

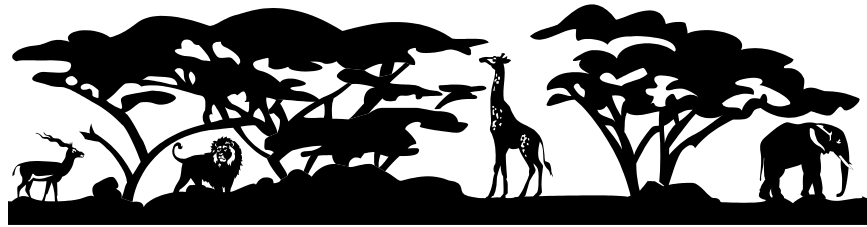
OAKWOOD INTERMEDIATE SCHOOL COLLEGE STATION ISD



WILD ABOUT LEARNING!

Campus Improvement Plan
2012-2013

THE MISSION OF OAKWOOD INTERMEDIATE SCHOOL



Oakwood Intermediate School facilitates the transition from childhood to early adolescence in a positive, nurturing and safe environment.

The staff, students, parents and community unite to encourage and assist all students in developing a responsibility of becoming enthusiastic life-long learners.

2012-2013 Committee Members

Kate Schoen – Principal
Jennifer Rhea – Assistant Principal
Glynn Walker – Central Office representative
Sue McDowell – Librarian
Laura Weingand – Teacher
Kim Pagach - Teacher
Joel Mitchell – business owner/community member

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2012-13 Campus Improvement Plan Oakwood's Executive Summary

Oakwood has a commitment to provide the best education to our students and to be competitive in the market of schools available to families in our community. To do so, we will need to continue to improve upon several key areas such as technology integration, scientifically based behavioral and academic interventions, and staff training. We are also committed to providing multiple opportunities for students to find success while strengthening their sense of belonging to our Oakwood family.

In 12-13, Oakwood continue to utilize data and research-based practices to help all students succeed, while pushing to integrate technology more fluidly into our classrooms. Currently our teachers use many technology devices, such as Ipads, Ipods, Senteos, Smartboards, and document cameras. Our goal for 2012-13, is to embed technology into our curriculums and to have it be an integral part of learning rather than another way to teach. With one of our teachers on campus to be the leader for this goal, we will be able to accomplish this through targeted staff development and on campus support. With the addition of a BYOD philosophy in CSISD, it is urgent that our teachers and students see technology as a part of the learning, not a separate, optional piece to learning.

With the growth of technology in the classroom and outside of the classroom, it is imperative that our teachers embrace engaging, researched based instructional strategies in their presentation of content. Our master schedule has switched from allowing each department to meet each day for planning, to having teams meet each day. This will help teachers plan for the real students who are sitting in their classrooms. They will be able to create lessons that involve engaging activities. It is also a great opportunity for teachers to observe other teachers, on other teams, in other disciplines to keep ideas fresh for more interesting strategies. The new teacher walk-through forms, developed with much district-wide input will also help teachers become more effective instructors. Our goal is to have children come to school because they want to be here. We have changed our master schedule to allow teachers to meet as an academic team daily. This will allow conversations about kids to take place in a structured, timely manner to avoid having kids “slip quietly through the cracks.”

Another key focus area is that of working to give students a sense of ownership in the school. We will be working on updating our positive behavior management plans as well as working to create an environment that welcomes students to our school and to our classrooms each day. We will continue to work with our PTO to hold awards assemblies at the end of each six weeks. We will continue to have our “You’ve Been Spotted” announcements to recognize great behavior and acknowledging good effort by students in accordance with our PRIDE ethics. We will pursue new club activities so that all students can have an avenue in which they can connect to Oakwood through more than the required classes. We are also fortunate to have a Dual Language program at Oakwood. This year we will work to make it a part of the campus and very visible to all stake holders.

Significantly absent from our Campus Improvement Plan this year are goals or information directly related to the STAAR, or state assessment for 12-13. This was a conscious effort on our part to take power away from the test, to empower our teachers to create engaging, deep, authentic lessons and assessments. While the state testing it will not define our curricular decision making, we feel our students to do well on these assessments because they will have a true, deep understanding of the concepts. There will no room for “teaching to the test”. Over all, we are proud of the work done to revitalize this Campus Improvement Plan, and our hope is that the refined organization of it, along with a digital video version, will help our staff to embrace the items contained here and continue to focus on these areas throughout the year.

Goal 1: Create a learning environment that provides educational opportunities in which all students achieve academic success.

Objectives

Objective A:Technology will be incorporated into instruction, learning, and management.

Objective B:Increase the core subject area grades of African-American, Hispanic, & Economically Disadvantaged students to a level at or above the grades of White students.

Objective C: Educate students with knowledge and skills needed for success in secondary, higher education and future careers.

Activity Statements

| Goal 1 | Activity | Person Responsible | Resource/Cost | Time Frame | Evaluation |
|--------|--|------------------------|--|--------------|--|
| 1 | Dedicate campus staff development time to <u>technology training and integration that focuses on engaging students.</u> | Technology Specialists | Staff time | Ongoing | -Sign-in sheets -Walk-through forms |
| 2 | <u>Incorporate digital media</u> into classroom activities | Classroom teachers | Staff time | August – May | -Student projects include digital media -Walk-through forms -Change in electronics policy - STAR charts |
| 3 | <u>Professional Learning Communities</u> will provide the support structure to evaluate leading indicators, align curriculum, and incorporate research based instructional strategies. | -All Staff | Team Time & staff development <i>(early release days set for 9/26, 10/31, 12/12, 2/1, and 4/17)</i> | Ongoing | -Improved attendance, grades, and discipline by AA students -Staff development time reflects PLC sessions -RTI documents |

| Goal 1 | Activity | Person Responsible | Resource/Cost | Time Frame | Evaluation |
|--------|--|--|-----------------|----------------|--|
| 4 | At-risk student population will be identified and receive delivery of <u>compensatory education</u> reading & math | -Reading Teacher/ESL Teacher/ Math Specialist | State Comp. Ed. | Each Six Weeks | -Six Weeks Benchmarks -Student Grade Data |
| 5 | Oakwood will utilize an <u>online student data repository</u> and reporting system to support Response to Intervention | -Teachers -Administration | Staff Time | Ongoing | -System in place -Data input throughout year as needed for students |

Goal 2: Oakwood will provide educational opportunities that will meet the unique needs of all students.

Objectives

Objective A: Students identified as Gifted and Talented will be representative of the Oakwood student population.

Objective B: Interventions for all Oakwood students will be provided prior to making a referral for special education testing.

Objective C: Opportunities will be provided which encourage and increase student participation in school-sponsored activities.

Activity Statements

| Goal 2 | Activity | Person Responsible | Resource/Cost | Time Frame | Evaluation |
|--------|---|--|---------------|--------------|--|
| 1 | Principles of <u>differentiated instruction</u> will be incorporated into classroom instruction | -Teachers -Enrichment Specialist -Administration | None | Ongoing | -Teacher lesson plans -Walk-through forms |
| 2 | Include underrepresented students groups in activities leading to <u>enrichment and G/T opportunities</u> | -Enrichment Specialist -Club Sponsors -Teachers | Staff time | August – May | Data analyzed and recommendations for adjustments made. |
| 3 | Oakwood will consistently follow the district’s set of practices and procedures developed for <u>Response to Intervention (RTI)</u> . | RTI Teams All Staff | Staff time | Ongoing | Procedures and practices evaluated and special education referrals decreased |

| Goal 2 | Activity | Person Responsible | Resource/Cost | Time Frame | Evaluation |
|--------|--|--|--------------------------|------------|---|
| 4 | Foster a sense of <u>student ownership and pride</u> in the school using clubs, Student Council, organizations, and bulletin boards | Enrichment Specialist Club Sponsors Teachers Office staff | Campus Budget | Ongoing | -Club Membership Rolls -Hallway displays - School and facility cleanliness, etc. -You've Been Spotted lists |
| 5 | Dual Language will be a part of the campus culture | Administration Dual Language Teachers | Campus Budget/ DL Budget | Ongoing | -Signs posted -Assemblies |
| 6 | Teachers will analyze data to identify and nominate students for <u>Gifted and Talented</u> in under-represented populations | -Teachers -Enrichment Specialist | Staff Time | Ongoing | Nominated students screened for possible placement in GT program |
| 7 | A committee of teachers will design & implement a " <u>Homework Haven</u> " plan for students who do not have access to the materials & support for homework at home | Teachers Foundation Team | | Ongoing | Sign in sheets Grade data |

Goal 3: Oakwood will support and expect all staff to incorporate innovative practices based on student needs and current educational research in order to promote student success.

Objectives

Objective A: Oakwood will provide for continuing professional development opportunities focused on current educational research.

Objective B: Curriculum will be aligned to the Texas Essential Knowledge and Skills (TEKS) in all content areas.

Activity Statements

| Goal 3 | Activity | Person Responsible | Resource/Cost | Time Frame | Evaluation |
|--------|--|---|------------------------|---|---|
| 1 | Oakwood will provide <u>focused professional development</u> that is coordinated between the district initiatives and campus needs (i.e. Student Engagement, Response to Intervention, & Differentiated Instruction) | -Campus Leadership Team -Staff Development Committee | Campus, District funds | Faculty Meetings Staff Development August – May | -Agendas -Sign-in sheets -Workshop attendance |

| Goal 3 | Activity | Person Responsible | Resource/Cost | Time Frame | Evaluation |
|--------|---|--|--|---|---|
| 2 | Oakwood Foundations team will provide professional development based on <u>current research</u> to promote student success. | -Administration -Foundations Team | Campus, District, State funds TEA | Faculty Meetings Staff Development August - May | Surveys, Record of implementation, Staff Development Agendas and Sign-in sheets |
| 3 | Train staff on <u>walk-through form and classroom expectations</u> | -Administration | None | On going | -Staff Development Sign in Sheet - Walk-through forms |
| 4 | Research-based <u>interventions and progress monitoring</u> will be provided for at-risk students | -Teachers -Administration -Specialists | -Local funds -Staff Time | Ongoing | -SPED referrals as a percentage of enrollment will decrease -Grade data will show at-risk student progress |
| 5 | <u>Professional Learning Communities</u> will provide the support structure to evaluate leading indicators, align curriculum and incorporate research-based instructional strategies. | All Staff | -Staff Time | Ongoing | -Staff development reflects team sessions -Student success rate through leading indicators shows student success |

Goal 4: Parents and Community Members Will Be Actively Engaged

Objectives

Objective A:Parental involvement will be representative of the Oakwood student population.

Objective B:Oakwood will increase community involvement and awareness on our campus.

Activity Statements

| Goal 4 | Activity | Person Responsible | Resource/Cost | Time Frame | Evaluation |
|--------|---|---|----------------------------|--------------|---|
| 1 | Schedule <u>activities during and after school</u> to involve parents in their child’s education. | -Administrative Team -Enrichment Specialist -PTO -Teachers | Campus Budget PTO Funds | August – May | Survey or Evaluation Sheets at events, Sign-in sheets |
| 2 | Encourage teams and teachers to use <u>community members as resources to support academics</u> | -Principal -Enrichment Specialist - VIPS -Teachers | None | Ongoing | Speaker List |

| Goal 4 | Activity | Person Responsible | Resource/Cost | Time Frame | Evaluation |
|--------|--|--|---------------|------------------------|---|
| 3 | Use community members as <u>mentors</u> for students assigned to LEAP. Work with high school principals to investigate the idea of mentor students from the high schools for intermediate school students. | -Administration -LEAP staff | Staff | Throughout school year | Mentor List |
| 4 | Encourage <u>community service</u> on each team i.e. Food Drives, Relay for Life, Salvation Army ringing of the bell, charitable contributions in community | -Principal -Student Council -Teachers | Staff | Ongoing | Community Projects List |
| 5 | The campus website, School Messenger, and district/campus social media outlets will be used to <u>actively communicate</u> with parents and community members. | -Administration -Campus Technology Specialist -Staff | Staff Time | Ongoing | -School messenger and other resources used by parents and community |

Goal 5: Oakwood will provide a safe and supportive learning environment for all students.

Objectives

Objective A: Oakwood will manage student behavior in a manner that is consistent with the rest of the district

Objective B: Reduce African American and Economically Disadvantaged Student discipline referrals.

Activity Statements

| Goal 5 | Activity | Person Responsible | Resource/Cost | Time Frame | Evaluation |
|--------|---|--|---------------|------------|---|
| 1 | Review and revise Oakwood's school-wide <u>anti-bullying campaign</u> | -Administration -Counselor -Teachers | Staff Time | Ongoing | -School-wide Bullying Survey - lesson plans |
| 2 | Campus will re-evaluate discipline plan and <u>positive behavior plan</u> in place to determine new ways to reduce recidivism | -Administration -Campus -Leadership Team -Foundations Committee | Staff time | Ongoing | -Plan changes in place for Fall 2012 |
| 3 | Oakwood's <u>In School Suspension</u> will be revised to ensure the academic & social/behavioral difficulties are addressed & affected in a positive manner | -Foundations Team -ISS paraprofessional -Administration | Staff time | Ongoing | -ISS attendance data - grade data - surveys (teacher & student) |

| Goal 5 | Activity | Person Responsible | Resource/Cost | Time Frame | Evaluation |
|--------|---|--|---------------|------------|---|
| 3 | Oakwood will <u>design an intervention plan</u> to be implemented when students have ongoing or persistent actions requiring disciplinary consequences. | -Administration -Campus Leadership Team -All Staff | Staff Time | Fall 2012 | -Intervention plan in place -Implementation by Spring 2013 |

The following pages show the Leading Indicator Data for Oakwood for 2011-2012 through the 5th six weeks

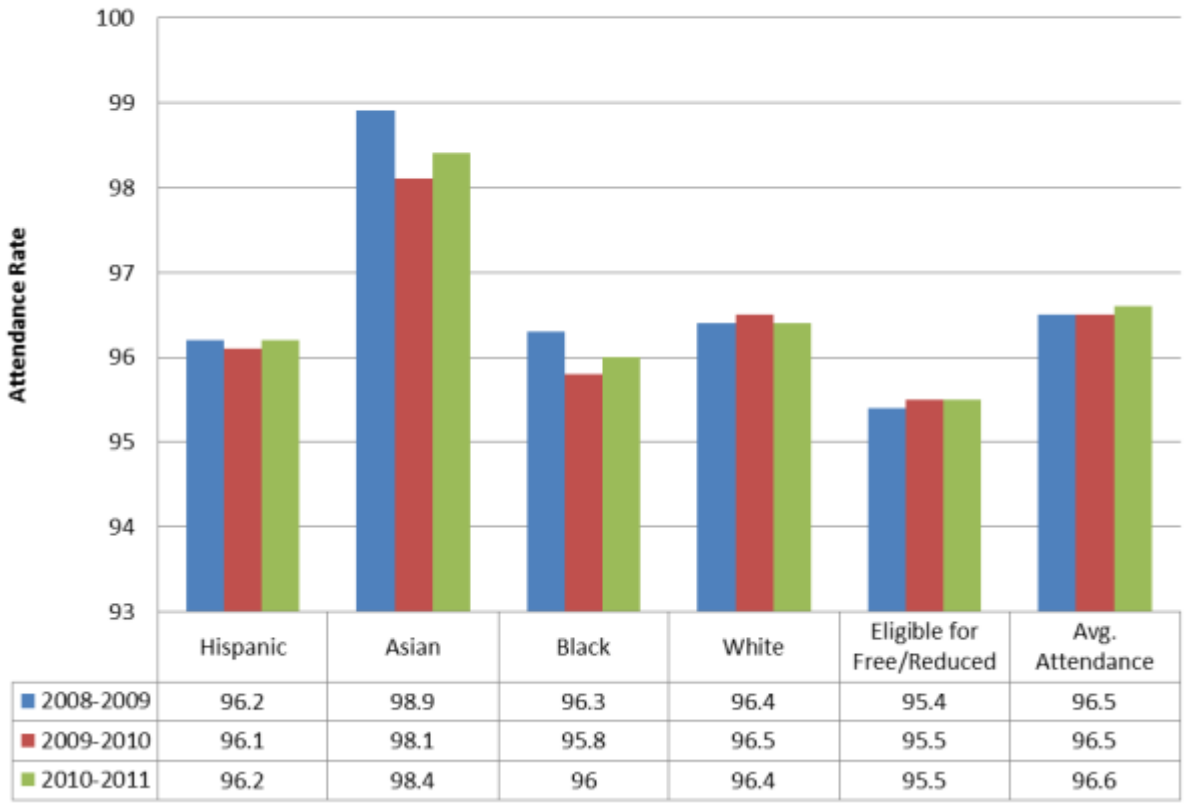
Discipline through the 4th six weeks (2012)

| Ethnicity | Total Population Percentage at Oakwood | Number of Students With referrals | Number of Incidents | Percentage of total referrals |
|------------------|--|---|---------------------|-------------------------------|
| Asian | 9.5% | 7 | 8 | 1.8% |
| Black | 17.3% | 97 | 236 | 53.2% |
| Hispanic | 20.0% | 18 | 82 | 18.5% |
| Multi Ethnic | 2.0% | 2 | 4 | 0.9% |
| White | 50.5% | 70 | 114 | 25.7% |
| Other Eth | <1% | 0 | 0 | 0% |
| Non Sped | 85.0% | 186 | 373 | 84.0% |
| Sped | 15.0% | 6 | 71 | 16.0% |
| Non Free/Reduced | 60.9% | 19 | 85 | 19.1% |
| Free/Reduced | 39.1% | 173 | 359 | 80.9% |
| Bottom Line | | 192 different students have 1 or more referrals | 444 | |

Discipline through the 5th Six Weeks (2012)

| Ethnicity | Total Population Percentage at Oakwood | Number of Students With referrals | Number of Incidents | Percentage of total referrals |
|------------------|--|-----------------------------------|---------------------|-------------------------------|
| Asian | 9.5% | 7 | 8 | 1.2% |
| Black | 17.3% | 105 | 388 | 58.5% |
| Hispanic | 20.0% | 22 | 125 | 18.9% |
| Multi Ethnic | 2.0% | 4 | 6 | 0.9% |
| White | 50.5% | 86 | 136 | 20.5% |
| Other Eth | <1% | 0 | 0 | 0% |
| Non Sped | 85.0% | 216 | 548 | 82.7% |
| Sped | 15.0% | 8 | 115 | 17.3% |
| Non Free/Reduced | 60.9% | 28 | 107 | 16.1% |
| Free/Reduced | 39.1% | 196 | 556 | 83.9% |
| Bottom Line | | 224 | 663 | |

Attendance Trends for Oakwood



CSISD 09-10

95.5

97.6

94.7

96

94.8

95.9

Grade Data by Department

Final Grades disaggregated by subject area/ethnicity (In number of students)

| Hispanic | | | | | Asian | | | | |
|-------------------------------------|-----|-----|----|--------|-------------------------|-----|-----|----|--------|
| | A | B | C | D or F | | A | B | C | D or F |
| Oakwood- Hispanic students | | | | | Oakwood-Asian students | | | | |
| English Language Arts | 114 | 91 | 17 | 24 | English Language Arts | 84 | 15 | 0 | 2 |
| Mathematics | 59 | 51 | 15 | 48 | Mathematics | 73 | 9 | 2 | 5 |
| Science | 61 | 59 | 26 | 25 | Science | 66 | 15 | 2 | 6 |
| Social Studies | 89 | 56 | 14 | 8 | Social Studies | 75 | 12 | 1 | 1 |
| African American | | | | | White | | | | |
| | A | B | C | D or F | | A | B | C | D or F |
| Oakwood- African American students | | | | | Oakwood- White students | | | | |
| English Language Arts | 53 | 46 | 10 | 30 | English Language Arts | 318 | 81 | 11 | 22 |
| Mathematics | 42 | 29 | 15 | 45 | Mathematics | 264 | 87 | 21 | 37 |
| Science | 16 | 42 | 24 | 46 | Science | 81 | 119 | 51 | 85 |
| Social Studies | 36 | 51 | 19 | 18 | Social Studies | 313 | 59 | 11 | 10 |
| Economically Disadvantaged | | | | | | | | | |
| | A | B | C | D or F | | | | | |
| Oakwood- Economically Disadvantaged | | | | | | | | | |
| English Language Arts | 189 | 139 | 26 | 62 | | | | | |
| Mathematics | 116 | 82 | 37 | 107 | | | | | |
| Science | 81 | 119 | 51 | 85 | | | | | |
| Social Studies | 139 | 123 | 34 | 28 | | | | | |

Campus Improvement Plan Committee

2012-2013

| <i>Name</i> | <i>Position</i> | <i>Contact Information</i> |
|---------------|---|----------------------------|
| | Classroom Teacher, Sixth Grade English/Lang. Arts | 694-5600 |
| | Classroom Teacher, Sixth Grade Social Studies | 694-5600 |
| | Classroom Teacher, Fifth Grade Science | 694-5600 |
| | Central Office Representative | 764-5476 |
| | Non-Classroom Professional Staff, Counselor | 694-5600 |
| | Classroom Teacher, Fifth Grade Social Studies | 694-5600 |
| | Classroom Teacher, Sixth Grade Science | 694-5600 |
| | Classroom Teacher, Special Education | 694-5600 |
| | Special Education Classroom Assistant | 694-5600 |
| Kate Schoen | Principal | 694-5600 |
| | Classroom Teacher, Sixth Grade Math | 694-5600 |
| | Classroom Teacher, Special Education | 694-5600 |
| | Classroom Teacher, Fifth Grade Science | 694-5600 |
| | Classroom Teacher, Special Education | 694-5600 |
| Jennifer Rhea | Assistant Principal | 694-5600 |
| | Diagnostician | 694-5600 |
| | Parent Representative, PTO President | tiggeroub@hotmail.com |

