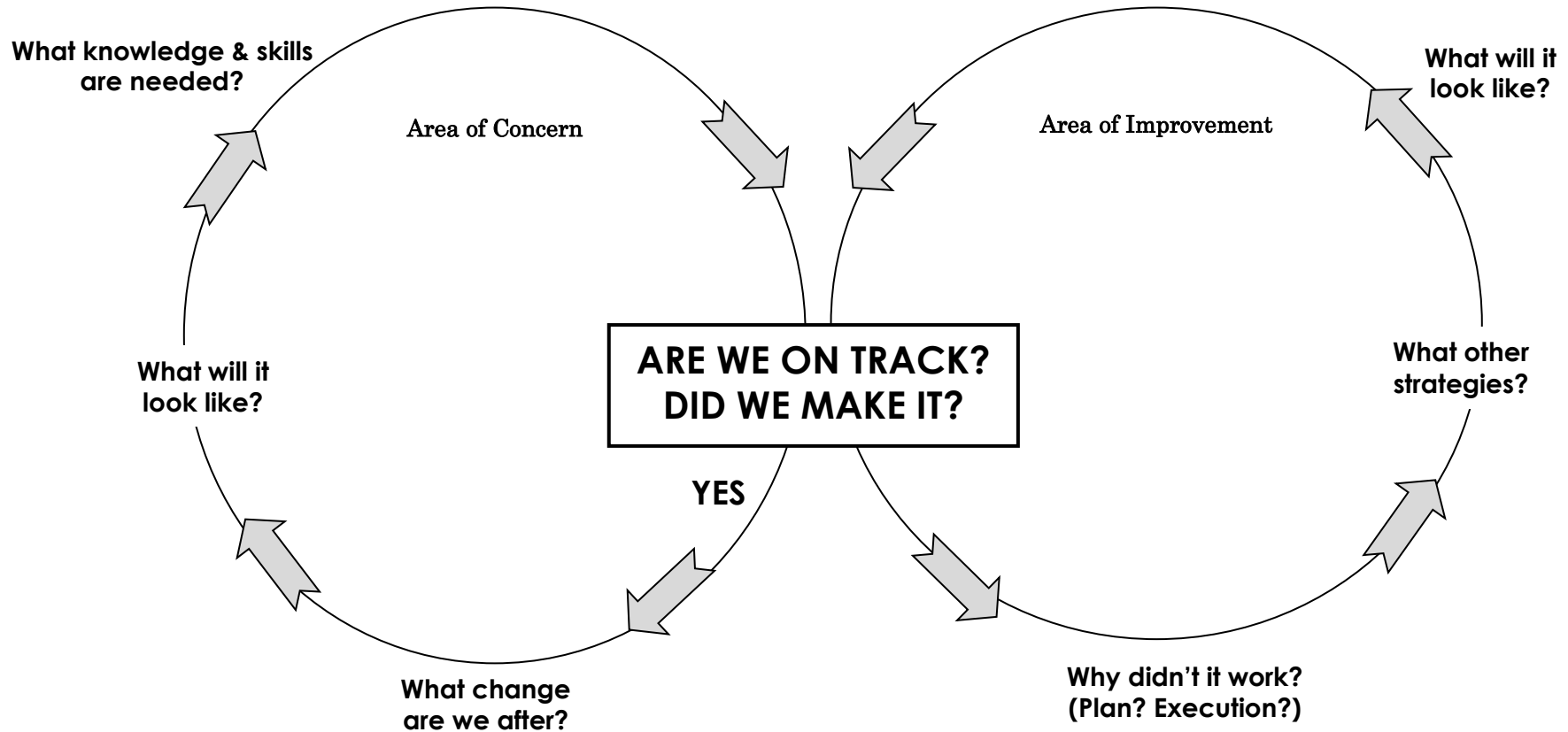
Year	Total	AA	His	White	Ais	ED	Bil/ESL
<b>2006</b>	613	12.7	9.3	71.1	6.9	22.5	3.3
<b>2007</b>	715	12.7	10.1	69.8	7.4	23.8	3.5
<b>2008</b>	772	13.9	9.3	71.6	5.2	21.2	2.5
<b>2009</b>	823	12.3	11.8	71.6	4.4	20.7	3.4
<b>2010</b>	630	13.7	12.5	69.8	4	24.1	2.2
<b>2011</b>	654	12.7	11	69.7	5.4	24.9	2.6

Year	Math					Reading					Writing				
	All	AA	His	White	ED	All	AA	His	White	ED	All	AA	His	White	ED
<b>2006</b>	95	75	94	97	83	96	88	94	97	84	92	0	89	93	75
<b>2007</b>	85	63	64	91	67	94	79	95	96	87	90	94	91	88	86
<b>2008</b>	92	73	89	94	77	96	85	95	99	85	91	73	88	93	70
<b>2009</b>	95	79	94	97	51	96	90	89	97	90	95	93	85	96	83
<b>2010</b>	95	81	88	98	89	95	78	90	98	82	91	54	93	95	78
<b>2011</b>	98	89	97	99	90	95	79	94	98	90	93	75	94	95	86



# CONTINUOUS IMPROVEMENT PROCESS

Goals/Objectives Monitored for Progress in October, February, May



**What change are we after?** This usually refers to a change in improved student achievement and/or student behavior.  
**What will it look like?** What would we see in classrooms or in the way our school functions that would be different from today?  
**What knowledge & skills are needed?** What new tools must the affected adults in the school acquire to make this change occur?  
**Did we make it?** Using evaluation criteria, did the change occur? If YES, develop a new goal. If NO, continue to...  
**Why didn't it work?** Analyze the data. Determine whether the problem was in the plan or the execution.  
**What other strategy might?** Based on data, insight & experience, why did we miss the target? Develop a new strategy.  
**What will it look like?** The new strategy may point to different indicators. Revise the target as needed.  
**Did we make it?** Once again, evaluate the data. If YES, develop a new goal. If NO, continue to analyze data and ask why it didn't work

Garver, J. (2009)

## FOREST RIDGE ELEMENTARY GOALS AND OBJECTIVES

<b>Goal 1: All Students Will Achieve Academic Success</b>								
X = No Progress / = Some Progress √ = Accomplished								
<b>Our Objective</b>	<b>Action Steps</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence</b>	<b>Oct</b>	<b>Feb</b>	<b>May</b>
<p>At least 85% of <u>all</u> FR 3<sup>rd</sup> &amp; 4<sup>th</sup> grade students in <u>all</u> subgroups will meet or exceed state expectations on the math and reading STAAR tests in April 2013</p> <p>At least 85% of all FR 4<sup>th</sup> grade students will meet or exceed state expectations on the writing STARR test in April 2013</p>	Collect data using ongoing authentic assessment to inform instructional decision-making to differentiate instruction	PK-4 Teachers Specialists Administration	CSISD curriculum Assessment Narrative Writing/Expository Rubrics (TEA) tea.state.tx.us Local Funds	August - May	<p>1. What patterns are evident from the data?</p> <p>2. What are the areas of strength by content area/grade level?</p> <p>3. What are the areas of concern by content area/grade level?</p> <p>4. Which students have been identified as targets for specific interventions?</p> <p>5. What is the academic/behavioral support plan for the identified student?</p> <p>6. What does the progress monitoring data suggest?</p> <p>Improved student performance on individual student assessments</p> <p>STAAR results</p>			
	Analyze the impact of different assessments on student learning and use the results of their analyses to improve classroom assessment practices	Cabinet Administration Grade Level Leaders	Review of the Research findings	August - May				
	Create a "menu" of assessment ideas or instruments for structuring assessment tasks for various purposes	Cabinet Administration	Document listing assessment instruments/defined purposes for assessment	August - May				
	Participate in professional reading and study to address identified need areas revealed by the data	PK-4 Teachers Cabinet Administration	CSISD curriculum <u>Units of Study</u> (Calkins)	August - May				
	Evaluate student achievement of all student groups and develop actions to address discrepancies between groups	PK-4 Teachers Cabinet Administration	Grades Authentic Assessment Data <u>Interventions</u> , (Sprick)	August - May				
	Conduct on-going running record assessments to include comprehension checks and fluency, to determine a student's instructional level	PK-4 LA Teachers	CSISD curriculum Fountas & Pinnell AimsWeb TEMI Benchmarks	Each 6-week grading period (at least every 2 weeks for struggling readers)				

Provide research-based interventions and progress monitoring for identified students	PK-4 Teachers Specialists	<u>Interventions</u> , Sprick	August-May				
Utilize the RTI student data repository and reporting system to chronicle success of specific interventions targeted for specific student needs in the general educational setting	PK-4 Teachers Cabinet Administration	CSISD curriculum Lucy Calkins: <u>Units of Study</u> Teacher made rubrics	Each 6-week grading period (at least every 2 weeks for struggling readers)				
Develop performance based rubrics establishing scoring formats for expository text structures in writing including: description, sequence, comparison, cause and effect, persuasion , and problem and solution	PK-4 Teachers Cabinet Administration	CSISD curriculum Lucy Calkins: <u>Units of Study</u> <u>6+1 Traits</u> <u>The Rubric Way</u> , David Lazaer	August - May				
Utilize leveled literacy interventions with struggling K-4 readers	K-2 LA Teachers Reading Specialist EIS	<u>Leveled Literacy Intervention</u> , Fountas and Pinnell	August - May				
Study trends in grade assignments in all student groups and correlate to authentic data assessment	PK – 4 Math Teachers Cabinet	Graphs Authentic Assessment Data	Sept 26 Dec 12 April 17				
Utilize on-going authentic assessment practices in mathematics to inform instructional practice	PK – 4 Math Teachers Cabinet	Kathy Richardson Assessment practices specific to strands in mathematics					
Align practices in special and general education to meet the needs of students receiving special education services across all contexts	LSSP, Diagnostician Administration SPED Teachers General Education Teachers Administration	Regular Education and Special Education Alignment Documents	August-June				

	Utilize the workshop model in math, reading and writing to meet the learning needs of individual students	PK-4 Teachers Cabinet Administration	CSISD curriculum <u>Units of Study</u> (Calkins)	August - May				
	Align content and process in all content areas using the workshop structure to monitor and adjust year-long academic plans	PK-4 Teachers Cabinet Administration	CSISD curriculum <u>Units of Study</u> (Calkins)	August - May				
	Expand the literacy library to include leveled non-fiction texts to be used at the student's diagnosed reading level	Reading Specialist Early Intervention Specialist	National Geographic, Rigby, Wright Group	September				
	Provide professional development for teachers and staff that focuses on best instructional practices(Workshop, Differentiation of Instruction, Safe and Civil Schools, Integration of Technology) with an emphasis on student learning/effective teaching	All staff	<u>Units of Study</u> (Calkins) <u>Foundations</u> (Sprick) Safe and Civil Schools	August - May				

**Goal 2: Educational Opportunities Will Meet the Unique Academic, Social and Emotional Needs of All Students**

X = No Progress / = Some Progress √ = Accomplished

Objective	Action Steps	Responsibility	Resources	Timeline	Evidence	Oct	Feb	May
All FR staff will apply the Response To Intervention (RTI) process to meet the needs of students in need of support academically and/or behaviorally	Employ a variety of assessment methods and obtain multiple forms of evidence about student learning for planning and implementing instruction	Grade Level Leaders Specialists	Principles and Indicators of Student Assessment Systems	Sept-May	Improved performance on individual student assessments			
	Provide consultations with teachers when a student is to be entered into the RTI process	Specialists Counselor Administration	FR Data Base TEMI Running Records F&P LLI Kit TPRI	Sept- May				
	Implement research-based interventions and monitor student progress in the general education setting to assist students that are at-risk	PK-4 Teachers Specialists	Eduphoria Aware Behavioral Referrals <u>The RTI Daily Planning Book</u> <u>Foundations Interventions Guide</u>	August - May				
	Develop Tier 1 intervention plans every four weeks during extended time sessions	SIT Team PK – 4 Teachers	TEMI Running Records F&P LLI Kits	Sept. - May				
	Develop Tier 2 intervention plans as needed and define timelines for documentation	PK-4 Teachers Specialists Counselor Administration	Eduphoria Aware <u>The RTI Daily Planning Book</u>	Sept. - May				
	Incorporate research-based instructional strategies agreed upon by cross grade level core content teams in the curriculum alignment process	PK-4 Teachers Specialists Counselor Administration	<u>Interventions</u> , Sprick Minutes from cross grade level discussions Walk through data	August-May				
	Provide individual and small group guidance lessons for identified students based on social and emotional needs	Counselor	Sprick's: <u>Foundations</u> <u>Tough Kid Bully Blockers</u> <u>Interventions</u> <u>Admin Reference for Behavior Management</u>	August - May				

All second language learners will receive language support in the general education setting	Utilize English Language Proficiency Standards (ELPS) and monitor student progress	PK-4 Teachers ESL Specialist	Eduphoria Aware ELPS-At-A-Glance Local funds	August - May	Improved performance on TELPAS, TPRI/TEJAS-LEE			
	Collaborate with classroom teachers to ensure inclusion and an integration of needed services	PK-4 Teachers ESL Specialist	ELPS-At-A-Glance Local funds	August - May	Improved performance on TELPAS, TPRI/TEJAS-LEE			
All students identified as GT will receive differentiated instruction in the classroom setting	Integrate enrichment activities in team lesson plans	Enrichment Spec. EIS Reading Specialists Math Specialist PK-4 Teachers	CSISD Curriculum	August - May	Team lesson plans Walk-through data			
All students in underrepresented groups will participate in enrichment experiences	Include underrepresented student groups in discovery groups and other activities that lead to enrichment and G/T opportunities	Enrichment Spec. EIS Reading Specialists Math Specialist PK-4 Teachers	Local Funds	August - May	Student Rosters			
All FR staff will apply consistent, predictable school wide behavior practices	Develop and execute an implementation plan of behavior in common core areas that detail changes to the common area's structural variables and set expectations for initial and ongoing training	Foundations Team Task force for common area priority development	<u>Safe and Civil Schools, Module II</u>	August - May	Formalized Document: "Common Core Expectations"			
	Develop protocols and training for expected behavior in common areas of the school	All Staff	<u>Safe and Civil Schools, Module II</u>	September-May	Observations of consistent, appropriate behavior in common areas			
	Provide training and study for Safe and Civil Schools	Foundations Team Task force for common area priority development	<u>Safe and Civil Schools, Module II</u>	August - May	Sign in Sheets Classroom walk-throughs			

**Goal 3: Educational Practices Will Be Predicated on Scientifically Based Research**

X = No Progress / = Some Progress √ = Accomplished

Objective	Action Steps	Responsibility	Resources	Timeline	Evidence	Oct	Feb	May
All staff will participate in continuous school improvement and systemic processes to raise achievement through intentional teaching and learning	Investigate "looping" as an instructional practice: to increase instructional time, foster bonds between students/teachers/families, reduce discipline problems and improve academic achievement	Cabinet Grade Level Leaders	<u>The Loop Handbook</u> Grant Articles	August – May	Written Review of Research Findings			
	Facilitate bi-monthly customized professional development framework based on the needs of the staff (customization of sessions will provide choice, collaboration and shared reflection)	Teacher Leaders Cabinet Administration	<u>Constructing Curriculum: Alternate Units of Study (Calkins)</u>	August – May	Improved performance on individual student assessments			
	Analyze leading indicator data and determine areas of study to increase effectiveness of instructional practices	All Staff	Data: Grades Attendance Discipline	Sept. 26 Oct. 31 Dec. 12 Feb. 13 April 17				
	Conduct observations and walk throughs to offer feedback to teachers on implementation of campus initiatives	Administration	Classroom Walk Through Forms Eduphoria	August-May				
	Implement reflective questioning as a component of the walk-through process	K-4 Teachers Specialists Administration	CSISD Walk-through form	Sept. - May				
	Provide a supportive environment for student inquiry (project based learning) so that children experience intellectual challenges and learn cooperation	Enrichment Specialist PK-4 Teachers	Project Based Learning research and practices	Sept. - May				

All PK-4 teachers will engage in academic planning to enhance quality instruction	Conduct weekly PK-4 grade and cross grade level meetings to plan and align instruction that ensures all student learning	PK-4 Teachers Specialists Administration	Meeting Minutes	August - May				
---	--	--	-----------------	--------------	--	--	--	--



### Goal 4: Parents and Community Members Will Be Actively Engaged

X = No Progress / = Some Progress √ = Accomplished

Objective	Action Steps	Responsibility	Resources	Timeline	Evidence	Oct	Feb	May
Students and parents will feel welcomed and valued as part of the FR learning community	Enhance school climate by networking, celebrating growth and defining next steps for improvement	Cabinet	Local Funds	August - May	Parent Involvement Surveys			
	Construct parent survey and agreement	Administration Cabinet	Parent School Compact utilized in Title I schools (model)	Sept. – Dec.	Agreement Form			
	Recruit, advertise and invite parents to “Meet the Teacher” and Parent Orientations	Administration Cabinet PTO President	Local funds	August 23 August 30 September 4 September 6	# of Attendees			
	Facilitate school-wide events that include parent participation	Administration Cabinet	Local funds	August 30 September 4 September 6 October 27 Fall (2) Spring (2)				
	Organize a “Talon-ted” Fun Run	Cabinet PE Staff	Local funds	December				
	Provide at least two FR family nights	Cabinet Administration	Local funds	Book Fairs: October/May Muffins for Moms December Dog for Dads: March				
	Provide a special celebration day including individual classroom presentations and lunch for grandparents	All staff	Local Funds	November 20				
	Participate in outreach activities with Lincoln Center to partner with parents and community members	Outreach Task Force Administration	Local Funds	August - May	Schedule of Events at Lincoln Center			
	Operate within a culture of	Campus Culture	Local Funds	August-May	Observation			

	high expectations based on the ten FR vision statements	Task Force Administration			Correlation of 10 vision statements with evidenced actions			
Parents will be well informed and have a general understanding of initiatives and events at FR	Communicate student academic progress and upcoming school and community events in school-wide Monday folders	HS-4 Teachers	Local funds	August - May	Monday Folders including a structure for two-way communication			
	Update parent-friendly Website and Facebook page daily/weekly to include a master calendar of events and access to necessary documents/forms	Instructional Technology Coach Assistant Principal	FR website Electronic Display	August - May	# of Website Visits Parent Survey			
	Communicate major upcoming events to FR families via School Messenger	Administration	School Messenger	August - May	# of Attendees Parent Survey			
	Provide K transition information to Head Start parents	Family Facilitator HS Teacher HS Assistant	Website Parent Letters	May	Sign-In Sheets			

**Goal 5: A Safe and Supportive Environment Will Be Provided For All Students**

X = No Progress / = Some Progress √ = Accomplished

Objective	Action Steps	Responsibility	Resources	Timeline	Evidence	Oct	Feb	May
Improve response in emergency situations and/or threats to security	Review Emergency Operations Plan with staff	Assistant Principal	Emergency Operations Procedures	August-May	Safety drills data			
	Ensure emergency backpacks are appropriately equipped	HS-4 Teachers Assistant Principal	Local Funds	August				
	Practice emergency/safety drills	HS-4 Teachers Assistant Principal	FR Emergency Procedures	August - May				
	Train AED team and practice AED drill with the identified AED team	Nurse District Trainers	Emergency AED Protocol	Spring, Fall	Documentation of response time  Protocol checklist			
Develop a school culture of safety and civility	Participate in Safe & Civil School/Foundations district planning and implementation	Foundations Team Cabinet	Local Funds	August - May	Discipline referral data (PEIMS)			
	Integrate Conscious Discipline. Boys' Town and Safe & Civil Schools frameworks	Foundations Team Cabinet	Local Funds	August - May				
	Create school-wide student expectations and procedures for common areas (hallways, playground, cafeteria)	Cabinet Grade Level Leaders	<u>Foundations</u> Safe and Civil Schools	August				
	Study discipline referral data monthly to inform the campus discipline plan to appropriately address campus discipline issues in a constructive way	Cabinet Grade Level Leaders Foundations Team	<u>Foundations</u> Safe and Civil Schools	October February May				

Decrease incidents of bullying, harassment, teasing	Provide guidance lessons in each classroom	Foundations Team Counselor	<u>Tough Kids Bully Blockers</u> <u>Foundations: Safe and Civil Schools</u>	August - May	Bully-related discipline referral data (PEIMS)			
Decrease repeated tardies and absences	Develop criteria and conduct celebrations of great/perfect attendance	Administration Attendance Clerk	Local funds	End of 6-week grading periods	Attendance data			