Oakwood Intermediate School

Campus Improvement Plan
2015-16

Table of Contents

Executive Summary	Oakwood Intermediate School's mission is to facilitate the transition from childhood to early adolescence in a positive, nurturing and safe environment. To accomplish this mission the staff, students, parents and community must unite to encourage and assist all students in developing a responsibility of becoming enthusiastic life-long learners. Ongoing reflection, monitoring, adjusting, evaluating, and celebrating must be practiced by the campus community on a regular basis to ensure the Oakwood's mission. This campus improvement plan details 5 separate but related goals to support the mission with objectives listed under each goal: Each of these 5 goals have been developed based off the needs of Oakwood Intermediate as reflected in the campus data listed in this Campus Improvement Plan as well as items listed in the District Improvement Plan. The individual objectives have been developed based off the goals as well as the needs of Oakwood Intermediate. Oakwood Intermediate School's Campus Improvement Plan is a living document that will be visited throughout the school year. The Campus Improvement Plan Committee will meet throughout the course of the school year to evaluate progress made toward achieving the goals and objectives listed.

Goal 1	All students will successfully complete rigorous and relevant coursework that will prepare them for their future.

Objective(s)	**1.** Ensure that all students have access to rigorous and engaging curriculum and technology that promote learning to be a productive and responsible citizen in a global marketplace. **2.** Support the needs of diverse learners as they engage in rigorous coursework. **3.** Provide access to the general curriculum for students with disabilities through the use of inclusive practices across grade levels and campuses.

Activities		Person(s) Resp	Resources	Timeline
	A. Continue the alignment of curriculum to the State TEKS, readiness and supporting standards in the core subject areas.	- Principal -Assistant Principal -Department Heads	- Staff Time - Campus Funds	August - May
	B. Provide staff development for staff that focuses on best instructional practices (AVID, UDL, Principles of Learning, the Workshop Approach, and differentiated instruction models) with an emphasis on student learning/ effective teaching.	- Principal -Assistant Principal -Department Heads	- Staff Time - Campus Funds	August - May
	C. Provide staff development for staff that focuses on the technology needs of teachers for instruction and lesson.	-Principal -Campus Technology Facilitator	-Staff Time -Campus Funds	Aug.-May
	D. Complete SIT & RTI processes for struggling learners.	-Assistant Principal -Counselors -Teachers	- Staff Time	August - May
	E. Utilize the online student data repository and reporting system to support Response-to-Intervention.	-Assistant Principal -Counselors -Teachers	- Staff Time	August - May
	F. Improve and address all system safeguards as identified by TEA on campus state assessments. ● Safeguards for Special Ed Students in Reading ● Safeguards for African American, Hispanic, Economically Disadvantaged, and ELL students in Science			

Evaluation	Community-Based Accountability items (below) at the following link: -Staff meetings to align scope and sequence curriculum to TEKS with emphasis on readiness and supporting standards -Staff development sessions over best instructional practices -Staff input on staff development sessions over best instructional practices -Staff led staff development sessions over best instructional practices -Regularly scheduled SIT & RTI meetings with team teachers, assistant principal, counselors -Use of online student data repository and reporting system to support RTI -Intervention development and implementation -State and federal accountability system results -State and local assessment results

Goal 2	**Through increasing opportunities for choice, students will be able to customize learning opportunities to meet their unique needs and develop creative thinking.**

Objective(s)	**1.** Provide opportunities for students to become fluent in and adapt to a variety of technologies. **2.** Offer a wide array of workforce readiness programs to meet the expanding needs of students and the workforce. **3.** Ensure that every school promotes extra-curricular, co-curricular, and enrichment opportunities for every student.

Activities		Person(s) Resp	Resources	Timeline
	A. Provide staff development for teachers that focuses on best instructional & learning practices including but not limited to: UDL, Principles of Learning, technology, the Workshop Approach, AVID and differentiated instruction models.	- C&I Directors	- Staff Time - Local funds	July-August
	B. The district will provide information regarding curriculum/career choices that prepare students for success beyond high school, including colleges, universities and technical schools.	- Director of Student Services	- Staff Time - Local funds	July-June
	C. The district will provide students with the flexibility to customize their learning and maximize opportunities and options by offering the Foundation Plan with endorsements.	- Dept Superintendent for C&I	- Staff Time - Local funds	July-June
	D. Place importance on the use of instructional technology by providing all teachers with technology training (professional development in August).	-Director of Instruction and Instructional Technology Coordinator	-Local funds -Staff Time	August; additional sessions offered year-round

Evaluation	- Students participating in extra- and co-curricular activities - Endorsements, certifications, etc. - Enrollment in PBL & Flipped courses, clubs and organizations - Implementation of the workshop model for ELA and Math instruction

Goal 3	Provide a safe and supportive environment for all, with an emphasis on positive, strong, healthy relationships.

Objective(s)	**1.** Ensure that all CSISD employees meet the social/emotional needs of our students.
	2. Ensure that the school environment is safe and conducive to learning.
	3. Develop specific processes to assist students in successfully transitioning to the next level of education academically, socially, and emotionally.
	4. Nurture relationships among staff to promote personal and professional growth.
	5. Provide professional, customer-oriented interactions with parents, students, visitors, and staff.

Activities		Person(s) Resp	Resources	Timeline
	A. Connect families and the community to opportunities to expand their involvement.	- Superintendent - Director of Student Services	- Staff Time	July-August
	B. Support social-emotional learning through district and campus teams, training, and resources.	- Director of Instruction	-Staff Time, Title 2 Funds	August-June
	C. Continue provision of monthly Crisis Prevention Institute training to ensure that staff have adequate instruction on de-escalation techniques and appropriate management of crisis situations.	- Director of Student Services	- Staff Time - Local funds	
	D. The district will continue to update the district crisis management plan to comply with NIMS (National Incident Management System) guidelines	- Exec. Director of Facilities		
	E. Each campus safety team will review and change (if needed) its Emergency Operations Plan at least annually	- Exec. Director of Facilities		
	F. Review Safety Audit recommendations and implement as appropriate	- Exec. Director of Facilities		
	G. District and campus administrators will review data at the end of each six weeks based on types of offenses, intervention, gender, ethnicity and disability in the following areas: number of suspensions, reasons for suspensions, number of discipline referrals, number of expulsions, reasons for expulsions, number of placements at Venture Center, reasons for placements at Venture Center, number of placements in the LEAP program, reasons for placements in the LEAP program, and number of physical restraints	- Director of Student Services		
	H. CSISD will be consistent in applying disciplinary consequences across campuses and grade levels	- Director of Student Services		
	I. Continue to develop and/or implement positive behavior intervention and supports [PBIS] (such as Conscious Discipline®, Foundations®, etc.) in order to reduce the number of discipline referrals and to address behavioral RTI needs	- Director of Instruction and Leadership		

J. Develop and/or implement positive proactive intervention strategies that address offenses such as bullying, harassment, and violence (dating and/or sexual abuse)	- Exec. Director of Special Services/Acct. - Director of Student Services
K. Staff development will be provided on the relationship between student behavior and staff understanding of social, cultural and developmental differences	- Director of Instruction and Leadership
L. At the District and Campus levels, administrators will review discipline data and develop a plan to appropriately address campus discipline issues based on campus needs	- Director of Student Services
M. The district will provide support for the students at risk of dropping out of school by providing supplemental instruction through instructional resources and staff development resources, including through an alternative education program.	- Director of Instruction and Leadership
N. School Health Advisory Council will continue to meet and evaluate District health needs/practices.	- Director of Student Activities

Evaluation	- Effectiveness of safety and security measures - Discipline and referral data - Evidence of Conscious Discipline and CHAMPS implementation across campuses

Goal 4	Empower families and the community to be full partners in students' educational success.

Objective(s)	1. Provide opportunities for families to support their children in the learning process. 2. Communicate effectively with families and the community regarding school activities and volunteer opportunities.

Activities		Person(s) Resp	Resources	Timeline
	A. Connect families and the community to opportunities to expand their involvement	- Dir. of Communications	- Staff Time - Local funds - Federal funds: Title I, Title III	July-August July-June
	B. The district website, SchoolMessenger and district social media outlets will be used to actively communicate with parents and community members.	- Dir. of Communications	- Staff Time	July-June
	C. Campus and District Improvement Committees will be representative of district demographics.	-Dept Supt C&I	- Staff Time	July-June
	D. Campuses will continue outreach initiatives through community centers (such as the Lincoln Center, Windsor Pointe and the Barbara Bush Parent Center) to partner with parents and community members.	- Principals	- Staff Time - Local funds	
	E. Maintain parent communication about the availability of online programs such as Home Access Center (HAC) to monitor student progress.	- Dir. of Communications	- Staff Time - Local funds	
	F. The district website, SchoolMessenger and district social media outlets will be used to actively communicate with parents and community members.	- Dir. of Communications	- Staff Time - Local funds	

Evaluation	- Number of volunteers - Usage statistics (24/7, CSISD Connect, Twitter, Facebook, HAC) - Customer engagement and feedback - Family engagement and involvement in student success - Community/business engagement - Participation in Leadership CSISD - Campuses use a variety of methods to communicate with parents, see CBA - Title I Campus Survey results

Goal 5	Demonstrate accountability to our community by providing a quality education based on local standards, while meeting state and federal targets.

Objective(s)	1. Employ multiple measures of accountability, ensure measured progress over time and provide public access to the results. 2. Comply with all state and federal requirements.

Activities		Person(s) Resp	Resources	Timeline
	A. College Station ISD will continue to develop and refine a meaningful accountability system that measures what this community believes is important. Community-Based Accountability System will address ● Fine arts ● Wellness and PE ● Community and parent involvement ● 21st century workforce development ● Second language acquisition ● Digital learning environment ● Dropout prevention strategies ● Gifted and talented programs ● Reporting and policy requirements ● Qualified staff ● Scope & sequence ● Choice in learning ● Literacy and mathematics ● College ready ● Financial resources	- Superintendent -Exec Dir Account	- Staff Time	July-August
	B. The district will evaluate student achievement in the following programs: Title I, Bilingual/ESL, LEP, Gifted and Talented, Special Education, Career and Technology Education and students in at risk situations.	-Exec Dir Special Services/Account	-Staff Time	July-August
	C. Title I, Part A campuses will implement the ten components of a school-wide campus to maximize student learning and achievement	--Dept Supt C&I	-Title I funds ($ amount to be filled in later)	July-August
	D. Services will be provided for at-risk students to increase academic achievement and reduce the dropout rate for these students	-Dept Supt C&I	-State Comp Ed Funds ($ amount to be specified)	July-August
	E. The human resources office, in collaboration with the campus principals, will work together to insure that all teachers meet highly qualified status as defined in NCLB.	- Director of Human Resources		

Evaluation	- Community-based assessment results - State and federal accountability system results - State and local assessment results. - Title I components clearly specified in Campus Improvement Plans. - Graduation rates

CSISD Professional Development Plan 2015-16	All members of the staff who work with students in any instructional environment must attend training activities. This includes administrators, teachers, professional support staff and instructional paraprofessionals. College Station ISD has scheduled 10 inservice days during the school year for all instructional staff members.

Specific days are designated as District days and the remaining days have been reserved for campus professional development initiatives, campus planning, teacher workdays, and one elementary parent conference day. These days are noted on the district calendar.

New Teacher Induction
- College Station ISD conducts a three day New Teacher Induction (NTI) professional development each August prior to district-wide days. NTI is for all teachers new to the district and in-district teachers who have completed their first year of teaching. It is recommended that new administrators attend specifically identified sessions of NTI. Additional days of training (2-4) occur during the school year. For these trainings teachers are assigned to groups based on their years of teaching experience. Instructional Coaches are located on each campus for continuous support of new staff. In addition, mentors are assigned to staff who are in their first year of teaching.

New Employee Orientation
- New Employee Orientation is for all new instructional employees and instructional support personnel, including instructional paraprofessionals. Please contact Human Resources at 979-764-5411 for more information.

Gifted and Talented
- CSISD requires all teachers to acquire 30 hours of Level 1 Gifted and Talented training. Initial teacher training for 1st through 12th grade staff must be completed before the beginning of the second year of employment. Kindergarten teachers must complete this training during the first semester of employment.
- The District also requires that teachers attend 6 hours of update training annually.
- All administrators and counselors must have an initial 6 hours of GT training which includes Nature and Needs and Identification/Assessment. This training must be completed by the end of the first semester of the first year of employment in the district.

Bilingual/ESL
- All Bilingual/ESL teachers must have training in Language Proficiency Assessment Committee (LPAC) procedures.
- All Bilingual/ESL teachers must have training in the Texas English Language Proficiency Assessment system (TELPAS).
- All Bilingual/ESL teachers must have training in the English Language Proficiency Standards (ELPS).

Special Education
- State Law requires that every instructional staff member receives Special Education training annually. District inservice meets this requirement. Staff certified in Crisis Prevention Intervention (CPI) must recertify every two years. All teachers must receive training on the Texas Behavior Support Initiative (TBSI).
- Contact the Director of Special Services for specific training requirements.

Dyslexia Specialists
- Contact the Coordinator of Special Services for specific training requirements.

Extra-Curricular Activity Sponsors and Staff
- Teachers who are responsible for extra-curricular activities are required to complete Cardio-Pulmonary Resuscitation (CPR) and Automated External Defibrillator (AED) training every other year.

For a more detailed list of professional development sessions, please click link here.

Campus Development Plan 15-16

Campus: Oakwood Intermediate   **Principal: Josh Symank**

Our purpose for staff development in the 2015-2016 school year for Oakwood Intermediate is to provide each staff member an opportunity to grow and learn.   Professional development opportunities will be structured around the 3Cs and 3Rs, current performance data of our students, and RTI Interventions. We will focus our professional development opportunities around instructional support, social-emotional support, and physical support. We will comply with district initiatives and provide our staff with opportunities for growth monthly. Below you will find our comprehensive plan for the 2015-2016 School Year. Our plan is a living document, and is subject to change to ensure that we are meeting the needs of our campus and students.

Instructional Support
*Department Pullouts
*Coaching Crews
*Monthly Professional Development
*Technology Training

Social Emotional Support
*Oakwood PRIDE Team

Physical Support
*Safety & Security
*Support Staff Training

Key Data Points for Oakwood Intermediate School:

- Oakwood Intermediate African American students' STAAR reading scores fall below the state average.
- Oakwood Intermediate African American, Hispanic, Economically Disadvantaged students' STAAR science scores fall below the state average.
- Oakwood Intermediate African American and Hispanic students comprise a higher percentage of discipline referrals despite White students comprising a majority of the student population.

Oakwood Intermediate School areas of focus as related through the lens of the 3Cs and 3Rs:

- **Relationships** are the foundation to education. Failure to establish a culture of trust, respect, and community will result in a failure to achieve campus improvement goals.
- **Creativity** within the classroom allows the students to achieve higher levels of learning and understanding because of genuine engagement and internalization of learning. Allowing teachers to be creative promotes challenges to the status quo of the typical classroom environment.
- **Rigor** in our instructional practice will be achieve through differentiation of instruction. Our students need to be challenged at their level and pushed to the next level. Teachers will be trained on differentiation strategies to meet the needs of each classroom to provide the appropriate level of rigor.

Date	Instructional	Social-Emotional	Physical
Aug. 2015	Gifted & Talented AVID Demonstration RTI, SPED/504 Webpages Discipline - Mild, Moderate, Severe Perseverance - The Impact Equation	HEART Poverty Simulation Foundations Conscious Discipline CHAMPS	CPI Safety Training EduHero Required Trainings ● Bully Prevention ● FERPA ● Dyslexia ● Child Abuse/Neglect ● Sexual Abuse
Sept. Faculty Mtng.	AVID Demonstration Technology focus on communication Growth Mindset - Jiro Dreams of Sushi	HEART w/ SELT Monthly PRIDE Meeting to focus on discipline, routines, and procedures	Fire Drill Lockdown Drill
Oct. 12 PD Day	Dr. Adam Saenz in conjunction with AMCMS & AMCHS Batman, Part 1 - Student Expectations	Teacher/Parent Conferences Monthly PRIDE Meeting to focus on discipline, routines, and procedures	
Oct. Faculty Mtng.	AVID Demonstration GT - No more snorkeling! It's time to scuba dive. Technology focus on Sway	HEART w/ SELT Monthly PRIDE Meeting to focus on discipline, routines, and procedures	Fire Drill AED Drill
Nov. 11 Early Release	AVID Demonstration Competence vs. Confidence Rigor Redefined	Pot Luck Luncheon	Bucket Games
Nov. Faculty Mtng.	RTI Focus on Interventions Vertical Team Discussions	HEART w/ SELT Monthly PRIDE Meeting to focus on discipline, routines, and procedures	Obstructed Fire Drill
Dec. Faculty Mtng.	AVID Demonstration	HEART w/ SELT Monthly PRIDE	Fire Drill

		Meeting to focus on discipline, routines, and procedures	
Jan. Faculty Mtng.	AVID Demonstration Accommodations for Testing Success Focus	Monthly PRIDE Meeting to focus on discipline, routines, and procedures	Fire Drill Lockdown Drill
Jan. 27 Early Release	Dept Accommodations for Testing		
Feb. Faculty Mtng.	AVID Demonstration Should you have a coach article and discussion in Small Group Communities	Monthly PRIDE Meeting to focus on discipline, routines, and procedures	Fire Drill Shelter in place
February 15 PD Day	GT - PBL Challenge Success Focus Vertical Team Discussions related to Success and the PBL	Monthly PRIDE Meeting to focus on discipline, routines, and procedures	
March Faculty Mtng.	AVID Demonstration STAAR Training	Monthly PRIDE Meeting to focus on discipline, routines, and procedures	Fire Drill AED Drill
April 6 Early Release	RTI - Academic and Behavior	Monthly PRIDE Meeting to focus on discipline, routines, and procedures	Fire Drill
April Faculty Mtng.	AVID Demonstration STAAR Training	Monthly PRIDE Meeting to focus on discipline, routines, and procedures	Fire Drill
May Faculty Mtng.	Staff needs and development ELL LPAC meetings to review data and determine effectiveness	Monthly PRIDE Meeting to focus on discipline, routines, and procedures	Fire Drill

STAAR Summary

We have disaggregated our STAAR Data to better focus our efforts for the 2015-2016 school year. We have included the table below that was used while determining our CIP and staff development plan.

We used this chart to examine how our cohort groups have been doing year to year, to determine if we have been making adequate progress. Each of our cohort groups has maintained or increased their scores when you compare them through the grade levels.

While we were even with the State's average score for the 5th grade Science test in 2015, we still believe this is an area that we can improve, particularly within our Hispanic and African-American Subgroups. We will focus on this effort by continuing to have our staff plan with Cypress Grove. Teachers will also vertically plan between the 5th and 6th grades on our campus throughout the year.

Oakwood						
1st Admin	**State**	**All**	**Hisp**	**Asian**	**AA**	**White**	**Ed**
5th Rdg '14	76	77	64	84	54	90	61
5th Rdg '15	78	81	72	90	61	93	70
Difference	2	4	8	6	7	3	9
	State	**All**	**Hisp**	**Asian**	**AA**	**White**	**Ed**
5th Sci '14	74	68	48	79	33	86	47
5th Sci '15	72	72	57	96	38	87	51
Difference	-2	4	9	17	5	1	4
	State	**All**	**Hisp**	**Asian**	**AA**	**White**	**Ed**
6th Rdg '14	78	84	83	94	62	93	72
6th Rdg ' 15	76	80	67	95	64	90	64
Difference	-2	-4	-16	1	2	-3	-8