

# 2014-15 Campus Improvement Plan

## Orange Grove Elemenatry

School Name

## Orange Grove I.S.D.

District Name

## Mission Statement

### **Orange Grove I.S.D.'s Mission Statement**

Educating all students to be successful in society.

### **Orange Grove Elemenatry's Mission Statement**

#### Orange Grove I.S.D. Vision Statement

Be the desired district in an evolving world.

#### Orange Grove I.S.D. District Goals

The District and each Campus will attain and maintain Exemplary rating status with an empasis on Advanced Academic Performance.

The District will provide a well balanced curriculum with effective instructional practices which actively involves all children and prepares them for success.

All staff will model, support and encourage all students, parents and community members to develop and display positive attitudes which ensure academic success.

The financial integrity of the district will be maintained while providing an acceptable fund balance which supports staff, facilities, and student programs.

The District will provide a safe and wll disciplined environment, with appropriate and adequate facilities for all programs.

The District will recruit and employ high quality personnel while providing ongoing professional development to build skills.

## **Orange Grove Elementary Campus Improvement Plan**

### **2014-15 Comprehensive Needs Assessment Summary**

In accordance with state and federal legislative requirements, the staff at Orange Grove Elementary conducted a comprehensive needs assessment for the 2014-15 school year. The needs assessment was conducted to identify gaps in the areas listed below. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

#### **Campus Demographics**

The staff at Orange Grove Elementary include 20 teachers, 4 paraprofessionals, and 1 administrators. The student population is 37.6% White, 0% African American, 61.5% Hispanic, 0% Asian, and 0% Native American. Additionally, the campus serves 58.8% economically disadvantaged students, 9% special education students, and 4% Limited English Proficient students. Attendance rates include % African American, 96.5% Hispanic, 96.5% White, and % economically disadvantaged. The most current data indicate the campus has a 16.8% mobility rate.

The following data were reviewed in relation to campus demographics:  
PEIMS report for 2013-2014, STAAR report 2012-2013

Upon review of these data, several findings were noted. These findings include:

The campus demographics has been consistently near the 60%+ range for Economically Disadvantage and Hispanic groups for the past three years.

Areas of need include:

Lower scores were noted in the Hispanic and Economically Disadvantage groups on both Reading and Math. The campus demographics shows over 60% of the population fall in these groups. There needs to be an increase in the number of students scoring in the Level III Advanced in both Reading and Math.

#### **Student Achievement**

The following data were reviewed in relation to Student achievement:  
STAAR reports 2013-2014; Eduphoria data analysis; Benchmarks

Upon review of these data, several findings were noted. These findings include:

Math scores increased by 7% and Reading decreased by 12% from the previous year. Orange Grove Elementary scored higher than the Region and tied the State in Reading and higher than the Region and State in Math. There needs to be an increase in the number of students scoring in the Level III Advanced in both Reading and Math.

Areas of need include:

Reading scores need to increase. Ethnic group and Economically Disadvantage scores need to improve. There needs to be an increase in the number of students scoring in the Level III Advanced in both Reading and Math.

### **School Culture, Climate, and Organization**

The following data were reviewed in relation to School Culture, Climate, and Organization:

District Curriculum is in place for Math, Science, and Social Studies. ELA will begin writing in Oct.. 2014

Upon review of these data, several findings were noted. These findings include:

Monitoring of District Curriculum is not optional.

Departmentalizing in 3rd Grade will help with focus on core subjects.

Areas of need include:

Accountability for following District's Curriculum Components

### **Staff Quality, Recruitment, and Retention**

The following data were reviewed in relation to Staff Quality, Recruitment, and Retention:

AEIS, number of new hires

Upon review of these data, several findings were noted. These findings include:

40.5% of teachers have 11-20 years experience and 44% of teachers have more than 20 years experience.

Areas of need include:

Hiring the best applicant for the position.

### **Family and Community Involvement**

The following data were reviewed in relation to Family and Community Involvement:

Parent-Teacher-Committee minutes; Open House sign in sheets; Parent/teacher conference/phone call logs/ Sign in sheets from community events.

Upon review of these data, several findings were noted. These findings include:

Teachers stay in contact with parents weekly. 2nd Annual Health Fair was a success with an increase in attendance from previous year.

Areas of need include:

P.T.C. meetings are not attended by community or parents. Continue to work with family and the community to be partners in providing an excellent education to the students of Orange Grove I.S.D.

**Orange Grove Elementary  
Areas to Celebrate**

STP	Area	Indicator	Description of Activity	Evidence of Success
Students	Subjects	Reading/ELA	STAAR test	Surpassed Region by 5% and tied the State. Above Regional and State on advance scoring.
		Math	STAAR test	Math scores up 7% surpassed Region by 8% and state by 1%. Above Regional and State on Advance scoring.
		Social Studies		
	Subgroups	All		
		H	Focus on students in this student group with intense interventions.	Reading scores increased 22% and Math 8%.
		ED	Focus on students in this student group with intense interventions.	Reading scores increased 23% and Math 18%.
		SE	All but 3 students took the STAAR.	2 students passed one portion of the modified.
	Social/ Emotional	Discipline		
		Extracurricular		
Teachers	Professional Development			
	New Staff			
	Retention		40.5% teachers have 11-20 years experience and 40% have 20 or more years.	Number of years service in Orange Grove I.S.D.
	Qualifications		Recruiting Highly Qualified applicants.	All staff is Highly Qualified.
Parents	Participation			
	Communication			

## 2014-15 Campus Improvement Plan for Orange Grove Elemenatry

### Area of Focus: Campus Culture

**District Priority:** The district's schools will maintain an engaging environment conducive to student learning and employee effectiveness.

**Campus Performance Objective:** During the 2014-2015 school year, the campus will promote positive interactions for staff, parents, and students.

**Formative Evaluation:** Lesson Plans

Strategies	Target Group	Person(s) Responsible	Resources	Timeline
1 Teachers will plan collaboratively to ensure a horizontal alignment of the curriculum building a positive Professional Learning Community where ideas, thoughts, and best practices are shared.	2nd grade and 3rd grade Teachers	Keeva Frazier, Principal	textbooks, instructional resources, computer software, technology	weekly
2 Students will attend "Fun Friday" when they exhibit outstanding behavior, good academic effort, or great character traits.	2nd and 3rd grade Students	Core Teachers in 2nd and 3rd	Student of the Week form.	weekly
3 Positive phone calls will be made weekly to parents.		Principal	Phone log	weekly

## 2014-15 Campus Improvement Plan for Orange Grove Elemenatry

### Area of Focus: District Goal #1 and #2

**District Priority:**

The District and each Campus will attain and maintain a 'Met Standard' status with an emphasis on Advanced Academic Performance. The District and each Campus will provide a well -balanced curriculum with effective instructional practices which actively involve all children and prepares them for success.

**Campus Performance Objective:**

Campus state and federal accountability ratings will reflect 'Met Standard' performance status in all measures.

**Formative Evaluation:**

Did the campus attain and maintain a 'Met Standard' rating status in all measures?

	Strategies	Target Group	Person(s) Responsible	Resources	Timeline
1	Leadership Team Meetings		District Administrators	Meeting Agendas, Corresponding Resources	August 2014-June 2015
2	Data Disaggregation Utilizing Eduphoria Aware		Administrators, Counselor, Dept. Heads, Teachers	Assessment Results, Technology	August 2014-June 2015
3	Instructional Progress Conversation Meetings		Administrators, Dept. Heads, Teachers	Assessment Results, Instructional Progress Conversation Timeline	August 2014-June 2015
4	Continuous Adjustments to Instructional Timelines		Administrators, Dept. Heads, Teachers	Instructional Timelines	August 2014-June 2015
5	* Write ELA Scope and Sequence and continue curriculum writing for core subjects.		Administrators, Dept. Heads, Teachers	ESC curriculum Specialist, State, District and campus resouces.	August 2014-June 2015
6	Utilize ISTATION for Reading and Think Through Math to support RTI and identified struggling students.		Administrators, Dept. Heads, Teachers	Study Island and Think Through Math Online Curriculum Technology	August 2014- June 2015
7	Provide quality staff development in order to develop effective teaching practices		District Administrators	Training Information, Consultants, Certificates	August 2014- June 2015
8	Conduct Instructional Walk Throughs		Campus Administrators	Lesson Plans, Observation Documentation	August 2014- June 2015
9	Data-Driven ARD Meetings		Administrators, Special Education Personnel, Classroom Teachers	Assessment Results, Benchmarking Results, Progress Reports, Report Cards, Class Testing	August 2014- June 2015

Strategies	Target Group	Person(s) Responsible	Resources	Timeline
10 Strategic Benchmarking Utilizing Eduphoria Aware		Administrators, Counselor, Dept. Heads, Teachers	State Release Tests, Eduphoria Aware Software, Technology	August 2014- June 2015
11 Update and follow Response to Intervention Plan (RTI)		Administrators, Counselor and Teachers	Intervention training and Progress Monitoring Facilitation	August 2014- June 2015
12 Analyze data to determine student tutorial groups		Administrators, Counselor and Teachers	Assessment Results, Benchmarking Results, Progress Reports, Report Cards, Class Testing	August 2014- June 2015
13 Begin Reading and Math Tutorials before and after school starting the 2nd six-weeks.		Adminstrators, Special Education Personnel, Classroom Teachers, Volunteers	Computer lab, software	August 2014- June 2015
14 Implement The Great Body Shop Program		Computer Lab instructor and Coaches	The Great Body Shop Program	August 2014-June 2015
15 *Bulldog Buddies (VIPS-Reading)		Elementary Staff & VIPS	Library resources, VIPS Coordinator	August 2014- June 2015
16 *School Librarian (Reading Specialist) used for Reading Interventions		Principal & Teachers	Library Resources	August 2014- June 2015
17 Utilize Accelerated Reader Program		Principal & Teachers	Renaissance Lrng. Contract;	August 2014- June 2015
18 Utilize STAR Math & Reading Assessment Programs		Principal & Teachers	Renaissance Lrng. Contract;	August 2014- June 2015
19 *Utilize IPADs and E-Readers in the classrooms.		Principal & Teachers	Renaissance Lrng. Contract;	August 2014- June 2015
20 Utilize Mentoring Minds: Motivation Math Workbook Program		Principal & Teachers	Campus Budget	August 2014- June 2015

Strategies	Target Group	Person(s) Responsible	Resources	Timeline
21 Utilize Inclusion/Co-Teaching Instructional Strategy		Principal & Teachers	Co-Teaching/Inclusion Classroom	August 2014-June 2015
22 Participate in district wide special education focus group		Special Education Staff	Opportunity to attend meetings	August 2014-June 2015
23 Provide weekly, six weeks and semester attendance incentives for students		Principal & Teachers	Student Activity Funds	August 2014- June 2015
24 Make parent contact when students are absent		School Secretary	TXEIS	August 2014-June 2015
25 Monthly Staff Development Lead4ward webinars (data, instruction, and assessments)		Administration, Teachers	Campus Budget	August 2014-June 2015
26 *Marazano's High Yield Strategies		Administrator, Teachers	Staff Development resources	August 2014-June 2015

## 2014-15 Campus Improvement Plan for Orange Grove Elementary

### Area of Focus: District Goal #3

**District Priority:** All community members, parents, and staff will model, support, and encourage all students to develop and display positive attitudes which ensure academic success.

**Campus Performance Objective:** Throughout the 2012-13 academic year, the Orange Grove Elementary School will utilize various communication strategies which support increased student achievement.

**Formative Evaluation:**

Strategies	Target Group	Person(s) Responsible	Resources	Timeline
1 New Student Registration		Administrators, Counselor, Nurse	Registration Materials, Student Handbooks	Aug-14
2 3 Week Parent Newsletter and campus calendar of events		Campus Administrators	Publishing Program	August 2014- June 2015
3 Utilize Alert NOW! Phone system		Administrators	Alert NOW Web System	August 2014- June 2015
4 Open House/ Meet The Teacher		Administrators, Counselor, Campus Staff	Campus Facilities, Technology	Sept. 2014
5 Campus Calendar of Events on Elementary Web Page		Administrators, Coaches, Sponsors, Directors	Web Event Program	August 2014- June 2015
6 Campus Web Page		Administrators, Web Master, Teacher	District Web Page	August 2014- June 2015
7 Family Literacy Nights		Administrators, Campus Staff, Librarian	Library Support	August 2014- June 2015
8 Positive Phone Calls		Campus Administrators	District Phone System	August 2014- June 2015
9 Parent-Teacher-Student Conferences/Notes		Administrators, Teachers, Coaches, Sponsors, Directors	Technology, Various Forms of Communication	August 2014- June 2015
10 Progress Reports / Report Cards		Campus Administrators, Teachers	Grade Speed, Technology	August 2014- June 2015
11 Campus Marquee		Administrator, Maintenance Personnel	Marquee	August 2014- June 2015
12 District Newsletter		Administrators, Counselor, Coaches, Directors, Sponsors, Teachers	Newsletter	August 2014- June 2015
13 *Volunteer Program		Administrators, VIPS coordinator	District support	August 2014- June 2015
14 Monthly Health Parent Newsletter		Administrators, Teachers, Coaches, Sponsors, Directors	The Great Body Shop Curriculum	August 2014- June 2015
15 End-of-the-Year Assemblies		Administrators, Counselor, Attendance Clerk, Teachers	School Records, Technology, Certificates	June 15
16 Navy Mentoring Program focusing on student's in need of a positive role model.		All Campus Staff Members	Volunteer Mentors	August 2014- June 2015
17 Maintain Bullying Prevention Program		All Campus Staff Members	Counseling Direction & Guidance	August 2014- June 2015

<b>Strategies</b>	<b>Target Group</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timeline</b>
18 Conduct Bullying Prevention Week		All Campus Staff Members	Counseling Direction & Guidance	Nov. 2014
19 Continue partnership with Parent Teacher Club & conduct campus activities		All Campus Staff Members	PTC plans	August 2014- June 2015

## 2014-15 Campus Improvement Plan for Orange Grove Elemenatry

### Area of Focus: District Goal #4

- District Priority:** The financial integrity of the district will be maintained while providing an acceptable fund balance which supports staff, facilities, and student programs.
- Campus Performance Objective:** The campus will develop and maintain a well managed fiscal program which provides adequate funding for all programs and builds financial reserves.
- Formative Evaluation:** Did the campus provide a balanced budget, provide funding for all programs, maintain its facilities, and have adequate fund balance?

Strategies	Target Group	Person(s) Responsible	Resources	Timeline
1 Secure 2014-15 Board-Approved District Budget from Central Office		Campus Administrator	Board-Approved District Budget	August 2014- June 2015
2 Establish Campus Ledgers for Each Campus Line Item Budget		Campus Administrator	Campus Budget Worksheets, District Budget	August 2014- June 2015
3 Share Corresponding Line Item Budget Amounts With Appropriate Staff		Administrators, Department Heads, Coaches, Sponsors, Directors	District Budget	August 2014- June 2015
4 Refine 2013-14 Expenditure Needs and Priority Lists		Administrators, Department Heads, Coaches, Sponsors, Directors	Expenditure Needs and Priority Lists	August 2014- June 2015
5 Review Purchase Requisition Procedures With All Staff		Campus Administrators	Purchase Requisition Outline Worksheet	August 2014- June 2015
6 All Budget Purchase Requisitions Need Administrative Approval		Campus Administrator	Purchase Requisition Forms	August 2014- June 2015
7 All Activity Fund Purchase Requisitions Require Administrative Approval		Campus Administrator, Sponsors	Purchase Requisition Forms, Activity Funds	August 2014- June 2015
8 Obtain Monthly Budget Reports From Central Office		Campus Admin, Central Office Personnel	Technology, Central Office Personnel	August 2014- June 2015
9 Submit Proposed 2015 –2016 Campus Budget to Central Office		Administrators, Dept. Heads, Sponsors, Coaches, Directors	Campus Budget Worksheets	March 2015

## 2014-15 Campus Improvement Plan for Orange Grove Elemenatry

### Area of Focus: District Goal #5

**District Priority:** The District will provide a safe and well disciplined environment.

**Campus Performance Objective:** The campus will improve student behavior, reinforce positive self-image; and reduce accidents/injuries for students and staff.

**Formative Evaluation:** Did the campus provide a safe and well disciplined environment?

Strategies	Target Group	Person(s) Responsible	Resources	Timeline
1 All Staff Will Model safe and proper behavior		Administrators, Campus Staff	Employee Handbook, Human Resources	August 2014- June 2015
2 Contact parents regarding student behavior with phone calls, notes, letters or home visits		Administrators, Counselor and Teachers	Parent Contact Information	August 2014- June 2015
3 Morning/Lunch/ After School Duties		Administrators, Assigned Campus Staff	Human Resources	August 2014- June 2015
4 Discipline Referrals		Administrators, Campus Staff	Discipline Referral Forms	August 2014- June 2015
5 Notice of Concerns		Administrators, Campus Staff	Notice of Concern Forms	August 2014- June 2015
6 School-Home Contacts		Administrators, Campus Staff	Various Communication Tools	August 2014- June 2015
7 Progress Reports / Report Cards		Administrators, Counselor, Teachers	Grade Speed, Technology	August 2014- June 2015
8 Campus Counseling Services		Counselor	Campus Counselor	August 2014- June 2015
9 Campus Counseling KELSO Program		Counselor	Kelso program	August 2014- June 2015
10 School-Wide theme and decorations		All Staff	Supplies	August 2014- June 2015
11 Effective Display and Communication of Classroom Rules		Teachers	Technology, General Supplies	August 2014- June 2015
12 Positive Reinforcement of Proper Behavior		Administrators, Campus Staff	Various Incentives	August 2014- June 2015
13 Emergency Plan		Administrators, Campus Staff	Emergency Plan	August 2014- June 2015
14 Maintain enclosure fencing around campus		Administrators, Campus Staff	District Funds	August 2014- June 2015
15 *Make handicap ramp accessible to public		Administrators, Campus Staff	District Funds	Aug. 2014
16 *Lunch Buddies Character Ed Program		Administrators, Campus Staff, Counselor	Campus Activity Fund	Sept.2014-May 2015
17 *Fun Fridays		Administrators, Campus Staff, Counselor, VIPS	Campus Activity Fund	Sept. 2014- May 2015

**2014-15 Campus Improvement Plan for Orange Grove Elemenatry**

**Area of Focus: District Goal #6**

**District Priority:**

The District will provide appropriate and adequate facilities for all programs.

**Campus Performance Objective:**

The Campus will review the current facilities for all programs, consider, and make decisions regarding facility upgrades and additions.

**Formative Evaluation:**

Did the campus consider and make decisions regarding facility upgrades and additions?

Strategies	Target Group	Person(s) Responsible	Resources	Timeline
1 Member(s) of staff and community served on the Facilities Advisory Committee		Administrators, teachers, community members	Meeting dates, transportation	August 2014- June 2015
2 *Make handicap ramp accessible to public		Maintenance	District Funds	Aug. 2014

**\* Legend for Codes**

<b>Code</b>	<b>Plan</b>	<b>Indicates that the strategy addresses...</b>
<b>AR</b>	At-risk	the needs of students deemed “at-risk” of academic decline.
<b>CE</b>	Compensatory Education	initiatives supported by these funds—math helping teachers; Small-group Reading Improvement and Reading Enrichment; Vietnamese and Chinese itinerant teachers; summer school for LEP students; SOS; bilingual enrichment teachers; at-risk staffing at Title I schools.
<b>PI</b>	Parent Involvement	students’ need for support from home and/or the school’s use of volunteers.
<b>SD</b>	Staff Development	training needs of teachers and other staff.
<b>T</b>	Technology	tools used to enhance instruction or to facilitate managerial tasks.
<b>T1</b>	Title I	federal mandates for school-wide Title I programs.
<b>VP</b>	Violence Prevention	prevention and intervention plans for improving student behavior.
<b>BP</b>	Bullying Prevention	prevention of bullying behavior on the campus.

**CIP PART II: ASSURANCE ADDENDUM**

**Orange Grove Elemenatry  
Keeva Frazier, Principal  
2014-15 Campus Improvement Plan  
Orange Grove I.S.D.**

**Section A**

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an “X” in the box next to the corresponding requirement.

<input checked="" type="checkbox"/>	Orange Grove Elemenatry has met the legal requirements for campus improvement planning, including institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
<input checked="" type="checkbox"/>	Completed a needs assessment which serves as the basis for the CIP.
<input checked="" type="checkbox"/>	Reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, including African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal- setting, strategies to address and support these objectives, including accelerated instruction.
<input checked="" type="checkbox"/>	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups’ performance.
<input checked="" type="checkbox"/>	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
<input checked="" type="checkbox"/>	Addressed students’ needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
<input type="checkbox"/>	Included strategies for dropout prevention and reduction. (middle school and high school)
<input checked="" type="checkbox"/>	Included strategies for improving student attendance.
<input type="checkbox"/>	Included strategies for improving the campus’s completion rate. (high school)
<input checked="" type="checkbox"/>	Provided for a program to encourage parental and community involvement at the campus.
<input checked="" type="checkbox"/>	Included goals and methods for violence prevention and intervention on campus.
<input type="checkbox"/>	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
<input checked="" type="checkbox"/>	Reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory Education (Supported by the district’s Financial Services Team).
<input checked="" type="checkbox"/>	Teachers will focus instruction on the TEKS deemed as “critical” and will follow the district’s scope and sequence for the course and/or grade level.
<input type="checkbox"/>	Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach of Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)
<input checked="" type="checkbox"/>	Provided use of the i-Station reading program with students identified based on ISIP scores, or who are identified for special education services, or who are at-risk of reading failure, Pre-K through 3.
<input type="checkbox"/>	Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten.
<input type="checkbox"/>	IDEA Part B Stimulus – Funds are utilized to provide technology, professional development, instructional resources, and innovative programs to support teacher in services to student with disabilities.
<input type="checkbox"/>	The use and implementation of Stimulus money will be monitored monthly.

**CIP PART II: ASSURANCE ADDENDUM**

**Section B**

<b>Membership Composition of the Campus Performance Objectives Council</b>	
<b>Name of CPOC Member</b>	<b>Position</b>
Keeva Frazier	Principal
Natalie Phillips	Counselor
Jill Ortiz	Dyslexia Teacher
Amber Priddy	Special Education Teacher 2nd Grade
Bonnie Robertston	Special Education Teacher 3rd Grade
Kristy Magouirk	Teacher 3rd Grade
Isabel Alanis	Teacher 2nd Grade
Scarlett Ritchey	Teacher 2nd Grade

<b>CPOC Meetings* for 2014-15</b>			
<b>#</b>	<b>Date</b>	<b>Time</b>	<b>Location</b>

\* Policy requires a minimum of five meetings, one of which is dedicated to conducting a public hearing in late fall to publicize the school's newly-released AEIS statistics.

## CIP PART II: ASSURANCE ADDENDUM

### Section D

[X]	1. <b>Comprehensive needs assessment</b> – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the SMART goals for the next school year.
[X]	2. <b>School-wide reform strategies</b> – These strategies include ones that strengthen the core academic program; meet the educational needs of historically under-served populations; increase the amount and quality of learning time; and address needs of all, but particularly low-achieving students. Examples of school-wide strategies follow: teach content-focused vocabulary terms/phrases – 20 per year, per core subject from the district’s list – for all students to learn (in addition to the usual teacher-selected vocabulary words); expand effective instructional strategies, including use of technology in ways proven to increase students’ engagement in learning and level of thinking about content and concepts.
[X]	3. <b>Instruction by highly qualified teachers</b> – 100% of our teachers are certified for the position they hold even though they have varying levels of experience. Experienced teachers give support to less experienced teachers. Parents are notified if a teacher is not certified, and the teacher must either be working toward certification or efforts continue to hire someone who is certified.
[X]	4. <b>High-quality and ongoing professional development</b> – Helping teachers provide on-the-job training and monitoring to promote teachers’ professional development. Staff members participate in professional development offered throughout the year. Professional development may also be conducted on site by in-house instructional leaders and also by district instructional support staff.
[X]	5. <b>Strategies to attract high-quality, highly-qualified teachers</b> – Recruiting and retaining highly-qualified teachers is a continuous process. We closely work with our district’s Human Resources administrators and network with other principals to help in this effort. Our own teachers also serve as recruiters. The result has been that 100% of our classroom teachers are appropriately certified for the position they hold.
[X]	6. <b>Strategies to increase parental involvement</b> – Schools engage in numerous activities to increase parent involvement in the campus’s programs. Open Houses, telephone calls, and newsletters are just a few methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example, ESL classes or TAKS information programs.
[X]	7. <b>Transition from early childhood programs</b> – Elementary schools collaborate with early childhood centers to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns and registration days. (Not applicable to secondary schools)
[X]	8. <b>Measures to include teachers in the decisions regarding the uses of academic assessments</b> – Numerous teacher reports are available for the teachers to access throughout the year. These reports are based on locally-developed and summative assessments. Ongoing staff development is available on site to analyze assessment data. Grade-level, content-area, team, or departmental meetings and the CPOC provide forums to discuss assessment issues.
[X]	9. <b>Effective, timely additional assistance</b> – Formative and summative assessments provide the data for teachers and administrators to monitor individual student progress so that interventions and assistance will be timely. Various live reports are available via infoservweb and are accessible to teachers and administrators.
[X]	10. <b>Coordination and integration of federal, state, and local services and programs</b> – At the building level, federal, state and local services and programs are coordinated to address student needs best; this coordination of services and programs is reflected in the activities listed in the campus goals and strategies.

**CIP PART II: ASSURANCE ADDENDUM**

**Orange Grove Elemenatry  
Orange Grove I.S.D.  
Staff Development Plans  
2014-15**

<b>Date</b>	<b>Audience</b>	<b>Responsible for Planning</b>	<b>Purpose/Content</b>
August 2 & 3	Leadership Conference	District Administrative Staff	
August 10	Teacher Leader Conference	Secondary Curriculum Staff	
August 12 & 13	New Staff Orientation	District and Campus Administrative Staff	
<b>August 16</b>	<b>**Elementary and Secondary Campus</b>	<b>Campus Administrative Staff</b>	
<b>August 17</b>	<b>**Elementary and Secondary Campus</b>	<b>Campus Administrative Staff</b>	
<b>August 18</b>	<b>**Secondary Campus</b>	<b>Campus Administrative Staff</b>	
August 18	Elementary District (Cluster Groups 1-4)	Elementary Curriculum Staff	
August 19	Secondary District	Secondary Curriculum Staff	
August 19	Elementary District (Cluster Groups 5-8)	Elementary Curriculum Staff	
<b>August 20</b>	<b>**Elementary and Secondary Campus</b>	<b>Campus Administrative Staff</b>	
October 11	Elementary Parent Conferences	Campus Administrative Staff	
October 11	Secondary District	Secondary Curriculum Staff	
January 3	Elementary District	Elementary Curriculum Staff	
<b>January 3</b>	<b>**Secondary Campus</b>	<b>Campus Administrative Staff</b>	
<b>January 4</b>	<b>**Elementary and Secondary Campus</b>	<b>Campus Administrative Staff</b>	
<b>*February 21</b>	<b>Elementary and Secondary Campus</b>	<b>Campus Administrative Staff</b>	
<b>*June 2</b>	<b>Elementary and Secondary Campus</b>	<b>Campus Administrative Staff</b>	

\*\* The following dates have been identified as inclement weather days: December 20 and 21, 2010; February 21, 2011; and June 2, 2011.  
These dates MAY NOT BE USED AS CAMPUS TIME EQUIVALENCY.

\*\* A campus may choose a maximum of two Campus Time Equivalency days.  
No waiver is required; however, please notify the Staff Development office with the dates of your planned CTE days, if any.