

Forest Ridge Elementary

Campus Improvement Plan 2011-2012



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

Priority 1: Actively communicate to the community, staff, and students the District's strengths and challenges in an environment that promotes trust.

Priority 2: Promote a learning environment that is safe and results in academic, social and emotional success while encouraging a healthy lifestyle for each student.

Priority 3: Maximize resources in order to create highly successful students.

CSISD District Goals

Goal 1: All Students Will Achieve Academic Success

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

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

Goal 4: Parents and Community Members Will Be Actively Engaged

Goal 5: A Safe and Supportive Environment Will be Provided For All Students.

Forest Ridge Elementary-Needs Assessment Summary

Forest Ridge Elementary is a HS – 4th grade campus consisting of approximately 660 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 95% of all student groups passed in 2010-2011 compared to 94% in the 2009-2010 school year. As illustrated in Figure 1 below, economically disadvantaged students achieved an 84% passing rate, while 69% of African American students passed the reading assessment. Hispanic students, as well as our White student group, both achieved a passing rate of 100 percent. There is an overall upward trend in performance of our economically disadvantaged students over the past three years.

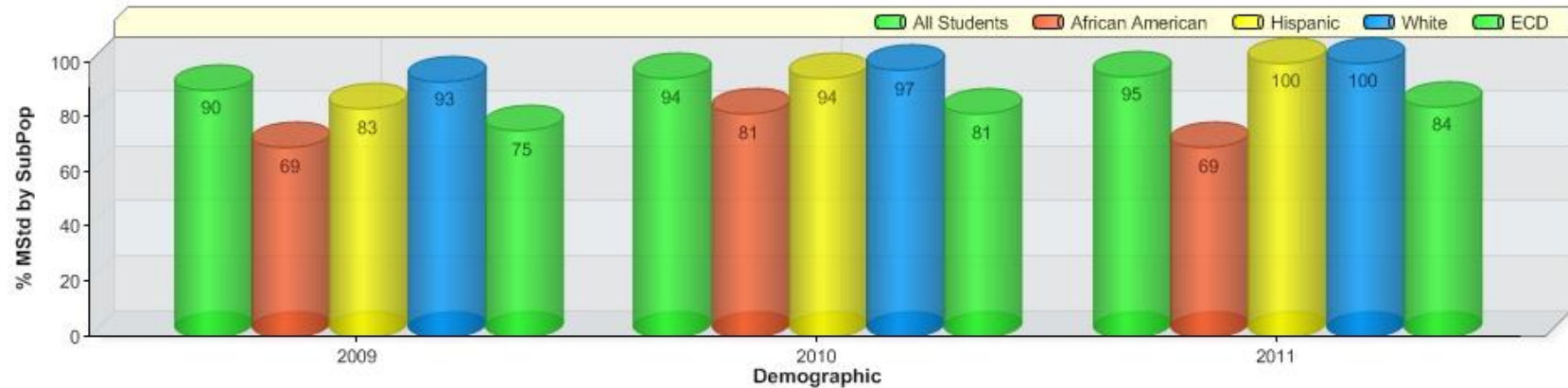


Figure 1- Third Grade Reading

In third grade mathematics, 88% of African American students and 88% of economically disadvantaged students passed the math portion of TAKS (see Figure 2). Further examination of the data reveals that 94% of Hispanic students and 100% of white students passed the math portion of the exam. In third grade math, 3 of the 112 students tested did not pass the math portion of the TAKS test, calculating a passing rate of 97% for the 2010-2011 school year as compared to 96% from the 2009-2010 TAKS administration. Our African American student group was able to sustain the progress made from 2009 to 2010. 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.

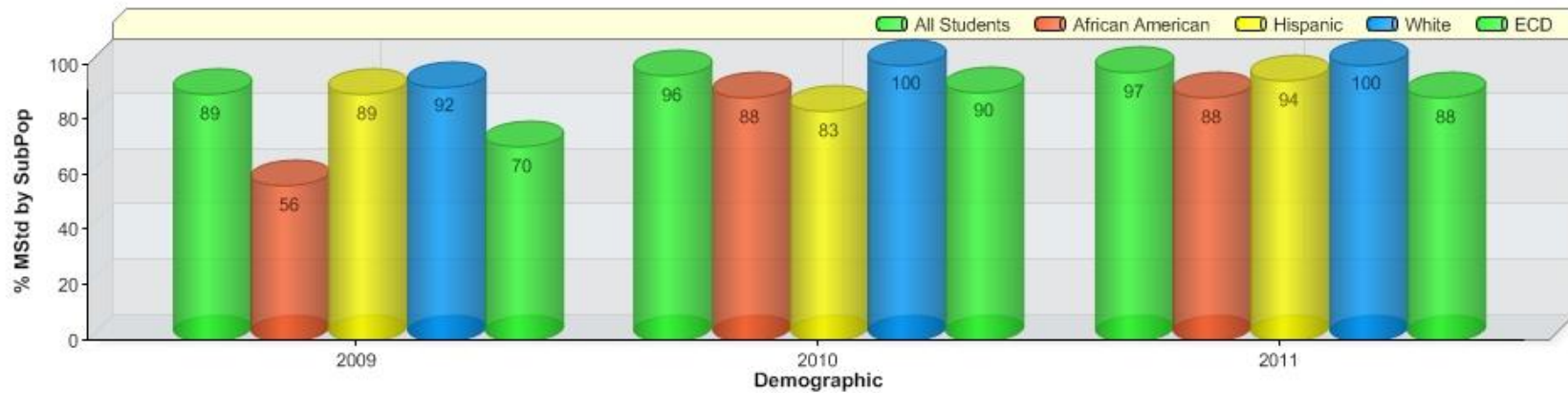


Figure 2- Third Grade Mathematics

Examination of the 4th grade reading test yielded the following conclusions. As illustrated in Figure 3 below, the overall passing rate for all students has remained steady over the past three years at 94 percent passing. Hispanic students achieved a 88% passing rate, while 97% of white students passed the reading assessment. The economically disadvantaged student group achieved a passing rate of 91 percent, which represents a 12 point improvement over 2010, and African American student performance improved 16 percent in the same time period (Figure 3).

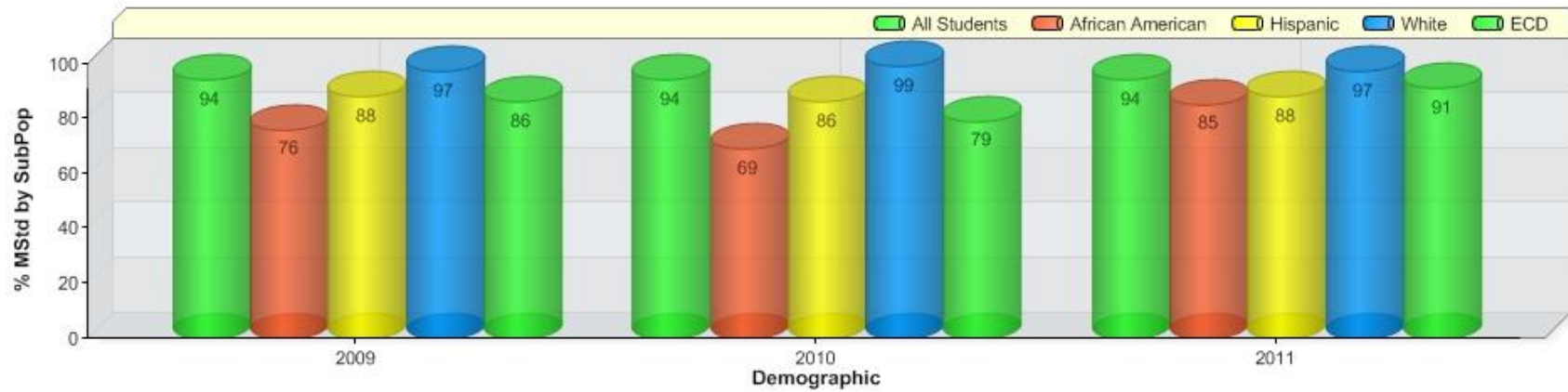


Figure 3- Fourth Grade Reading

Upon examining the 2010-2011 TAKS data, there were substantial gains made on the 4th grade writing test from the previous year. Students in the African American subgroup passing the writing portion of the TAKS test went from 54% in 2009-2010 to 75% in 2010-2011(Figure 4). An increase of 8% was noted in the economically disadvantaged students from a passing rate of 78% in 2010 to 86% in 2011. Further analysis of the data shows that 94% of the Hispanic student group passed the writing test as compared with the 93% in 2009-2010. Marked improvement was seen across all student groups, with the exception of the White student group which held steady at 95 percent. This data illustrates the need for Forest Ridge Elementary to continue the focused work in the area of writing for African American and economically disadvantaged student groups.

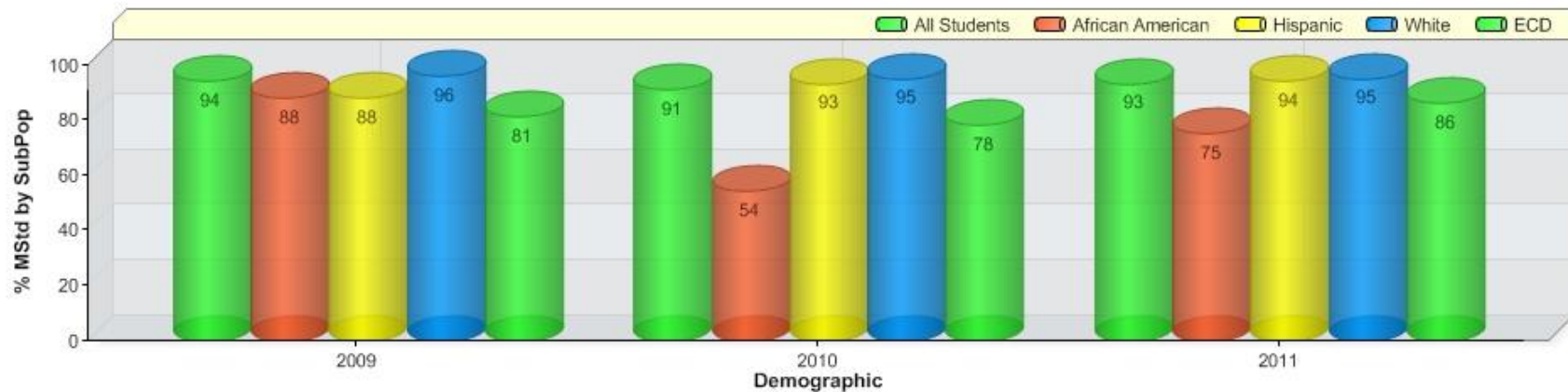


Figure 4- Fourth Grade Writing

Upon examining the 2010-2011 TAKS data, it is clear that Fourth Grade Mathematics is a relative strength for our campus, as growth was performance improved across all student groups, yielding an overall passing rate of 99 percent. The most dramatic improvement was in our African American student group, from 77% in 2009-2010 to 92% in 2010-2011. The percentage of students passing from the economically disadvantaged subgroup was 96%, representing an 8 point improvement over the previous year. The Hispanic and White student groups achieved a passing rate of 100 percent, which represents a 6% and a 3% increase over the 2009-2010 school year, respectively. In 4th Grade math, 124 of 125 students tested met the standard on the math portion of the TAKS test. That is a passing rate of 99% as compared to 94% from 2009-2010. 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.

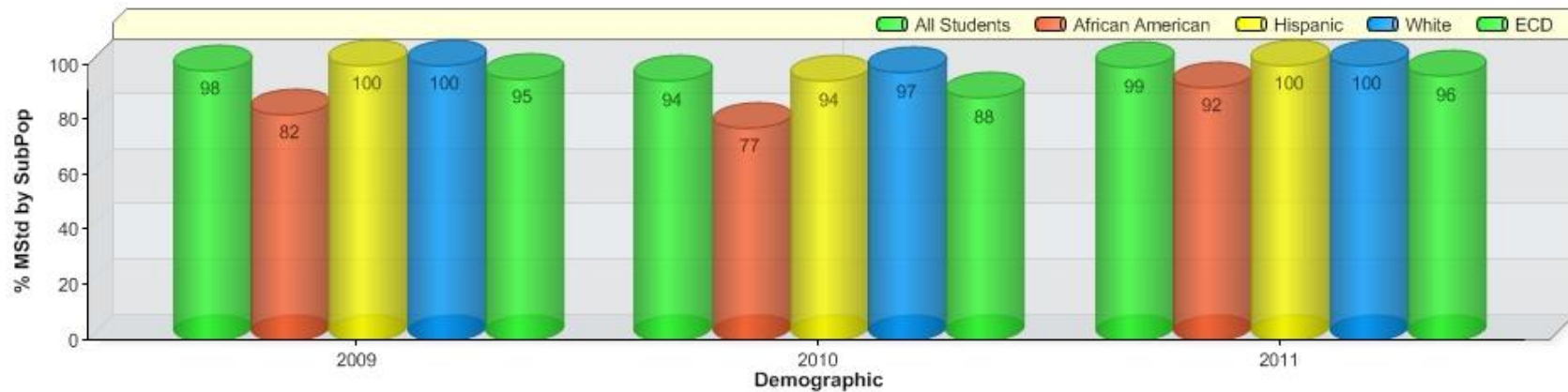


Figure 5- Fourth Grade Mathematics

OFFICE REFERRALS

After looking at overall discipline referral numbers for the year, it is noted that of the 135 office visits 42% were African American students, 54% were Caucasian students, 3% 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 2010-2011 is unknown at this time. The total attendance rate for 2009-2010 was approximately ninety-seven percent. Campus attendance has not fluctuated by more than one percent since opening.

Forest Ridge Elementary Goals and Objectives

Goal 1: All Students will Achieve Academic Success.

Objectives:

- A. All students will pass state-mandated assessments in 2011-2012.
- 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 behaviorally.
- 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 across the campus.

Goal 1: All Students will Achieve Academic Success.

Objective A: All students will pass state-mandated assessments in 2011-2012.

| Goal 1 | Activity | Leader | Resource/Cost | Time Frame | Evaluation |
|--------|---|---|--|-----------------|--|
| A.1 | <p>Study student assessment data and respond to the following questions:</p> <ul style="list-style-type: none"> • What patterns are evident from the data collection? • What are the areas of strength by content area/grade level? • What are the areas of concern by content area/grade level? • Which students have been identified as targets for specific interventions? | Cabinet | Data Eduphoria Aware | September - May | Improved performance on individual student assessments |
| A.2 | Conduct monthly “Round Table” meetings with core content area teachers, specialists and administrators to discuss individual student assessment results and interventions needed | Cabinet Grade Level Leaders | Time | August – May | Improved performance on individual Student Assessments |
| A.3 | Utilize the RTI student data repository and reporting system to chronicle the RTI process for individual students | Cabinet Specialists Classroom Teachers | Database with student information and teacher concerns | August - May | Data Base |
| A.4 | Continue to use the RTI framework to design research based interventions to match identified student needs and monitor student progress in the general education setting | Grade Level Leaders Numeracy Specialists Literacy Specialists | Needs Assessments | August - May | TPRI, Running Records, Benchmark Assessments |

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| A.5 | Continue to provide examples and video models of effective, research-based interventions. | Cabinet, Grade Level Leaders | FLIP video cameras Intervention library | August – May | Feedback from Teachers |
| A.6 | Use LLI Interventions for K-3 students identified as needing additional support in reading | K-3 Teachers K-3 Assistants | Eduphoria Aware AimsWeb TPRI LLI Kit | August - May | Student progress based on running record data |
| A.7 | Align practices in special education and general education to meet the needs of students receiving special education services across all contexts | LSSP Assistant Principal Special Education Teachers Speech Pathologist General Education Teachers | Time Existing protocols | August- May | Bi-monthly |
| A.8 | Align content and process in all core content areas using the workshop structure to develop year-long academic plans | Classroom Teachers Specialists | On-line Curriculum Resources Professional Literature Lucy Calkins Units of Study | August - May | Grade Level Planning Meetings |
| A.9 | Conduct weekly PK-4 grade level planning sessions to monitor and adjust the developed academic plans | Grade Level Leaders PK – 4 Teachers Specialists | Time | August - May | Improved performance on assessments and report cards |
| A.10 | Implement teaching points, mini-lessons, small group work, conferences, and assessments for each model unit of study in Reading and Writing using Calkins <i>Units of Study</i> and the CSISD balanced literacy curriculum. | Grade Level Leaders PK – 4 Teachers Specialists | <i>Units of Study</i> (Reading) <i>Units of Study</i> (Writing) Resources for Teaching Reading CD ROM (Calkins) | August - May | Improved performance on assessments and report cards |
| A.11 | Author alternate Units of Study Built upon the Calkins Framework that help address the developmental needs and interests of Forest Ridge students in a way that allows them to explore a range of topics and genres to enrich the foundational curriculum. | Principal Assistant Principal Grade Level Leaders PK – 4 Teachers Specialists | <i>Constructing Curriculum: Alternate Units of Study</i> (Calkins) | Spring 2012 | Additional units of study |

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| A.12 | Collect data through anecdotal records and other leading indicators in order to inform decision making in curriculum, instruction and assessment. | Grade Level Leaders PK – 4 Teachers Specialists | AIMS web TPRI TEMI Math Benchmarks | August - May | Improved performance on assessments and report cards |
| A.13 | Continue to participate in professional reading, training and dialog about instruction, curriculum and pedagogy to achieve consistency in instructional focus among teachers | All staff | Staff Time | August-May | Sign in sheets |

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 Assistant Principal Specialists | Time | On-going | Classroom Walk Through |
| B.2 | Cross grade level core content teams will provide the support structure to evaluate data, align curriculum and incorporate research-based instructional strategies | All Staff | School-wide planning | On-going | Minutes from Team Discussions Student commended rate on 2010 – 2011 TAKS tests |
| B.3 | Continue accelerated learning program at Lincoln Center (Healthy U) | Enrichment Specialist Staff | School/Community Committee | Spring 2012 | Student Participation |
| B.4 | Implement “Breakfast Club” as a structure to ensure a positive start to the day for under-resourced children. | Enrichment Specialist Staff | Time | August-May | Log of student participation/activities |
| B.5 | Create Success Labs for both primary and intermediate students as a structure for mentorship for under-resourced learners | Specialists | Time | August-May | Log of student participation/activities |
| B.6 | Utilize “motor lab” to assist student acceleration of both fine and gross motor abilities to support students in academic learning | Kindergarten Team Kindergarten Assistant | Fine and Gross Motor Manipulative | August- May | Checklist noting acquired skill development |

Objective Evaluation B: The percentage of all student groups achieving commended performance on the required state assessment 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 | Collect data using assessment strategies outlined in Catkins' Units of Study and indicated in the district on-line literacy curriculum | Teachers | <i>Units of Study Online Literacy Curriculum</i> | 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 and Payne's | Literacy Specialists | LLI, 3 rd & 4 th 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 | Use the Instructional Reading Level chart which correlates accuracy %, comprehension level, and fluency developed last year to provide consistency in determining student reading level | Reading Specialist EIS | Fountas and Pinnell Lucy Calkins | August - May | 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 instructional Assistants | Fountas & Pinnell LLI Kits Leveled Literacy Library | September - May | Improved performance on individual student assessments |
| C.6 | Expand the literacy library to include leveled non-fiction texts to be used at the student's diagnosed 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 <i>Removing the Mask: Giftedness in Poverty</i> (Payne) | On-going | Training completed Sign-in sheet |
| A.1.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.2.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 |

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| 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. |

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 data base for behavioral and academic concerns/referrals | Principal Assistant Principal | Intervention Process FR data base expectations and sequence of events | August - May | Improved performance on assessments and report cards Decreased SPED referrals |
| B.2 | Use FR data base to select appropriate academic interventions for Tier I | Principal Student Assistance Team | Time link:: <i>The RTI Daily Planning Book</i> | August - January | Improved performance on assessments and report cards |
| B.3 | Use school-wide and organizational/group management practices based on the Conscience Discipline pedagogy for Tier I | Principal Language Arts Coordinator Classroom Teachers Reading Specialists | Staff Development Monies | On-going Weekly-Tuesdays | TAKS Lesson Plans Observations |
| B.4 | Teach Boys Town comprehensive social skills curriculum and use systematic, sequential teaching techniques to respond to student behaviors that need to be redirected | Principal Assistant Principal Classroom Teachers Vertical Teams | Time | Weekly | Referral data |
| B.5 | Use Administrative Intervention process to address serious Code of Conduct violations or for students needing Tier II behavioral support | Assistant Principal Principal All Staff | Boys Town Administrative Interventions | On-going | 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 | Cross Core Content Teachers Specialists | 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 | Grade Level Leaders 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 | Cabinet and grade level leaders will provide the support structure to use data to make curriculum, instruction and staff development decisions to support student learning. | Principal Cabinet Grade Level Leaders | Time | On-going | Monthly Meetings |
| B.2 | Implement principles of differentiation of instruction as it relates to reading, writing, math, and science instruction to increase student engagement. | Principal Assistant Principal Specialists | Time | On-Going | Notes |

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| B.3 | Present monthly professional development based on R. Payne's <u>A Framework for Understanding Poverty</u> and C. Lewis' <u>An Educator's Guide To Working with African American Students: Strategies for Promoting Academic Success</u> | Principal Assistant Principal | Staff Development Time | August - May | Improved performance data |
| B.4 | Incorporate strategies from Tish Howard's book, <u>Poverty is NOT a Learning Disability: Equalizing Opportunities for Low SES Students</u> into daily practice | 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 | Develop long range plan for the acquisition, management, and deployment of digital instructional materials | Cabinet Technology Integration Specialist Grade Level Leaders | Time | August-May | Long-range plan for digital instructional resources management |
| B.7 | Conduct observations and walk-through data to offer feedback on implementation of campus initiatives | Principal Assistant Principal | 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 for parents and families to actively participate in their child's education. | Principal Assistant Principal Faculty | Time | August - May | Number of parents and community members participating. |

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| A.2 | Initiate a program for FR dads to serve as mentors for boys who are at risk | Principal Assistant Principal PTO | 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, increase involvement) | Principal Assistant Principal Faculty | Time | August - May | Number of parents and community members participating. |
| 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 Assistant Principal 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 neighborhoods. | Principal Assistant Principal Administrative Interns | Time | August - May | Number of parents and community members participating. |
| A.6 | Utilize multiple media outlets to share information <ul style="list-style-type: none"> • FR/PTO Website • Facebook/Twitter • Classroom Newsletter • Positive Phone calls | 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 Assistant Principal 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 Assistant Principal Classroom Teachers | Postcards sent to households | August | Sign In Sheets- Attendance |

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| 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 Assistant Principal 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 | Assistant Principal Safety/Daily Operations Committee | Emergency Operations Plan | Monthly | Drill record |

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| A.2 | Train and practice AED drill with the identified AED team | Assistant Principal 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. | Assistant Principal 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.

| | Activity | Leader | Resource/Cost | Time Frame | Evaluation |
|-----|--|--|----------------------|-------------------|---|
| B.1 | Continue Conscious Discipline training and practice <ul style="list-style-type: none"> School wide Brain Smart Start Safe Place/Calmng practices | Principal Assistant Principal 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. | Assistant Principal | Time | August - May | Reduce discipline referrals from the year 2010-2011 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. | Assistant Principal | Time | August - May | Discipline referrals are representative of the FR student population. |
| B.4 | Increase consistency in applying disciplinary practices/interventions at all levels. | Assistant Principal | Staff Time | August – June | Discipline reported in a consistent manner. |
| B.5 | Implement intervention strategies that address offenses such as bullying, harassment, and inappropriate physical contact between students | Counselor Assistant Principal All Faculty | Time | August – May | Strategy Guide |

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.

| | Activity | Leader | Resource/Cost | Time Frame | Evaluation |
|-----|--|----------------------------------|-------------------------------------|-------------------|---|
| C.1 | Operate within a culture of high expectations based on common core values. | Cabinet Grade Level Leaders | 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. | Cabinet Grade Level Leaders | Dues | August - May | Teacher Survey |
| C.3 | Use the “Switch” framework (district-wide study) to help teachers and staff navigate changes experienced at Forest Ridge | Principal Assistant Principal | <i>Switch</i> by Chip and Dan Heath | August - May | Teacher Survey |

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

Campus Improvement Team

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|---------------------------------|-----------------------------|
| Pre-K/Head Start | Shelly Rice |
| Kindergarten | Tressie Farnie |
| First Grade | Emily Krueger |
| Second Grade | Diane Williams |
| Third Grade | Alyssa Johnson |
| Fourth Grade | Kim Rodgers |
| CAMP | Todd Good |
| Numeracy Specialist | Kara McClendon |
| Literacy Specialists | LeVita Marshall |
| Instructional Coach | Samantha Yosko |
| Enrichment Specialist | Patty Chenault |
| ESL Specialist | Pamela Beard |
| PTO Representative | Nichole Quick |
| Parent Representative | LaQuita Stringfellow |
| Community Representative | Ben Welch |
| Principal | Terresa Katt |

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| Assistant Principal | Jason Hawkins |
| Counselor | Roxane Hord |