FOREST RIDGE ELEMENTARY SCHOOL
College Station Independent District

Campus Improvement Plan

2017-2018

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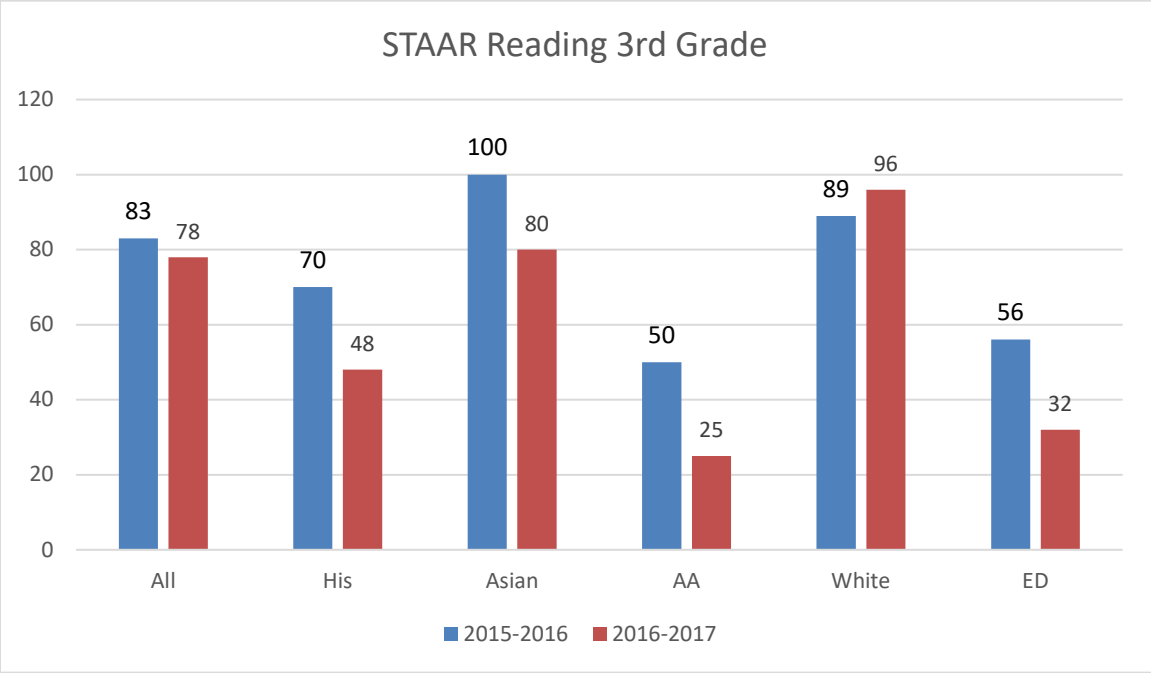
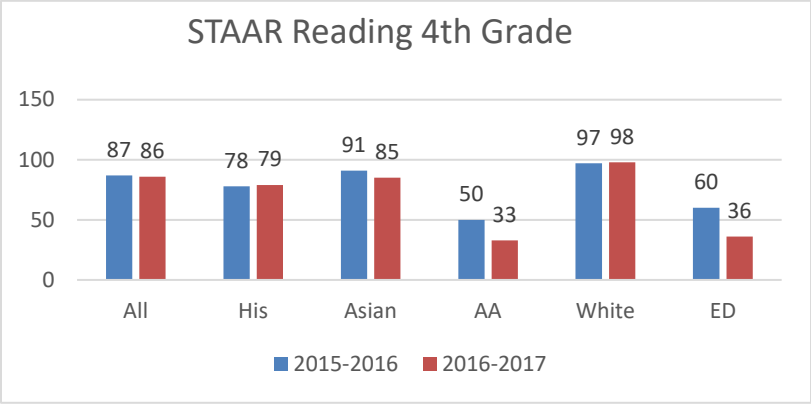
Executive Summary	In accordance with state and federal legislative requirements, the Forest Ridge Campus Improvement Team participated in a comprehensive assessment process for the 2016- 2017 school year. Data was analyzed in the areas of Reading and Math Content, Academic Success, Unique Student Needs, Research Based Instruction, Community Involvement, and Discipline. The team reviewed STAAR performance by student group and compared scores to past scores. We also examined the Forest Ridge Community Based Accountability system which looks at data beyond overall state scores. From this data analysis, goals and objectives were developed which will enable the staff to address the specific needs of our student population.

Comprehensive Assessment Data	**Demographic Data 2016 – 2017** Forest Ridge Elementary served 615 students in the 2016 -2017 school year. The grade span is Prekindergarten through Grade 4. Of the total population 23.1% are economically disadvantaged. The percentage of English Language Learners is 12.2%. The mobility rate is 8.1%. The percent served by Special Education is 7.3%. Demographics of ethnicity include the following information: .16% American Indian, 13.50% Asian, 12.38% African American, 15.11% Hispanic, 2.09% two or more races and 56.75% White. **Summary of Accountability Data 2016 – 2017** On the Texas Education Agency 2017 Accountability Summary Forest Ridge achieved an accountability rating of Met Standard for all four indexes: Student Achievement, Student Progress, Closing Performance Gaps and Post-Secondary Readiness. Forest Ridge also earned Distinction Designations in three areas: Academic Achievement-Reading; Academic Achievement-Mathematics and Top 25% Student Progress. Forest Ridge did not receive Distinction Designation in Top 25% Closing Performance Gaps or Post-Secondary Readiness. Closing the performance gap will be a priority for improvement during the 2017 – 2018 school year.

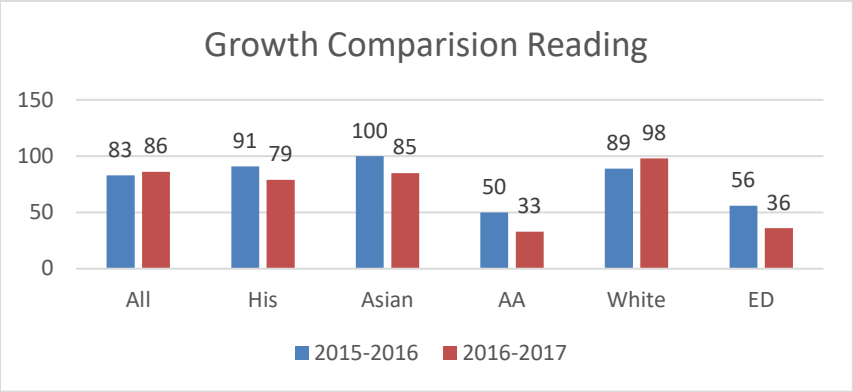
Summary of Standardized Academic Performance in Reading 2016 - 2017



STAAR Reading for 3rd grade: 78% of the student population met level 2 satisfactory expectations for the 2016-2017 school year. This was a 5% decrease from the previous school year. While there was a 7% increase in scores for the white student population there was a decrease in scores for Hispanic, African American and Economically Disadvantaged. Of those 78%, 39% met level 3 advanced expectations, which was a 1% increase from the previous school year.

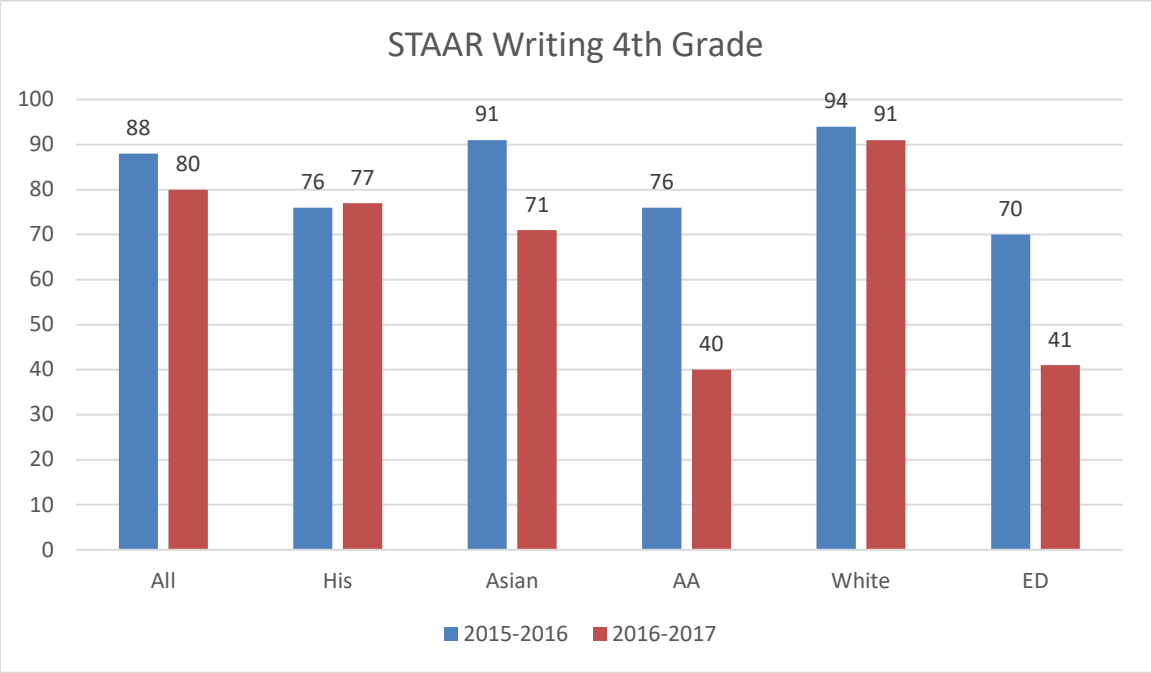


STAAR Reading for 4th grade: 86% of the student population met level 2 satisfactory expectations for the 2016-2017 school year. Of that 86%, 48% met level 3 advanced expectations. It is also noted that there was a decrease in performance for African American and Economically Disadvantaged students.



3rd to 4th grade Growth Comparison of STAAR Reading Results: When comparing the same student group from 3rd grade to 4th grade in STAAR Reading, we see an overall increase of 3% from the previous year. There is a 9% increase in the white student group. It is noted that there was a decrease in performance for Hispanic, Asian, African American and Economically Disadvantaged.

Summary of Standardized Academic Performance in Writing 2016 - 2017



STAAR Writing 4th grade: 80% of the student population met level 2 satisfactory expectations for the 2016-2017 school year. This is an 8% decrease from the previous year. There is a decrease in performance for all groups. Of the 80% of students meeting expectations, 30% met level 3 advanced expectations.

Summary of Standardized Academic Performance in Math 2016 - 2017

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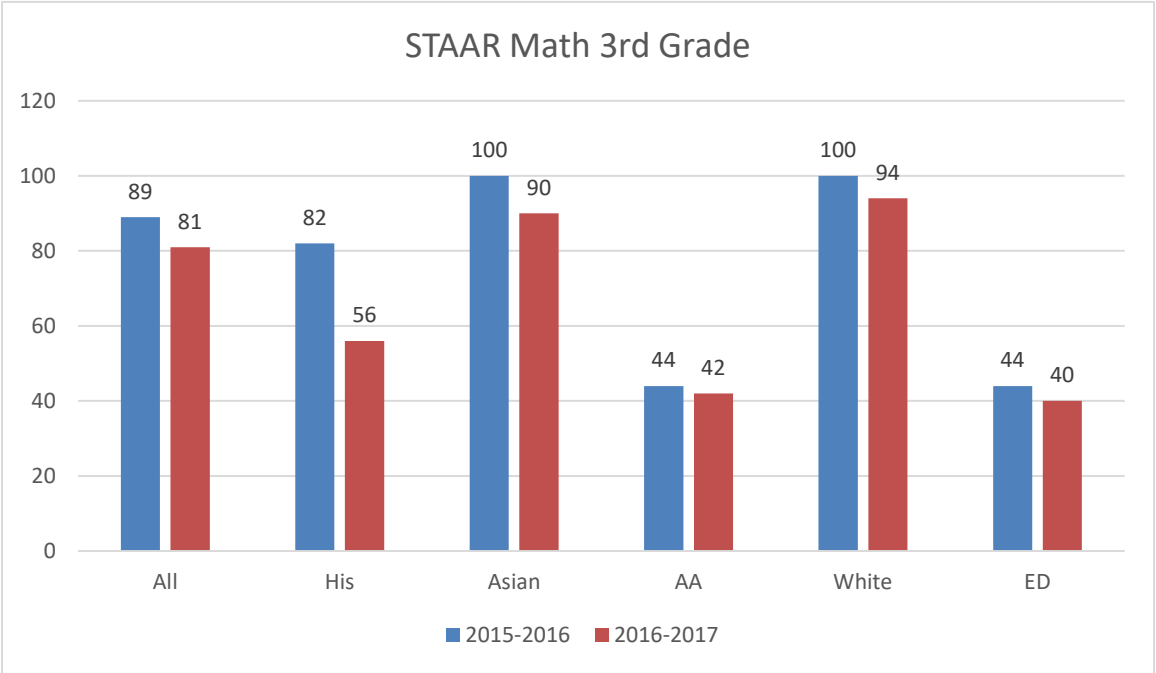
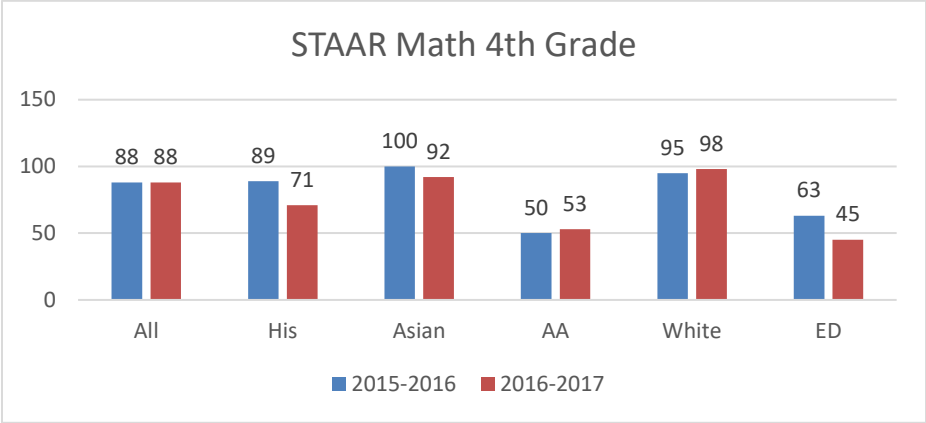
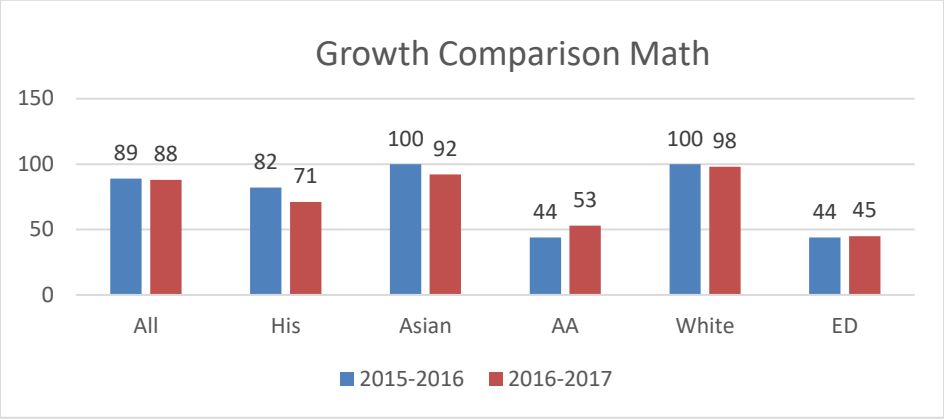


STAAR Math for 3rd grade: 81% of the student population met level 2 satisfactory expectations for the 2016-2017 school year. Of the 81% of students, 42% met level 3 advanced expectations, which was a 3% increase from the previous school year. It is noted that there is an 8% drop in math scores which reflects a decrease in student performance for all student groups

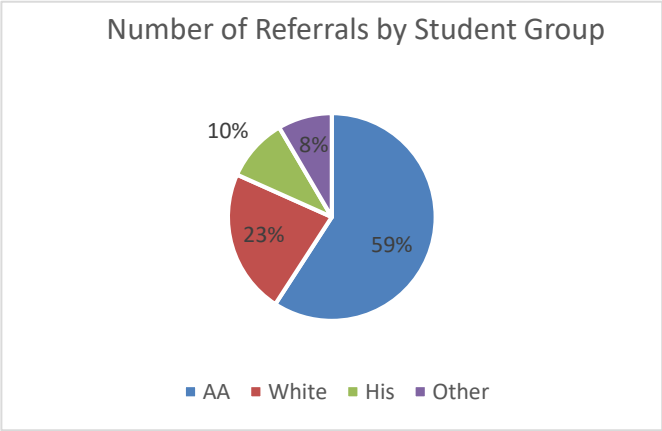


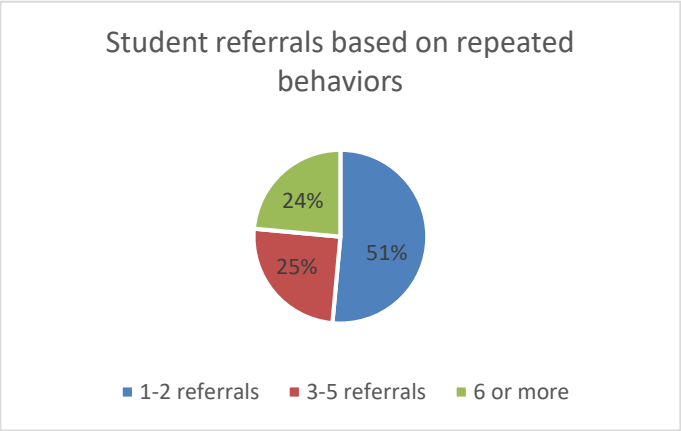
STAAR Math for 4th grade: 88% of the student population met level 2 satisfactory expectations for the 2016-2017 school year. Of that 88%, 62% met level 3 advanced expectations, which was a significant increase from the previous school year.



3rd to 4th grade Growth Comparison of STAAR Math Results: When comparing the same student group from 3rd grade to 4th grade in STAAR Math, we see that scores are remaining consistent with minimal changes.

Summary of Discipline Data 2016 – 2017





- Total number of referrals in 2015-2016 was 161 (did not include bus referrals) and 211 (includes bus referrals) in the 2016-2017 school year – an increase of 50 referrals
- Out of 211 total referrals, 35 students received 1 or 2 referrals, 17 students received 3 – 5 referrals, and 16 students received 6 or more – 68 students of the 615 total student population received referrals
- 59% of all referrals were in the African American student group
- 51% of 6 or more referrals by the same student were in the African American student group

CSISD Community Based Assessment Indicators to Note:

Indicator	2016-2017 Rating	2015-2016 Rating
% of students reading at or above grade level at the end of 1st grade.	74% (acceptable)	78% (acceptable)
% of students reading at or above grade level at the end of 3rd grade.	63% (unacceptable)	73% (acceptable)
% of students passing 3rd grade reading STAAR.	78% (acceptable)	83% (acceptable)
% of students passing 3rd grade math STAAR.	81% (acceptable)	89% (acceptable)

In Second Language Acquisition (HB5):

% of students (K-4) advancing at least one proficiency level on TELPAS	K, 1, 2: 84.5% (exemplary) 3, 4: 68.5% (recognized)	

Areas in Need of Improvement Based on Comprehensive Assessment Data

- Improve performance rate for all students on 3rd and 4th grade STAAR reading and math tests
- Provide targeted instruction for Hispanic, Asian, African American and Economically Disadvantaged student groups
- Increase Level 3 Advanced Expectations
- Decrease the total number of referrals in school and on the bus
- Reduce the number of referrals and repeated referrals of African American students

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

Objective(s)	
	1. 90% of all FR students in all subgroups will meet or exceed writing composition standards as measured by grade level rubrics including editing and revision **2.** 90% of students will read and comprehend grade level texts as measured by Fountas and Pinnell running records, TPRI, Telpas, and reading benchmarks **3.** 90% of all students will use mathematical processes and critical thinking to meet or exceed mathematical standards as measured by teacher made assessments, fluency checks, CBM tests, TEMI, and eStar assessments **4**. 90% of K, 1st, 2nd, 3rd and 4th grade students will read on or above grade level by the end of their current grade **5**. 90% of students (grades K – 4) will meet expectations on Math CBM tests based on district passing standards **6.** 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 **7**. All second language learners will receive language support in the general education setting and increase proficiency levels on all formal and informal assessments **8**. 90% of all African-American and Economically Disadvantaged students will meet or exceed reading, writing, and mathematics standards as measured by all campus, district, and state assessments with at least a 10% increase in the 2017 -2018 school year **9.** 90% of all special education students will meet or exceed reading, writing, and mathematics standards as measured by all campus, district, and state assessments with at least a 10% increase in the 2017 -2018 school year

Activities		Person(s) Resp	Resources	Timeline
	A. Collect data using running records, on demand writing samples, spelling inventories, CSISD literacy screener, AVMR, TEMI, eSTAR, etc. to assess need for interventions **B.** Provide staff with support from interventionists and campus content teachers to review student assessment data for long range planning by nine weeks **C.** Ensure teachers attend weekly planning sessions and use the Forest Ridge Planning Protocol as a guide for planning conversations.	PK – 4 Teachers Specialists Administration Support Staff	Fountas and Pinnell reading level criteria, assessment kits, recording forms, Words Their Way, Lucy Calkins Writing Continuum, CBM, TEMI, AVMR TEKS, Alignment Documents, CSISD Curriculum, Student Assessment Data Planning protocol, master schedule	August - May

	D. Integrate and incorporate the Balanced Literacy model in a workshop framework with integrity using the following approaches: Interactive Read Aloud, Book Talks, Partner Reading, Independent Reading, Shared Reading, Phonemic Awareness and Phonics, Guided Reading, Vocabulary, Reading Conferences, Fluency and Comprehension **E.** Plan Small Group Lessons using the Primary Comprehension Toolkit, Growing Readers, and Reading for Meaning to target improvement in reading comprehension. **F.** Provide quality writing instruction to improve students' writing (ideas, organization, sentence structure, voice, word choice, and conventions using models of high quality compositions). **G.** Provide quality writing conferences and feedback within the writing workshop model to help students meet the guidelines for STAAR writing-target revising and editing guidelines. **H.** Provide opportunities for on demand writing training to improve student performance on personal narrative and expository writing. **I.** Provide accelerated instruction services for students in the areas of reading, writing and math (LLI, Add + Advantage Math Recovery, TEMI, eSTAR and technology) **J.** Implement guided math instruction within math workshop and confer with students to meet individual needs. **K.** Implement meaningful math workstations to provide objective based, hands-on learning. **L.** Review results of math assessments to determine interventions and remediation. **M.** Increase instructional minutes for science K-4. **N.** Utilize English Language Proficiency Standards (ELPS) and monitor student progress.	PK – 4 Teachers Specialists Administration Support Staff	Fountas and Pinnell, Lucy Calkins, Frank Serafini, Matt Glover, Heidi Mills, Kathy Collins, Words Their Way Growing Readers, Reading for Meaning, Comprehension Toolkit Writing Academy Resources, Lucy Calkins Units of Study for Teaching Writing, Motivation Writing, Writing to the Prompt, Rubrics Writing on Demand Prompts, Rubrics LLI, AVMR, TEMI, Estar, supplemental technology apps and websites CSISD Curriculum, GO Math Fusion, Kim Sutton, Debbie Diller, District Created Materials, Motivation Math TEMI, AVMR, STAAR, CBM, Estar Master schedule, CSISD Science Curriculum Eduphoria Aware, Elps at a Glance, Local Funds Articles and research on best practices for inclusion and co-teach model	

	O. Study student data and models of best practices (inclusion, in class support, co-teach, content mastery) to construct a framework for serving special education students that lead to success **P.** Counsel with any fourth grade student who failed a core area on the STAAR test.		TEA Resources and materials	

Evaluation	
	• Percentage of students reading at or above grade level (K-4) • Percentage of 2nd grade students scoring average or above on the end of year TEMI • Percentage of students passing 3rd and 4th grade reading STAAR • Percentage of students passing 4th grade writing STAAR • Achievement and passing rates on state and local assessments • Data collected for literacy assessments including: running records, spelling inventory data, writing on demand rubric • Data collected for math assessments including: CBM results, Eduphoria item analysis, AVMR • Percentage of students passing 3rd and 4th grade math STAAR • Walk through data • Lesson plans and teacher anecdotal records • TELPAS

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**. All students identified as GT will receive differentiated instruction in the classroom setting. **3**. All students in underrepresented groups will participate in enrichment and extracurricular experiences.

Activities		Person(s) Resp.	Resources	Timeline
	A. Integrate technology in a student-centered learning environment where technology is used to solve real world problems **B.** Facilitate and support the use of technologies to enhance instructional methods that develop higher level thinking, decision making, and problem-solving skills **C.** Integrate enrichment and extra-curricular activities into curriculum. **D**. Include underrepresented student groups in discovery groups and other activities that lead to enrichment and G/T opportunities **E**. Provide time and a structure for Genius Hour in which students choose passion projects to study independently or in groups with teacher support. **F.** Identify and provide all LEP students an ESL program that develops proficiency in comprehension, speaking, reading and writing of the English language. **G**. Provide staff development for teachers that focuses on best instructional and learning practices including but not limited to Workshop Approach, Elements of Effective Instruction, Genius Hour, leadership and differentiated instructional practices, and closing the achievement gap.	Enrichment Specialist, EIS/Reading Specialist, Math Specialist, PK-4 Teachers, CTF	Smart board, iPads, pod computers, classroom computers, computer lab, COW, projector, document camera, use of school and classroom licensed software, apps CSISD Curriculum Local Funds Master Schedule, Launching Genius Hour resources and materials Eduphoria Aware, Elps at a Glance, Local Funds EdCamp	Aug. - May

Evaluation	
	• Student participation in extracurricular and enrichment activities • Walk through data • Lesson Plans • Genius Hour Projects

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

Objective(s)	
	1. Ensure that all FR staff meet the social/emotional needs of our students **2**. Implement consistent and ongoing guidance activities to monitor and address anti- and cyber- bullying education **3**. All FR staff will participate in establishing a school culture that is safe and conducive to learning **4**. Decrease repeated tardies and absences

Activities		Person(s) Resp	Resources	Timeline
	A. Form a Discipline Supervision Team (DST) to assist students who continuously struggle with behavior to identify student centered strategies to formulate a plan that supports social/emotional learning for improving behavior	DST Team	Foundations Modules, Boys and Girls Town, Conscious Discipline, CHAMPS: A Proactive and Positive Application to Classroom Management, FR common area protocols/procedures binder, Energy Bus, Level 4 checklist, referral log	Aug - May
	B. Review discipline date with the DST at the end of each nine weeks to study: types of offenses, effectiveness of interventions, gender, ethnicity and disability	DST Team, classroom teachers, administration		
	C. Use the DST to ensure that discipline policies are proactive/positive and are implemented fairly and consistently			
	D. Train teachers on the causes and consequences of implicit racial, ethnic bias	Administration, SEL Team	ProEthica Modules, M.A.L.E. Call	
	E. Train teachers to de-escalate outbursts			
	F. Complete anti-bullying training on Eduhero and set up a process for student reporting of bullying situations	All Staff	Eduhero	
	G. Implement a disciplinary measure to temporarily separate serious offenders from the general student population which keeps students in school and learning			
	H. Assign a mentor to students with repeated discipline referrals to build relationships and to establish a foundation of mutual respect	All Staff		Aug - May

	I. Help students accept personal responsibility for their actions, understand why a behavior change is necessary and support them as they work to change **J.** Meet with the school counselor once a week for nine weeks in a small group to learn about and discuss support systems, friendships, communication skills, relationships, bullying and consequences related to poor decisions **K.** Teach students strategies for peer mediation and anger management **L.** Apprise parents of children's behavior, both positive and negative (3 positives to 1 negative) , so we can work together when improvement in behavior is needed **M.** Give at risk , African American and economically disadvantaged students additional academic support **N.** Implement the campus crisis management plan aligned with the NIMS system **O.** Review and change (if needed) by the safety team our Emergency Operations Plan	Counselor All Staff SEL Team	EOP Emergency Operation Plan	

Evaluation	
	• Effectiveness of safety and security measures (Safety Drill Log) • Traveling discipline data notebooks for students with repeated referrals • Discipline and referral data • Data collected in common areas and classroom walk throughs • Mentor log of support for students in need • Sign in sheets and one page plans of implementation of teacher training content
Goal 4:	**Empower families and the community to be full partners in students' educational success.**

Objective(s)	
	1. Students and parents will feel welcomed and valued as part of the FR learning community in our mutual support of children in the learning process. **2**. Parents will be well informed and have a general understanding of initiatives, events, and volunteer activities

Activities		Person(s) Resp	Resources	Timeline
	A. Enhance school climate by networking, celebrating growth and defining next steps for improvement	All Staff	Local Funds	Aug - May
	B. Recruit, advertise, and invite parents to Meet the Teacher and Parent Orientations	PTO President All Staff		
	C. Facilitate school wide events that include parent/community participation (Fall Fest, Conference Day, Fall Sing Along, Book Fairs, Grandparent's Day, Dogs with Dads, Spring Sing Along, Spirit Nights, VIPS Luncheon, Literacy Event, Multicultural Celebrations)	All Staff PTO		
	D. Participate in outreach activities to partner with parents and community members (Stuff the Bus, Relay for Life, Spirit Nights, Dance-a-thon, 50 Men, Fall Fest, Jump Rope for Heart, Food Drives, Boys/Girls Scouts, Veteran's Day)	All Staff		
	E. Communicate student academic progress and upcoming school and community events in school wide Monday folders, timely conferences, notes, progress reports, phone calls, E-school, and through the Home Access Center (HAC)			
	F. Keep communication timely and current to all stakeholder groups by utilizing: • Campus Website/PTO Website • Marquee • Media outlets such as Facebook • Foyer Electronic Display • Teacher Newsletters • Teacher Webpages • Remind Texts • Post Cards • Teacher Blogs		Internet, Marquee, Electronic Display, Flyers	

	• Phone Calls **G**. Provide K transition information to Head Start and Pre-K parents	Head Start and Pre-K Staff	Website and parent letters	May

Evaluation	
	• Number of attendees at events • Number of volunteers • Number of website visits • Number of Facebook visits and likes

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. Collect data on what the community believes is important through the Community Based Accountability system in an effort to broaden the scope of evaluation and analysis of programs and student achievement.	K – 4 Teachers Support Staff Specialists	Community Based Accountability System	Aug - May
	B. Evaluate student achievement for students who receive support through State Comp Ed services		State Comp Ed Data	
	C. Provide services for at risk, African American and Economically disadvantaged students		Anecdotal, campus assessment data, STAAR results	
	D. Partner with Region 6 in Lesson Study for the Commissioner of Education to task analyze TEKS, align them to curriculum to inform the overall planning process.		Region 6	
	E. Maintain compliance with all programs receiving federal and state funding.			

Evaluation	• Community Based Assessment Data • Reading/Math/Writing Benchmark Data • STAAR results • All informal data collected (running records, AVMR, TEMI, eSTAR, etc.) • Documentation of planning protocol for Lesson Study • State Comp Ed Report

Forest Ridge **Professional Development Plan** **2017-18**	
	The purpose of staff development is not just to implement instructional innovations; its central purpose is to build strong collaborative work cultures that will develop the long term capacity for change. ~Michael Fullen The plan that follows is based on review of student assessment data and research based instruction. The staff development will be facilitated within four levels of support. **Level I:** August 16th: And so the Adventure Awaits, Embrace The Journey- Building a Collaborative Culture August 17th: YOU MATTER CONFERENCE (District), *individuals select sessions based upon their personal goals* August 18th: Forest Ridge Priorities: Workshop Framework; FR edCAMP (Conversations regarding FR initiatives) August 21st: The Power of Collaborative Planning, *all elementary professional staff* August 22nd: GT 6 hour update; Breakout. Edu *Values, Mission and Purpose, Plan of Action* August 23rd: Purposeful Planning for Academic Success, *Review Campus Data, Content and Planning by Grade Level* August 24th: Genius Hour Initiative: *Values, Mission and Purpose, Plan of Action* August 25th: The Important Book, *implementation of campus wide procedures to promote a safe, healthy campus,* *T- TESS orientation* October 9th: Parent Conferences, Communicate student academic/social emotional progress to parents February 19th : Staff Development- Data analysis; *Identify successes and begin planning for 2018-2019* **Level II:** **Staff Development Required:** Book Study: 9/26; 10/10; 10/24; 11/14; 11/28; 12/12; 1/9; 1/23; 2/13; 2/27; 3/6; 3/27 **Campus Need:** Genius Hour, Workshop, Effective Learning for Instructional Support, Assessment to determine educational needs for intervention for African American, Economically Disadvantaged and Special Education students, Causes and Consequences of implicit racial, ethnic bias, Positive Behavioral Intervention Supports for students struggling with repeated misbehaviors.

Campus Improvement Planning Team 2017 - 2018	
Mandi Pipes	K
Amy Burns	1
Carie Aguirre	2
Alyssa Johnson	3
Charlene Bandfield	4
Stacy Konderla	Specialist
Libby Louder	Specialist
Jody Rodriguez	Specialist
Samantha Yosko	Specialist
Pam Beard	Specialist
Roxane Hord	Counselor
Ben Welch	Community Representative
Farrah Spears	Parent Representative
Katy Jackson	Business Representative
Patty Chenault	Assistant Principal
Terresa Katt	Principal