

# Forest Ridge Elementary

Campus Improvement Plan

2010-2011



***“We Live, Learn, and Soar!!”***

## Forest Ridge Elementary Needs Assessment Summary

Forest Ridge Elementary is a HS – 4<sup>th</sup> grade campus consisting of approximately 682 widely diverse students. Twenty-two percent of the total population is economically disadvantaged. All of Forest Ridge’s professionals and paraprofessionals meet the requirements of NCLB and are considered highly qualified. In addition, there are 32 ESL certified teachers which serve all ESL students in the classroom as well as a part-time ESL specialist that utilizes small group instruction to support identified needs.

### TAKS DATA

Upon examination of the results of the third grade reading TAKS test, it is noted that 94% of all student groups passed in 2009-2010 (one administration) compared to 97% in the 2008-2009 school year (two administrations). As illustrated in Figure 1 below, Hispanic students achieved a 94% passing rate, while 97% of white students passed the reading assessment. African American students, as well as our economically disadvantaged student group, both achieved a passing rate of 81 percent.

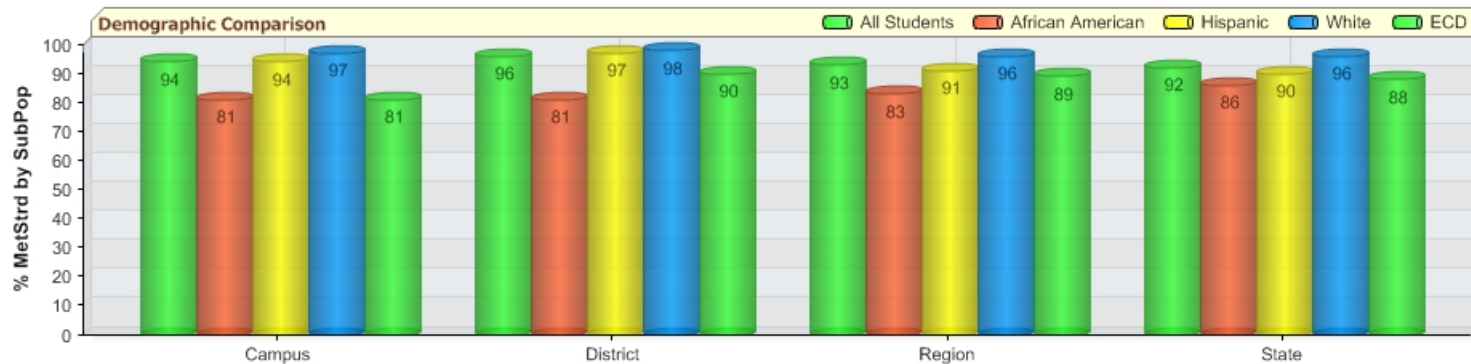


Figure 1- Third Grade Reading

In third grade mathematics, 88% of African American students and 90% of economically disadvantaged students passed the math portion of TAKS (see Figure 2). Further examination of the data reveals that 83% of Hispanic students and 100% of white students passed the math portion of the exam. In third grade math, 5 of the 121 students tested did not pass the math portion of the TAKS test, calculating a passing rate of 96% for the 2009-2010 school year as compared to 89% from the 2008-2009 TAKS administration which is a 7% increase. While pleased with our progress, it is clear that Forest Ridge teachers, students, parents, and community must target math instruction and support for all students, in particular African American, Hispanic, and economically disadvantaged students.

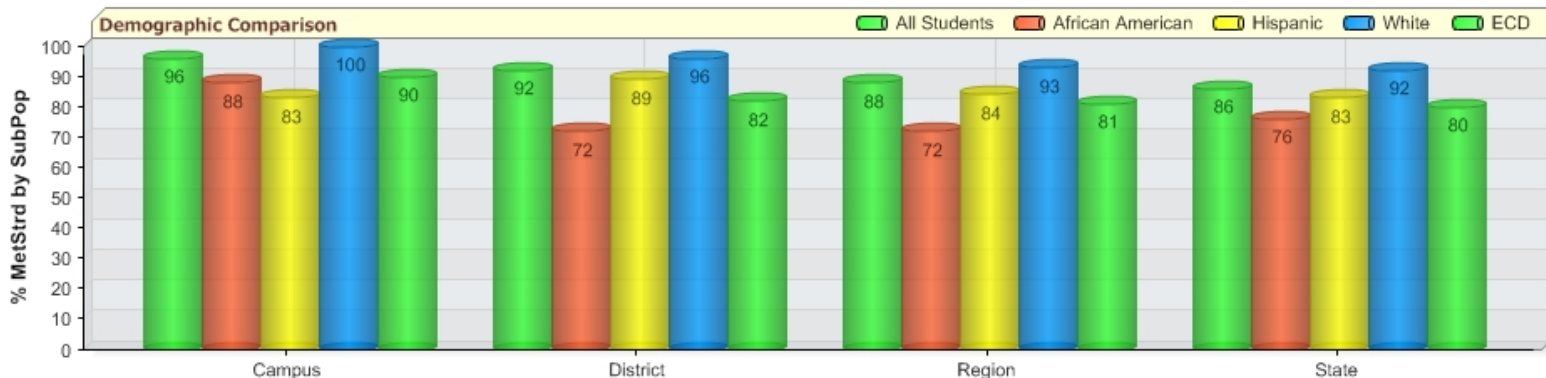


Figure 2- Third Grade Mathematics

Examination of the 4<sup>th</sup> grade reading test yielded the following conclusions. As illustrated in Figure 3 below, Hispanic students achieved a 86% passing rate, while 99% of white students passed the reading assessment. The economically disadvantaged student group achieved a passing rate of 79 percent (Figure 3). Considerations for further growth would include increasing the passing rate among African American students, and increasing the number of students in all student populations who earn Commended Performance (Figure 4).

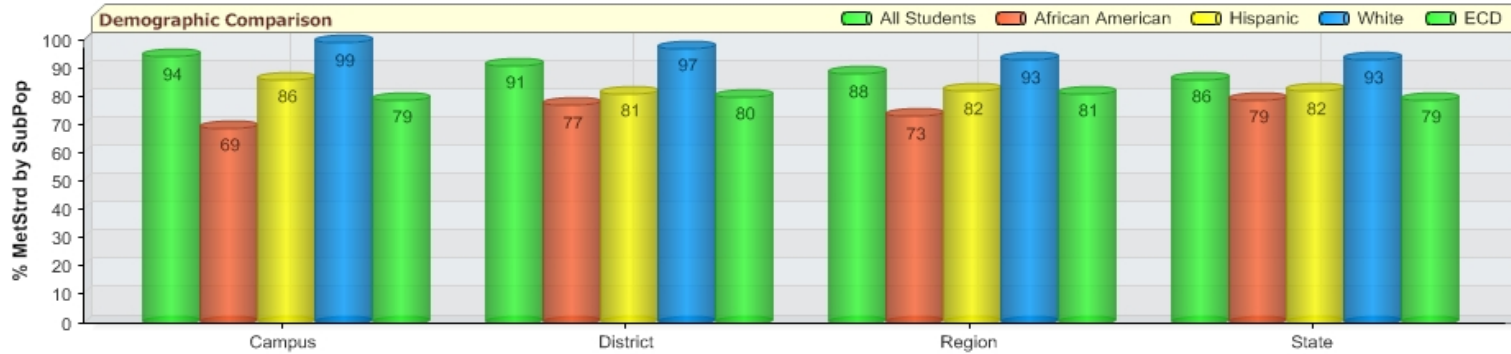


Figure 3- Fourth Grade Reading

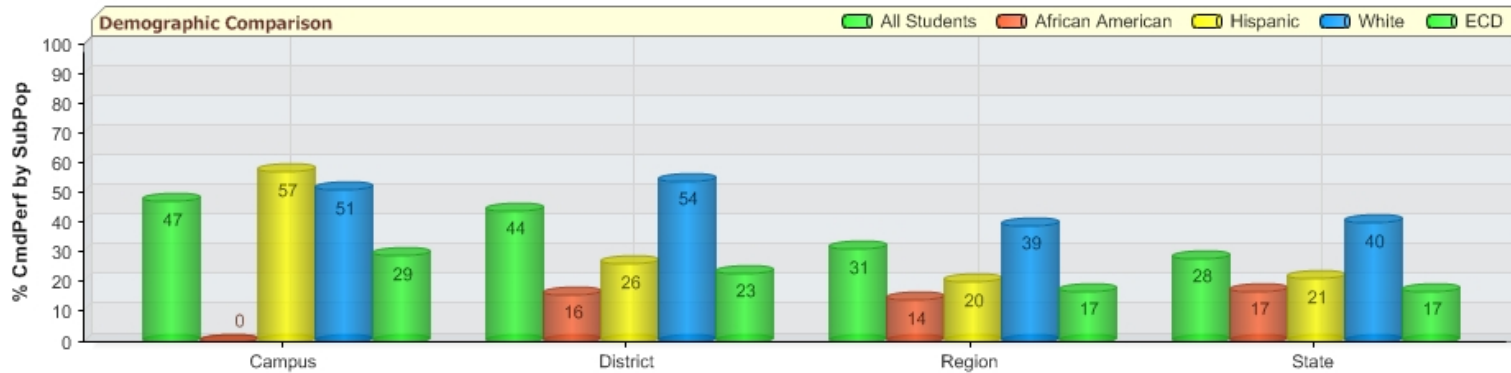


Figure 4- Fourth Grade Reading, Commended Performance

Upon examining the 2009-2010 TAKS data, there were additional areas of need noted on the 4<sup>th</sup> grade writing test. Students in the African American subgroup passing the writing portion of the TAKS test went from 78% in 2008-2009 to 54% in 2009-2010 (Figure 4). An increase of 13% was noted in the economically disadvantaged students with a passing rate of 78% in 2010. Further analysis of the data shows that 93% of the Hispanic student group passed the writing test as compared with the 79% in 2008-2009, which shows an increase of 14%. The White student group had a passing rate of 93% in 2008-2009, and that increased to 95% in the 2009-2010 school year. This data illustrates the targeted areas of need for Forest Ridge Elementary in the subgroups for African American and economically disadvantaged student groups in the area of writing.



Figure 4- Fourth Grade Writing

Upon examining the 2009-2010 TAKS data, it is noted that there is a decrease in African American students who passed the math portion of the TAKS assessment from 94% in 2008-2009 to 77% in 2009-2010. The percentage of students passing from the economically disadvantaged subgroup was 88%, and the Hispanic student group achieved a passing rate of 94 percent. The white student group had a passing rate of 97% which represents a 3% decrease over the 2008-2009 school year. In 4<sup>th</sup> Grade math, 7 of 122 students tested did not pass the math portion of the TAKS test. That is a passing rate of 94% as compared to 99% from 2008-2009. Forest Ridge Elementary administrators, teachers, and staff will continue the work being done in math instruction, incorporating strategies for African American and economically disadvantaged students.

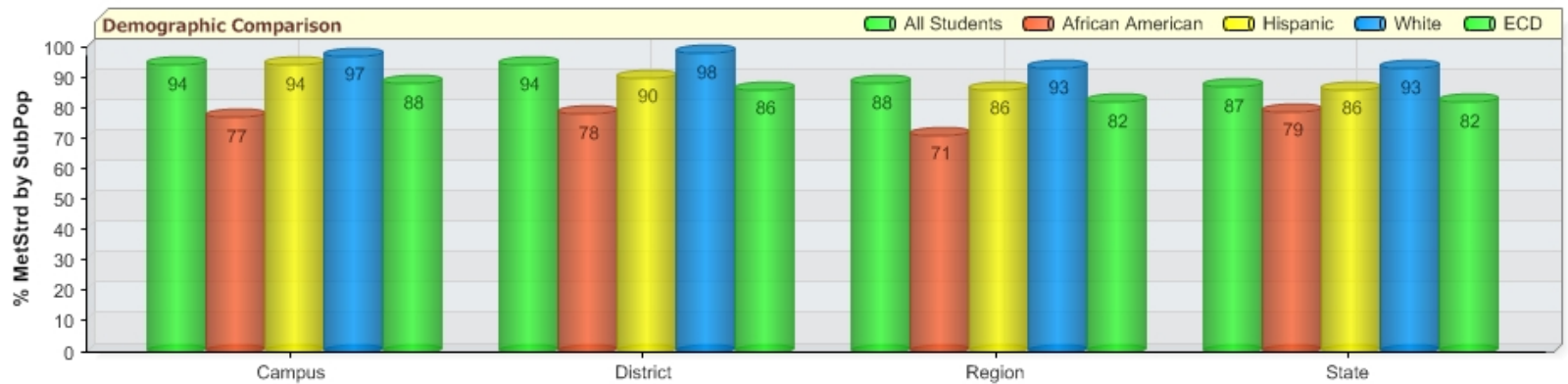


Figure 5- Fourth Grade Mathematics

**TPRI DATA**

Upon completion of the 2009-2010 school year and TPRI end of year assessments, the following results show the change in students demonstrating grade-level fluency in the first grade from 61% at the end of 2009 to 54% at the end 2010. Of the 120 students tested at the end of year assessment, 65 students met their grade level standard. Of these students, 3 out of 13 African American students met their fluency goals, 4 out of 6 Asian students, 54 out of 83 white students, and 3 out of 8 Hispanic students met their fluency goals for school year 2009-

2010. The percentage of students who did not meet grade level fluency standards and scored less than 60 words per minute is calculated from 55 out of the 120 students assessed—which results in 46% of students not meeting standards.

The second grade data shows a 6% decrease in students meeting fluency standards at the end of the 2009-2010 school year in comparison to the 2008-2009 school year. At the end of the 2009-2010 school year, 98 students were tested with 77 meeting their grade level standards of 90 wpm or higher, resulting in a 40% rate of students meeting fluency standards. Of these students 2 out of 10 African American students, 1 out of 2 Asian, 29 out of 66 White students, and 6 out of 14 Hispanic students met their fluency goals for the school year 2009-2010. The number of students who did not meet fluency standards and scored less than 90 wpm was 59 students resulting in 60% of 2<sup>nd</sup> graders who did not meet grade-level standards for fluency. Lack of achievement in fluency overall and the discrepancies between growth in subgroups indicates an area of need for Forest Ridge.

### **2008-2009 and 2009-2010 TPRI Data for Grades K – 2**

#### **Kindergarten**

<b>TPRI Test</b>	<b>2009-2010 % Developed</b>	<b>2008-2009 % Developed</b>
Phonological Awareness (Task 1 – 4)	87%	80%
Graphophonemic Knowledge (Tasks 5-9)	73%	82%
Listening Comprehension	70%	74%

#### **First Grade**

<b>TPRI Test</b>	<b>2009-2010 % Developed</b>	<b>2008-2009 % Developed</b>
Phonological Awareness (Tasks 1 - 4)	85%	51%
Graphophonemic Knowledge (Tasks 5-9)	95%	65%
Story #4 or #5 –	63%	65%
Fluency (60 wcpm or greater)	54%	61%
Comprehension	87%	90%

#### **Second Grade**

<b>TPRI Test</b>	<b>2009-2010 % Developed</b>	<b>2008-2009 % Developed</b>
Graphophonemic Knowledge	57%	46%
Story (read one of the last two stories)	88%	95%

Fluency (90 wcpm or greater)	40%	46%
Comprehension	79%	86%

**OFFICE REFERRALS**

After looking at overall discipline referral numbers for the year, it is noted that of the 135 office visits 49% were African American students, 44% were Caucasian students, 7% were Hispanic students, and less than one percent were other ethnicities than those listed above. Three students were sent to LEAP for either persistent misbehavior or mandatory placements involving physical harm to others. Data collected from discipline referrals confirmed that classroom disruptive behavior is the primary concern listed by teachers on discipline referrals. Given this and other needs assessment findings, Forest Ridge Elementary school will implement components of Conscious Discipline in concert with current social skills programming to build a school family environment. As a result, students will make connections and increase social competence while decreasing aggressive and impulsive behaviors that result in classroom disruptions.

**ATTENDANCE RATE**

Attendance rate has remained somewhat constant since opening in 2005-2006. The total attendance rate for 2009-2010 is unknown at this time. The total attendance rate for 2008-2009 was 96.9%. Campus attendance has not fluctuated by more than one percent since opening.



# Forest Ridge CIP/Team Goals

## ER CIP/Team Goals Monitoring Team

Enrichment Spec. + School Culture Chair  
Assistant Principal + Safety Chair  
Principal + Student Achievement Chair  
Counselor + Student Assistance Chair

### School Culture and Community

PK- Ivey  
K-Farnie, Gronberg  
1- Schmitt  
2- K. Williams  
3- Lyon  
4- Medlin  
CAMP- Powell  
Special – Rhodes, Chenault  
SPED- Mangham, Robinson

### Safety/Daily Operations

K- Busa  
1- McKown, Roberts  
2- Shaum  
3- Johnson  
4- Hereford  
CAMP- Good  
Special –Whitley, VanderRoest  
SPED- Lundell

### Student Achievement

K- Vezurk  
1- Patton  
2- Taylor, Latham  
3- Good  
4- Louder  
CAMP- May  
Special – Jones, Yosko

### Student Assistance

HS- Rice  
K- White  
1- Weaver  
2- Aguirre  
3- Gibson  
4- Ewing, Rodgers  
CAMP- Raley  
Special – Beard, Harrison  
SPED- West

# Forest Ridge Elementary Goals and Objectives

## **Goal 1: All Students will Achieve Academic Success.**

### Objectives:

- A. At least 85% of all FR 3<sup>rd</sup> and 4<sup>th</sup> grade students in all student groups will meet or exceed state expectations on the math, reading and writing TAKS tests in April 2010.
- B. Commended performance will exceed the state average.
- C. At least 90% of all FR students will be reading at or above grade level expectations.

## **Goal 2: Educational Opportunities will Meet the Unique Academic, Social, and Emotional Needs of all Students.**

### Objectives:

- A. Students nominated for Gifted and Talented/Enrichment and students identified for Special Education will be representative of the Forest Ridge student population.
- B. FR staff will apply the Response to Intervention (RTI) process to meet the needs of Head Start through Grade 4 students struggling academically and/or behaviorially.
- C. A Coordinated School Health Program will be implemented by child nutrition services, physical education teachers, classroom teachers, nurses, counselors, and family facilitators.

### **Goal 3: Educational Practices will be Predicated on Scientifically Based Research.**

Objectives:

- A. Monitor, review and align curricula to meet TEKS standards.
- B. Instructional strategies will be used so that students are engaged in learning at all levels.

### **Goal 4: Parents and Community Members will be Actively Engaged.**

Objectives:

- A. Parental involvement will be reflective of the Forest Ridge student population.
- B. After school parent involvement activities will be provided throughout the year.
- C. Parents will be informed of career and higher education opportunities for their children.

### **Goal 5: A Safe and Supportive Environment will be Provided for all Students.**

Objectives:

- A. Forest Ridge will comply with the district / campus crisis management plan.
- B. Consistent procedures for management of student behavior will be followed by all staff.
- C. Procedures for management of student behavior will be consistent will be consistent across the campus.

## Goal 1: All Students will Achieve Academic Success.

Objective A: At least 85% of all FR 3<sup>rd</sup> and 4<sup>th</sup> grade students in all student groups will meet or exceed state expectations on the math, reading and writing TAKS tests in April 2010.

Goal 1	Activity	Leader	Resource/Cost	Time Frame	Evaluation
A.1	Conduct objective/item analysis review of early literacy assessments, benchmarks & release TAKS results with all K-4 teachers	Academic Coordinator	Data	September - May	Improved performance on individual student assessments
A.2	Conduct monthly "Round Table" meetings with 3 <sup>rd</sup> and 4 <sup>th</sup> grade teachers, specialists and administrators to discuss individual student assessment results and interventions needed	Principal Early Intervention Spec Reading Specialist Math Specialist	Time	August – May	Improved performance on individual Student Assessments
A.3	Continue to use the RTI framework to design teacher interventions to match identified student needs.	Grade Level Leaders Numeracy Specialists Literacy Specialists	Needs Assessments	August - May	TPRI, Running Records, Benchmark Assessments
A.4	Continue to provide examples and video models of effective, research-based interventions.	Cabinet, Student Assistance Team	FLIP video cameras Intervention library	August – May	Feedback from Teachers
A.5	Implement district framework for balanced literacy instruction (Tier 1) <ul style="list-style-type: none"> <li>• To/With/By in reading/writing/math</li> <li>• Workshop approach in reading/writing/math</li> </ul>	Classroom Teachers	On-line Curriculum Resources	August - May	Grade Level Planning Meetings

A.6	<p>Conduct weekly PK-4 grade level meetings to plan and develop instruction that ensures all student learning is based on 3 critical questions:</p> <ul style="list-style-type: none"> <li>• What is it we want all students to learn- by grade, subject and by unit of instruction?</li> <li>• How will we know when each student has acquired the intended knowledge and skills?</li> <li>• How will we respond when students experience initial difficulty so that we can improve upon current levels of learning?</li> </ul>	<p>Grade Level Leaders PK – 4 Teachers Specialists</p>	Time	August - May	Improved performance on assessments and report cards
A.7	<p>Professional Learning Communities will continue to provide the governance structure to interpret and align data, curriculum and instruction for improved student success.</p>	<p>Committees</p> <ul style="list-style-type: none"> <li>• School/Community</li> <li>• Safety/Daily Operations</li> <li>• Achievement/Assessment</li> <li>• Student Support</li> </ul>	Staff Time	Review Each 6 weeks	Cabinet will review Professional Learning Communities' action plans every 6 weeks.

**Objective Evaluation A:** Forest Ridge Elementary will achieve at least an 85% passing rate in all student groups on all portions of the TAKS tests.

# Goal 1: All Students will Achieve Academic Success.

Objective B: Commended performance will exceed the state average.

Goal 1	Activity	Leader	Resource/Cost	Time Frame	Evaluation
B.1	Focus on staff development and implementation of the TEKS in reading, writing and mathematics will be on the workshop approach to instruction	Principal Academic Coordinator Specialists	Time	On-going	Classroom Walk Throughs
B.2	Professional learning communities and cabinet will provide the structure to evaluate data, align curriculum and incorporate research-based instructional strategies that enrich and expand the curriculum	All Staff	Grade-level planning	On-going	Minutes from Team Discussions Student commended rate on 2010 – 2011 TAKS tests
B.3	Expand accelerated learning program at Lincoln Center	Enrichment Specialist Staff	School/Community Committee	Fall	Student Participation

**Objective Evaluation B:** The percentage of all student groups achieving commended performance on the TAKS test in all subjects will exceed the state average in their respective student groups.

## Goal 1: All Students will Achieve Academic Success.

Objective C: At least 90% of all FR students will be reading at or above grade level expectations.

Goal 1	Activity	Leader	Resource/Cost	Time Frame	Evaluation
C.1	Provide on-going training in analyzing running record data to match appropriate intervention strategies at monthly meetings	Specialists	<i>Running Records</i> by Marie Clay	August - May	Improved performance on individual student assessments
C.2	Implement interventions to increase reading fluency rate at all grade levels using <i>The RTI Daily Planning Book</i> by Gretchen Owocki as a guide	Literacy Specialists	LLI, 3 <sup>rd</sup> & 4 <sup>th</sup> Comprehension Toolkit, FCRR Florida, online intervention library	September - May	Progress Monitoring Data RTI Data Base Reports
C.3	Conduct running record assessments with comprehension checks on every K – 4 grade student to determine guided reading instructional levels	K – 4 Teachers	Fountas and Pinnell Benchmark Reading Assessments	September - May	Improved performance on individual student performance
C.4	Devise an Instructional Reading Level chart which correlates accuracy %, comprehension level, and fluency to provide consistency in determining the student reading level	Reading Specialist EIS	Fountas and Pinnell	August	Chart for guidance and alignment for documenting student progress
C.5	Utilize leveled literacy interventions with struggling K – 4 readers	K-4 Teachers Reading Specialists	Fountas & Pinnelle LLI Kits Leveled Literacy Library	September - May	Improved performance on individual student assessments
C.6	Utilize the literacy library for “just right” books for each child’s assessed reading level	K-4 Teachers	Literacy Library	August - May	Improved times on fluency checks

**Objective Evaluation C:** 90% of all FR students will read at or above grade level expectations.

## Goal 2: Educational Opportunities will Meet the Unique Academic, Social, and Emotional Needs of all Students.

Objective A: (a) Students nominated as Gifted and Talented, and  
 (b) Students identified for Special Education will be representative of the Forest Ridge student population.

Goal 2	Activity	Leader	Resource/Cost	Time Frame	Evaluation
A.1.a	Use screening guidelines for identifying students for gifted and talented services for under-represented student groups.	Principal Enrichment Specialist	Time	On-going	Increase number of under-represented groups in GT by 2%.
A.2.a	Provide training on identification of diverse populations (low SES, LEP, African American, and Hispanic students) for gifted and talented services as part of teacher 6 hour annual update.	Enrichment Specialist Director for Special Programs	Time Training Materials	On-going	Training completed Sign-in sheet
A.3.b	Identify students at-risk in reading and/or mathematics using universal screening (K-4).	Campus Specialists	Time	3 times per year	Universal Screening/Evaluation Report
A.4.b	Solicit scientifically research-based interventions and progress monitoring processes to assist students at risk.	Student Intervention Team	RTI Framework	As identified for Tier 1, Tier 2, and Tier 3	RTI Documentation

**Objective Evaluation A (a):** Increase the portion of African American, Hispanic, and economically disadvantaged students enrolled in the Gifted & Talented program by 2%.

**Objective Evaluation A (b):** Reduce the percentage of African American students in Special Education to below 30%.



## Goal 2: Educational Opportunities will Meet the Unique Academic, Social, and Emotional Needs of all Students.

Objective B: FR staff will apply the Response to Intervention (RTI) process to meet the needs of Head Start through Grade 4 students struggling academically and/or behaviorally.

Goal 2	Activity	Leader	Resource/Cost	Time Frame	Evaluation
B.1	Provide on-going training on the RTI process, research-based interventions, and Student Intervention Team (SIT) documentation using the campus developed data base for behavioral and academic concerns/referrals	Principal Academic Coordinator	Intervention Process FR data base expectations and sequence of events	August - May	Improved performance on assessments and report cards  Decreased SPED referrals
B.2	Link data base to research-based Tier I intervention strategies from sources like <i>The RTI Daily Planning Book</i> for use in the general education classrooms	Principal Student Assistance Team	Time Copies of <i>The RTI Daily Planning Book</i>	August - January	Improved performance on assessments and report cards
B.3	Implement the “Critical Conversations” model to focus academic work on quality balanced literacy instruction	Principal Language Arts Coordinator Classroom Teachers Reading Specialists	Staff Development Monies	On-going Weekly-Tuesdays	TAKS Lesson Plans Observations
B.4	Provide regular and on-going campus-based staff development in the workshop approach to reading/writing and math to address identified need areas specific to Forest Ridge	Principal Academic Coordinator Classroom Teachers Vertical Teams	Time	Weekly	Classroom Walk-Through Data for documentation of implementation
B.5	Continue work in Conscience Discipline/Boys Town Social Skills Model and use of the SOAR process for students needing support or replacement behaviors	Academic Coordinator Behavior Assistant	Time	Monthly	Reduce referrals by 10%

**Objective Evaluation B:** Participation in staff development activities will reflect 80-100% engagement and improved performance on student assessments and report cards.

## **Goal 2: Educational Opportunities will Meet the Unique Academic, Social, and Emotional Needs of all Students.**

Objective C: A Coordinated School Health Program will be implemented by child nutrition services, physical education teachers, classroom teachers, nurses, counselors, and family facilitators.

Goal 2	Activity	Leader	Resource/Cost	Time Frame	Evaluation
C.1	Forest Ridge PE teachers will participate in the TEA approved CATCH (Coordinated Approach to Child Health) staff development sessions	Dir. For Instruction Dir. For Student Services Dir. For Child Nutrition	Staff Time	August - May	Program Implemented Status Report presented to C&I Office
C.2	Implement health TEKS as presented in CSISD science scope and sequence documents	Classroom Teachers	CSISD scope and sequence	On-going	Grand Rounds/Lesson Plans
C.3	Evaluate health TEKS for integration into ELA, social studies, math and PE curriculum	Classroom Teachers	CSISD scope and sequence	On-going Weekly-Tuesdays	TAKS Lesson Plans Observations

**Objective Evaluation C:** School health education will be implemented in grades K – 4.

### Goal 3: Educational Practices will be Predicated on Scientifically Based Research.

Objective A: Monitor, review, and align curricula to meet TEKS standards.

Goal 3	Activity	Leader	Resource/Cost	Time Frame	Evaluation
A.1	Use the district-developed scope and sequence when teaching mathematics science and language arts	Achievement Committee	District scope and sequence and online curriculum documents	On-going	Lesson Plans
A.2	Conduct weekly PK-4 grade level meetings to plan and develop instruction that ensures all student learning	Achievement Committee All Grade level Teachers	District scope and sequence and online curriculum documents	On-going	Lesson Plans
A.3	Provide training & utilize document cameras/SMART technology in each PK-4 & SPED classroom to enhance interactive technology based instruction	Tech Specialist PK – 4 Teachers SPED Teachers	SMART Technologies/ Document Cameras	August - May	Sign-in Sheets  Walk Through Data

### Goal 3: Educational Practices will be Predicated on Scientifically Based Research.

Objective B: Instructional strategies will be used so that students are engaged in learning at all levels.

Goal 3	Activity	Leader	Resource/Cost	Time Frame	Evaluation
B.1	Professional Learning Communities will provide the support structure to use data to make curriculum, instruction and staff development decisions to support student learning.	Principal Professional Learning Communities	Time Governance Structure	On-going	Committee Plans
B.2	Implement principles of differentiation of instruction as it relates to reading, writing, math, and science instruction to increase student engagement.	Principal Academic Coordinator Specialists	Time	On-Going	Notes
B.3	Conduct a poverty simulation & debrief the impact of students' socio-economic backgrounds on their academic progress	Poverty Simulation Teams	Staff Development Time	August	Improved performance data

B.4	Participate in a book study of Tish Howard's book, <i>Poverty is NOT a Learning Disability: Equalizing Opportunities for Low SES Students</i>	Cabinet	Copies of the book, <i>Poverty is NOT a Learning Disability: Equalizing Opportunities for Low SES Students</i>	Fall	List of strategies for increasing school readiness
B.5	Spend staff development monies on training in reading, writing and math, focused on maximizing learning of African American students.	Principal Classroom Teachers	Staff Development Monies	On-going	TAKS data Lesson Plans Observations
B.6	Meet in vertical teams evaluating progress of implementation of staff development content.	Principal Academic Coordinator Classroom Teachers	Time	Monthly	Classroom Walk Through Data for documentation of implementation
B.7	Conduct observations and walk-through data to offer feedback on instruction to teachers, and to identify specific areas of implementation of staff development initiatives into classroom practice.	Principal Academic Coordinator Instructional Coach Curriculum Coach	Time	1 per teacher per six week time frame	Classroom Walk-Through Forms

**Objective Evaluation A/B:** Observations/Classroom walk through data will document implementation of key components of staff development initiatives 90% of the time.

## Goal 4: Parents and Community Members will be Actively Engaged.

Objective A: Parental involvement will be reflective of the Forest Ridge student population.

Goal 4	Activity	Leader	Resource/Cost	Time Frame	Evaluation
A.1	Promote attendance parents and families to actively participate in their child's education.	Principal Academic Coordinator Faculty	Time	August - May	Number of parents and community members participating.
A.2	Partner with parents and community members through outreach initiatives.	Principal Academic Coordinator Faculty	Time	August - May	Number of parents and community members participating.
A.3	Recruit African American parents and community members to serve in an advisory capacity to the school (needs,	Principal Academic Coordinator Faculty	Time	August - May	Number of parents and community members participating.

	increase involvement)				
A.4	Provide transportation for families of underrepresented groups to all after school activities (Book Fair dinner, Dogs with Dads, Fourth Grade Play and after cast celebration, etc...)	Principal Academic Coordinator Faculty	Time	August - May	Number of parents and community members participating.
A.5	Develop an academic support plan to serve the African American population and their families in their neighborhood.	Principal Academic Coordinator Administrative Interns	Time	August - May	Number of parents and community members participating.
A.6	Increase communication for parents: <ul style="list-style-type: none"> <li>• FR/PTO Website</li> <li>• Face book Account</li> <li>• Classroom Newsletter</li> <li>• Positive Phone calls</li> </ul>	Administration Teachers	Copies of Newsletter	End of 6 weeks Weekly	Newsletter Log
A.7	Partner with local businesses, community members, and parents to support the education efforts of Forest Ridge through programming and donations.	Principal Academic Coordinator Faculty	Time	August - May	Number of parents and community members participating.

## Goal 4: Parents and Community Members will be Actively Engaged.

Objective B: After school parent involvement activities will be provided throughout the year.

Goal 4	Activity	Leader	Resource/Cost	Time Frame	Evaluation
B.1	Provide a "Meet the Teacher Night" and Orientation for parents and students in HS - 4.	Principal Academic Coordinator Classroom Teachers	Postcards sent to households	August	Sign In Sheets- Attendance
B.2	Facilitate regularly scheduled "Family Participation Events" throughout the year to increase two-way communication between families and teachers.	Administration All faculty	Materials for involvement as needed	Aug/Sep: Orientations Oct: Literacy Night Nov: Grandparent's Day Dec: Math Night Feb: Wellness Mar: Arts	Attendance
B.3	Arrange bus transportation for parents / students in underrepresented areas to attend activities.	Administration Transportation	Buses	Above Schedule	Attendance

## Goal 4: Parents and Community Members will be Actively Engaged.

Objective C: Parents will be informed of career and higher education opportunities for their children.

Goal 4	Activity	Leader	Resource/Cost	Time Frame	Evaluation
C.1	Continue outreach activities with Lincoln Center to partner with parents and community members.	Principal Academic Coordinator School/Community Committee	Staff Time	August – May	Events scheduled at Lincoln Center
C.2	Meet with counseling groups and parents in reference to career and high education opportunities.	Counselor	Group Time	August – May	Meeting Schedule

**Objective Evaluation A/B/C:** Attendance at all Forest Ridge parental involvement activities will be representative of the Forest Ridge population.

## Goal 5: A Safe and Supportive Environment will be Provided for all Students.

Objective A: Forest Ridge will comply with the district/campus crisis management plan.

Goal 5	Activity	Leader	Resource/Cost	Time Frame	Evaluation
A.1	Review emergency operations plan with staff	Academic Coordinator Safety/Daily Operations Committee	Emergency Operations Plan	Monthly	Drill record
A.2	Train and practice AED drill with the identified AED team	Academic Coordinator Safety/Daily Operations Committee Nurse	Emergency Plan Notebook	Monthly	Guidelines followed as necessary.
A.3	Conduct monthly emergency drills (fire, disaster, lockdown) as indicated in the campus crisis management plan.	Academic Coordinator All Staff	Staff Training	Once every 6 weeks	Log of drills and documentation of changes to increase efficiency.

**Objective Evaluation A:** Compliance with the above activities will be achieved at 100%.

## Goal 5: A Safe and Supportive Environment will be Provided for all Students.

Objective B: Consistent procedures for management of student behavior will be followed by all staff.

Goal 5	Activity	Leader	Resource/Cost	Time Frame	Evaluation
B.1	Continue Conscious Discipline training and practice <ul style="list-style-type: none"> <li>• Schoolwide Brain Smart Start</li> <li>• Safe Place/Calmng practices</li> </ul>	Principal Academic Coordinator Counselor Cabinet	Time	August – May	Reduction in discipline referrals by 10%.
B.2	Incorporate the social skills from the Boys Town discipline model into the Conscious Discipline theoretical framework of practice.	Academic Coordinator	Time	August - May	Reduce discipline referrals from the year 2007-2008 school year by 10%.
B.3	Study discipline referral data monthly to modify the campus discipline plan to appropriately address campus discipline issues in a constructive way.	Academic Coordinator Discipline Task Force	Time	August - May	Discipline referrals are representative of the FR student population.
B.4	Increase consistency in applying disciplinary practices/interventions at all levels.	Academic Coordinator	Staff Time	August – June	Discipline reported in a consistent manner.
B.5	Utilize the Special Opportunity room as a safe place to achieve composure as a proactive intervention strategy	Behavior Intervention Assistant	Resource Person	August – May	Log recording amount of class time lost.
B.6	Implement intervention strategies that address offenses such as bullying, harassment, and inappropriate physical contact between students	Counselor Academic Coordinator	Time	August – May	Strategy Guide
B.7	Increase understanding of social, cultural, and developmental differences related to behavior through staff development related to the poverty simulation	Principal Academic Coordinator Counselor	Staff Time	August – June	Reduction of discipline referrals.

**Objective Evaluation B:** Reduce student discipline referrals by 10%.

## Goal 5: A Safe and Supportive Environment will be Provided for all Students.

Objective C: The school climate will support the physical, mental, social, and emotional needs of all students and staff.

	<b>Activity</b>	<b>Leader</b>	<b>Resource/Cost</b>	<b>Time Frame</b>	<b>Evaluation</b>
C.1	Operate within a culture of high expectations based on common core values.	Leadership Team	Time	August - May	All student groups exceed the state averages on all TAKS tests.
C.2	Enhance school climate by networking, celebrating growth, and defining next learning steps.	Leadership Team	Dues	August - May	Teacher Survey

**Objective Evaluation C:** Survey results will identify elements supporting a positive school climate.



# Campus Improvement Team

<b>Pre-K/Head Start</b>	<b>Shelly Rice</b>
<b>Kindergarten</b>	<b>Jody Rodriguez</b>
<b>First Grade</b>	<b>Emily Krueger</b>
<b>Second Grade</b>	<b>Diane Williams</b>
<b>Third Grade</b>	<b>Rick Landmann</b>
<b>Fourth Grade</b>	<b>Brian Guyton</b>
<b>CAMP</b>	<b>Todd Good</b>
<b>Numeracy Specialist</b>	<b>Kara Jones</b>
<b>Literacy Specialists</b>	<b>LeVita Marshall</b>
<b>Instructional Coach</b>	<b>Samantha Yosko</b>
<b>Enrichment Specialist</b>	<b>Patty Chenault</b>
<b>PTO Representative</b>	<b>Amanda Green</b>
<b>Parent Representative</b>	<b>LaQuita Stringfellow</b>
<b>Community Representative</b>	<b>Ben Welch</b>
<b>Principal</b>	<b>Terresa Katt</b>
<b>Assistant Principal</b>	<b>Jason Hawkins</b>
<b>Counselor</b>	<b>Roxane Hord</b>