

FOREST RIDGE ELEMENTARY SCHOOL

College Station Independent District



Campus Improvement Plan

2015-2016

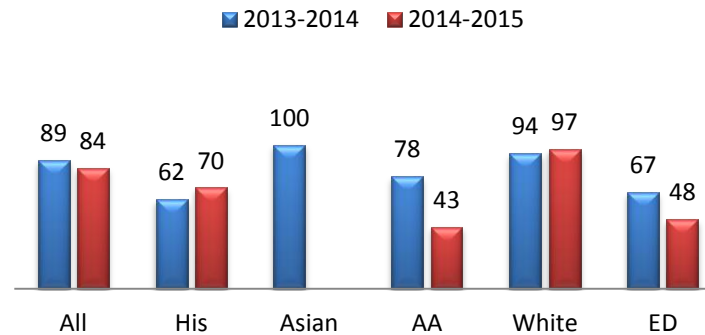
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<p>Executive Summary</p>	<p>In accordance with state and federal legislative requirements, the staff of Forest Ridge Elementary School participated in a comprehensive assessment process for the 2015-2016 school year. Data was analyzed in the areas of Reading and Math Content, Academic Success, Unique Student Needs, Research Based Instruction, Community Involvement, and Discipline. From this data analysis, goals and objectives were developed which will enable the staff of Forest Ridge Elementary School to address the specific needs of our student population.</p>
	<p>Summary of Accountability Data 2014 - 2015</p> <p>Forest Ridge achieved an accountability rating of Met Standard on the 2015 Accountability Summary. FR met standards on: student achievement, student progress, closing performance gaps and post-secondary readiness. Two distinction designations were earned. One distinction earned was for academic achievement in Reading/ELA and the second distinction earned was for top 25% student progress. Areas to target for distinction is top 25% closing performance gaps (37 out of 54 points earned) and postsecondary readiness. Campus demographics include: 648 students, 24.4% Economically Disadvantaged, and 5.2% mobility. State system safeguards that were met include 5 out of 6 performance rate indicators equaling 83%. The performance indicator not met was in Economically Disadvantaged Reading. The target score was 60% and FR met the indicator with 58% at the Phase-in satisfactory standard. FR also met 4 out of 5 system safeguards in participation rates equaling 80%. The indicator was not met for the African American student group. The target was 95%. Twenty-five African American students were eligible to take the Reading test, and 23 of those students took the test achieving a 92% participation rate. One of these students was hospitalized during the administration of the test and the other had the flu. Both provided an excuse from their physician verifying their medical need for an absence. Graduation rates were not applicable to Forest Ridge. The areas of need outlined here are addressed in the plan that follows.</p>

Summary of Academic Success in Reading

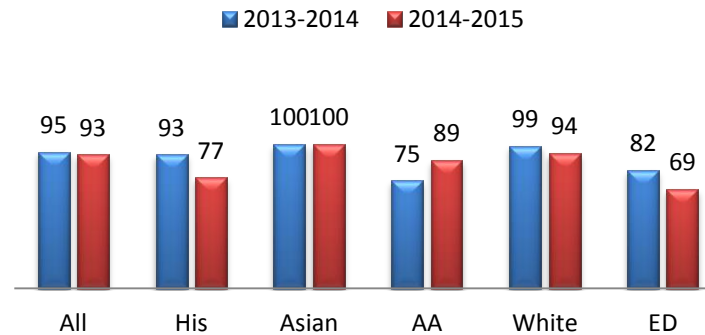
- STAAR Reading for 3rd grade: 84% of the student population met level 2 satisfactory expectations for the 14-15 school year. Of those 84%, 34% met level 3 advanced expectations, which was a 2% increase from the previous school year.

STAAR Reading 3rd Grade



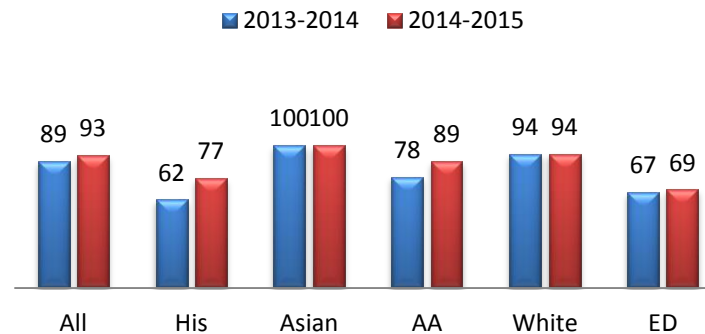
- STAAR Reading for 4th grade: 93% of the student population met level 2 satisfactory expectations for the 14-15 school year. Of that 93%, 49% met level 3 advanced expectations, which was an 8% increase from the previous school year.

STAAR Reading 4th Grade



- 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 increase in all population groups.

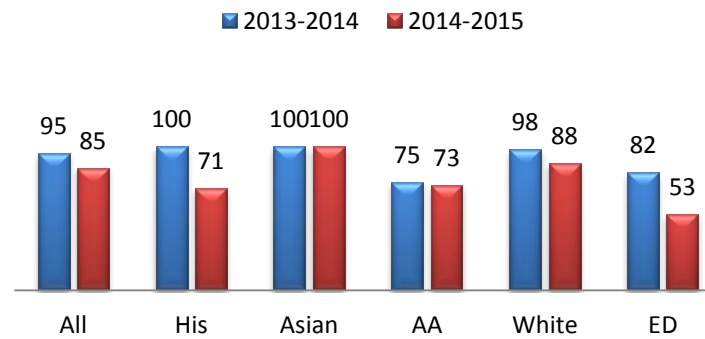
Growth Comparison Reading



Summary of Academic Success in Writing

- STAAR Writing 4th grade: 85% of the student population met level 2 satisfactory expectations for the 14-15 school year. Of that 85%, 31% met level 3 advanced expectations. Forest Ridge will continue to maintain our focus on revising and editing, while improving on practices in our narrative and expository composition frameworks to increase overall writing proficiency in all grade levels.

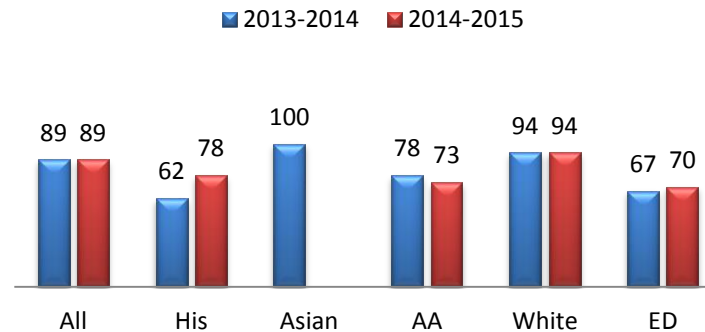
STAAR Writing 4th Grade



Summary of Academic Success in Math

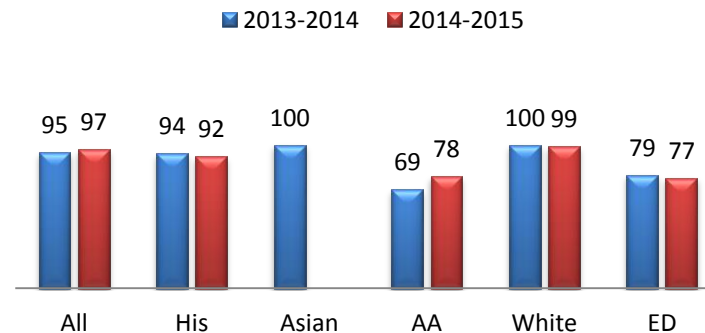
- STAAR Math for 3rd grade: 89% of the student population met level 2 satisfactory expectations for the 14-15 school year. Of that 89%, 31% met level 3 advanced expectations, which was a 1% increase from the previous school year.

STAAR Math 3rd Grade



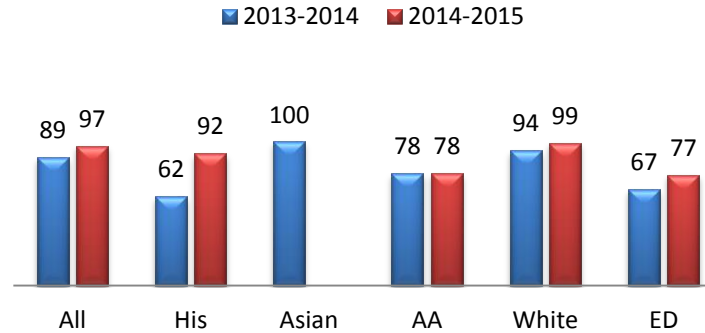
- STAAR Math for 4th grade: 97% of the student population met level 2 satisfactory expectations for the 14-15 school year. Of that 97%, 50% met level 3 advanced expectations.

STAAR Math 4th Grade



- 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 an increase in all population groups, with the exception of the Asian group which had no students to report in 14-15.

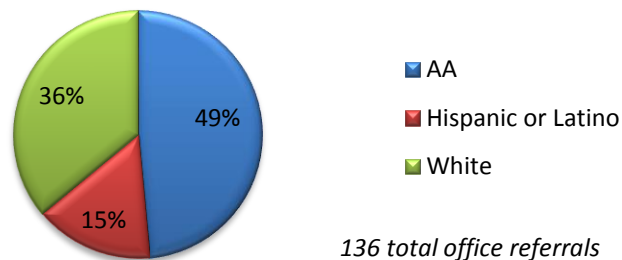
Growth Comparison Math



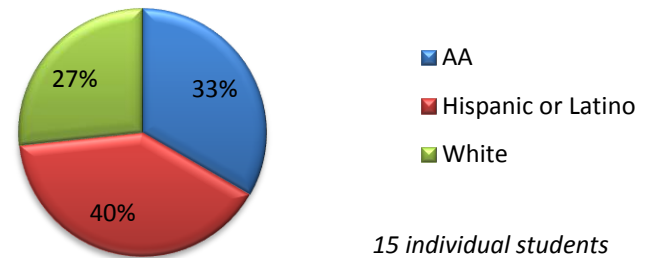
Summary of Discipline Data

- Total student population was up from 620 in 13-14 to 648 in 14-15, but the number of referrals decreased. Total number of referrals in 13-14 was 208, whereas in 14-15 the number only reached 136.
- 27 students made up those 136 referrals, which is 4% of the total population (down from 6% in 13-14)
- 15 of those 27 students had repeated visits (more than one office referral during the school year)
- Of the 136 written office referrals, only 6 were bullying-related incidents, which comprise 4% of the total.
- As our number of office referrals is decreasing overall, we would like to see more growth in our students who have repeated office visits. With this in mind, our target for this next school year is to see a decrease in the number of repeated referrals by individual students, across all student groups.

Discipline Referral by Student Group 2014-2015



Repeated Visits by Student Group 2014-2015



Summary of Community Based Accountability Areas of Need

Review of the CSISD Community Based Accountability evaluation reveals that the following areas need to be addressed in the 2015 - 2016 school year at Forest Ridge Elementary. They include:

In Language Arts:

- % of students reading at or above grade level at the end of 1st grade. FR is at 88% (Recognized) and will work to improve to 90% or above to be Exemplary.
- % of students passing 3rd grade reading STAAR. FR was ranked at the acceptable level (84%) and will work to improve to 94% or better (Recognized).

In wellness (HB5):

- FR was ranked Recognized in the area of anti-bullying education. We will work to provide consistent/on-going guidance activities and/or student leadership group to monitor and address issues (Exemplary).

Goal 1:	All students will successfully complete rigorous and relevant coursework that will prepare them for their future.
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Objective(s)	
	<ol style="list-style-type: none"> 1. 90% of all FR students in all subgroups will meet or exceed writing composition standards as measured by grade level rubrics, editing and revision checklists 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. 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 5. All second language learners will receive language support in the general education setting

Activities		Person(s) Resp	Resources	Timeline
	<p>A. Participate in a study group to read and discuss key concepts in the book, <u>The Revision Toolbox – Teaching Techniques that Work</u></p> <p>B. Include the teaching of prompt writing within the writing workshop model</p> <p>C. Include instruction on good writing qualities to improve students writing (ideas, organization, sentence structure, voice, word choice, and conventions using models of high quality compositions)</p> <p>D. Provide quality writing conferences and feedback to help students meet the guidelines for STAAR writing – Target revising and editing guidelines</p> <p>E. Analyze and use the released STAAR Writing Mini-Guides (Expository and Personal Narrative) and Revision and Editing items to align TEKS-based instruction with the STAAR Writing expectations</p> <p>F. Participate in on demand writing strategy training to improve student performance on personal narrative and expository writing.</p> <p>G. Use the data from the vertical review and analysis of STAAR Writing items for grade 4 to align</p>	PK – 4 Teachers Specialists Administration	<i>Revision Toolbox- Teaching Techniques that Work by: Georgia Heard</i> -2 FTE's SCE -Supplies \$1, 938.20 -Lucy Calkins Units of Study -CSISD Curriculum -Motivation Writing - Writing to the Prompt by: Janet Angelillo -STAAR Mini guides -Rubrics -Writing Academy Resources -STAAR data -TEKS -tea.state.tx.us	August - May

	<p>practices and raise rigor of TEKS based writing instruction.</p> <p>H. Meet with the Literacy Specialist each six weeks to discuss data and interventions based on student assessments</p> <p>I. Host school community literacy event</p> <p>J. Collect data using running records, on demand writing, spelling inventories, and CSISD literacy screener to assess need for interventions</p> <p>K. Integrate and incorporate the Balanced Literacy model 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</p> <p>L. Identify and provide intervention, to include technology, for struggling readers. Provide additional before or after school intervention and enrichment, targeting our African American students.</p> <p>M. Supplement leveled and classroom libraries and purchase supplemental books, materials, hardware and software/apps...with appropriate materials at each grade level</p> <p>N. Participate in a study group to read and discuss key concepts in the book, <u>Building Mathematical Comprehension</u></p> <p>O. Present mini lessons based on the workshop model to improve : Critical thinking, Computations, Problem Solving, Data Analysis, Fluency</p> <p>P. Implement guided math instruction to meet the needs of all students.</p> <p>Q. Use fluency lessons to Increase the number of students meeting/exceeding fluency standards</p> <p>R. Provide objective math conferences and feedback to help students better meet the guidelines for STAAR math</p> <p>S. Implement meaningful math workstations to provide objective based learning</p>	<p>PK-4 Math Teachers Specialists Administration</p>	<p>-Grade level and classroom data</p> <p>-Reading specialist, K-4 teachers, parent information guide</p> <p>Fountas and Pinnell reading level criteria, assessment kits, recording forms</p> <p>-Words Their Way</p> <p>-Lucy Calkins Writing Continuum</p> <p>Fountas and Pinnell, Lucy Calkins, Frank Serafini, Matt Glover, Heidi Mills, Words Their Way</p> <p>Fabulous and Free Apps, TCEA conference, transportation for afterschool tutoring, teacher mentors, CTF, SpellingCity, Book Flix, World Book Encyclopedia, Read Naturally, Study Island</p> <p>-Local Funds</p> <p>-<i>Building Mathematical Comprehension by: Laney Sammons</i></p> <p>-1FTE SCE</p> <p>-Supplies: \$536.75</p> <p>-CSISD Curriculum, Envision Math, Kim Sutton, Debbie Diller</p> <p>-Kim Sutton, District Created Materials, Marcy Cook</p> <p>-Anecdotal Records</p> <p>-Debbie Diller</p>	<p>August – May</p>
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Evaluation	
	<ul style="list-style-type: none">- Percentage of students reading at or above grade level at the end of 1st grade- Percentage of 2nd grade students scoring average or above on the end of year TEMI- Percentage of students passing 3rd grade reading 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: fluency assessment, CBM results, Eduphoria item analysis- Walk through data- Lesson plans and teacher anecdotal records

Goal 2:	Through increasing opportunities for choice, students will be able to customize learning opportunities to meet their unique needs and develop creative thinking.
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Objective(s)	
	<ol style="list-style-type: none"> 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 experiences.

Activities		Person(s) Resp.	Resources	Timeline
	<p>A. Integrate technology in a student-centered learning environment where technology is used to solve real world problems</p> <p>B. Facilitate and support the use of technologies to enhance instructional methods that develop higher level thinking, decision making, and problem solving skills</p> <p>C. Integrate enrichment activities in team lesson plans</p> <p>D. Include underrepresented student groups in discovery groups and other activities that lead to enrichment and G/T opportunities</p>	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	Aug. - May

Evaluation	
	<ul style="list-style-type: none"> - Student participation in extracurricular and enrichment activities - Walk through data - Lesson Plans

Goal 3:	Provide a safe and supportive environment for all, with an emphasis on positive, strong, healthy relationships.
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Objective(s)	
	<ol style="list-style-type: none"> 1. Improve response in emergency situations and/or threats to security 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 of safety and stability 4. Decrease repeated tardies and absences

Activities	Person(s) Resp	Resources	Timeline
A. Train staff, parents, and students on safety and visitor procedures, pickup, drop off, and what to do in the event of an emergency	Foundation Team	EOP Emergency Operations Plan	Aug - May
B. Practice emergency/safety drills in coordination with district expectations	All Staff		
C. Train staff to use AEDs and identify them on evacuation maps	Nurse, AED Team		
D. Will provide campus wide anti-bully training	Administration		
E. Will provide anti-bullying curriculum integrated into social skills lessons	All Teachers	Foundations Modules, Boys and Girls Town, Conscious Discipline, CHAMPS: A Proactive and Positive	
F. Will provide small group intervention for level 4 offenses	Counselor	Application to Classroom Management, FR common area protocols/procedures binder, Energy Bus, Level 4 checklist, referral log	
G. Build leadership capacity by teaching replacement behaviors	Administration, All Staff		
H. Provide guidance lesson in each classroom	Counselor		
I. Campus administrators will review discipline data with the staff at the end of each six weeks based on types of offenses, intervention, gender, ethnicity, and disability	Administration		
J. Apply proactive strategies for defining teaching, and supporting appropriate student behaviors for all students (including daily social skills lessons that are directly taught by classroom teachers)	All Staff		

	<p>K. Provide ongoing training using Foundations PBIS supports and Conscious Discipline</p> <p>L. Adapt the district and campus professional development scope and sequence to address key areas of need indicated in campus needs assessment</p> <p>M. Referral Log in the office (students sign in for all office visits)</p> <p>N. Focus and celebrate student success</p> <p>O. Implement positive behavior supports to address individual student behaviors with repeated office referrals</p> <p>P. Use discipline procedures as appropriate for:</p> <ul style="list-style-type: none"> - Level 1: Minor offenses and consequences - Level 2: Repeated or intermediate offenses and consequences (delayed office visit) - Level 3: Severe offenses and consequences (immediate office visit) - Level 4: Harassment, Intimidation, Bullying (immediate office visit) <p>Q. Educate parents/guardians to the importance of daily attendance, compulsory attendance laws</p> <p>R. Meet with parents for compulsory attendance related issues</p>	<p>Foundations Team</p> <p>Janel Falco</p> <p>All Staff</p> <p>Administration</p>	<p>PEIMS Data, District Attendance Guidelines</p>	
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Evaluation	<ul style="list-style-type: none"> - Effectiveness of safety and security measures (Safety Drill Log) - Traveling discipline data notebooks for all common areas - Discipline and referral data - Completed Level 4 data logs - Data collection in common areas and classroom walk -through - PEIMS Data
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Goal 4:	Empower families and the community to be full partners in students' educational success.
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Objective(s)	
	<ol style="list-style-type: none"> 1. Students and parents will feel welcomed and valued as part of the FR learning community 2. Parents will be well informed and have a general understanding of initiatives, events, and volunteer activities

Activities	Person(s) Resp	Resources	Timeline
<p>A. Enhance school climate by networking, celebrating growth and defining next steps for improvement</p> <p>B. Recruit, advertise, and invite parents to Meet the Teacher and Parent Orientations</p> <p>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)</p> <p>D. Participate in outreach activities to partner with parents and community members</p> <p>E. Communicate student academic progress and upcoming school and community events in school wide Monday folders, timely conferences, notes, progress reports, and phone calls, E-school</p> <p>F. Keep communication timely and current to all stakeholder groups by utilizing:</p> <ul style="list-style-type: none"> • Campus Website • Marquee • Facebook • Foyer Electronic Display • Teacher Newsletters/Webpages <p>G. Maintain parent communication about the availability of online programs such as Home Access Center (HAC) to monitor student progress</p>	<p>Cabinet</p> <p>PTO President All Staff</p> <p>All Staff PTO</p> <p>Outreach Task Force</p> <p>All Staff</p>	<p>-Local Funds</p> <p>-Internet, Marquee, Electronic Display, Flyers</p>	<p>Aug - May</p>

	H. Provide K transition information to Head Start parents	Head Start Staff	-Website and parent letters	May
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Evaluation				
	<ul style="list-style-type: none"> - 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.
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Objective(s)	
	<ol style="list-style-type: none"> 1. 90% of 1st grade students will read on or above grade level by the end of 1st grade 2. 90% of 2nd grade students will read on or above grade level by the end of 2nd grade 3. 92% of 3rd grade students will read on or above grade level by the end of 3rd grade 4. 90% of 4th grade students will read on or above grade level by the end of 4th grade 5. 90% of students (grades 2 – 4) will meet expectations on Math CBM tests based on district passing standards 6. 90% of all 4th grade students will meet expectations on STAAR Writing

Activities		Person(s) Resp	Resources	Timeline
	<p>A. Provide targeted, need based instruction using flexible grouping based on progress monitoring data</p> <p>B. Develop individualized student plan for incoming 4th grade students who did not meet passing standards for STAAR assessments</p>	K – 4 Teachers Support Staff Specialists	-Study Island, LLI, Read Naturally, Reading A-Z, Spelling City, Lucy Calkins -Think Through Math, eStar, Math Recovery, Sum Dogs, Clay Piggie	Aug - May

Evaluation	<ul style="list-style-type: none"> - Running Record Data - Reading Benchmark Data - Math CBM data - Writing Benchmark Data - STAAR Writing results
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**Forest Ridge
Professional Development Plan
2015-16**

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 a review of student assessment data and research based instruction. The staff development will be facilitated within four levels of support.

Level I:

- August 14th: Dare Greatly @ The Ridge...Falcon Style, *Building a Professional School Culture*
- August 17th: You Matter to US! Five: Where Will You Be in 5 Years? Part 1: Values, Mission and Purpose Part 2: Plan of Action, *Planning Process to Embrace Change*
- August 18th: YOU MATTER CONFERENCE (District), *Individuals select sessions based upon their personal goals*
- August 19th: Dare Greatly: Purposeful Planning for Academic Success, *Review of Campus Data, Content & Planning by Grade Level*
- August 20th: You Matter, Children Matter Too! Social Emotional Learning *Part 1: Values, Mission and Purpose, Plan of Action*
- August 21st: Dare Greatly: The Important Book, *Implementation of campus wide procedures to promote a safe, healthy campus*
- October 12th: Parent Conferences, *Communicate student academic/social emotional progress to parents*
- *November 11th: Early Release-*Data analysis of student achievement and discipline data*
- *January 27th: Early Release- *Data analysis of student achievement and discipline data*
- *April 6th: Early Release- *Data analysis of student achievement and discipline data*
- *Data review will drive next steps in meeting our target areas in reading, math and discipline
- February 15th: Staff Development- *Identify successes and begin planning for 2016-2017*

Level II:

- Study Groups (Book Studies), *Teacher Led Discussions in response to the targets identified in the campus improvement plan*
- Five: Where Will You Be in 5 Years? by Dan Zadra (All), *Long Range Planning*
- How Children Succeed by Paul Tough
- The Revision Toolbox-Teaching Techniques That Work by Georgia Heard
- Building Mathematical Comprehension by Laney Sammons
- Emotional Intensity in Gifted Students by Christine Fonseca
- September 22nd; October 27th; November 10th/17th; December 8th; January 12th; February 9th/23rd; March 22nd; April 12th/26th*

	<p>Level III: Grade Level/Across Grade Levels Academic Planning (Weekly with Team; Monthly with Specialists), <i>Review, monitor and adjust curricular calendars, study interventions to support student outcomes and needs. Use student work, listening to videos, etc. to inform the process</i></p> <p>Level IV: Coaching Support and Feedback (on-going)-<i>From administration and peers; observing one another teach</i></p>
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