

Red Oak Independent School District District Improvement Plan 2019-2020

Accountability Rating: B

Mission Statement

The Mission of Red Oak ISD

Four Talons of the Hawk:

- Exhibits Academic Readiness: 1% Better Daily & Love Tough
- Seeks Opportunities and Challenges of Learning: Growth, Resilience, Integrity, Tenacity (G.R.I.T.)
- Demonstrates Fair, Respectful, and Well-Rounded Characteristics: Respect, Encourage, Appreciate, Communicate, Honor (R.E.A.C.H.)
- Leaves a Legacy through Service: "We Before Me"

Vision

The Vision of Red Oak ISD: "Realizing Our Individual Students' Dreams"

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The Ellis County Texas towns of Red Oak, Ovilla, Glenn Heights, Oak Leaf, and Pecan Hill combined in 1912 to found Red Oak ISD. There are seven campuses: One 5A high school, one middle school (grades 6-8), and 5 elementary schools (PK-5). Red Oak consists of both rural and neighborhood populations. The 5 elementary campuses receive Title I federal funds.

TOTAL STUDENT ENROLLMENT 2019–2020

6,000

STUDENT ENROLLMENT BY RACE/ETHNICITY 2018-2019

AFRICAN AMERICAN- 23.7%

ASIAN- 0.8%

HISPANIC- 36.8%

AMERICAN INDIAN- 0.6%

PACIFIC ISLANDER- 0.1%

TWO OR MORE RACES- 2.9%

WHITE- 35.2%

STUDENT ENROLLMENT BY TYPE

Economically Disadvantaged- 48.5%

English Language Learner- 11.4%

Students Receiving Special Education Services- 11.7%

Source: TXschools.gov

Demographics Strengths

Red Oak ISD continues to become more diverse and provides our students with the opportunity develop an understanding for others on a local, state, national and global level.

Student Academic Achievement

Student Academic Achievement Summary

Red Oak ISD is pleased to report that the district received the rating of B (88) with 5 campuses receiving a rating of B and 2 campuses receiving a rating of C on the TEA Accountability rating for 2019.

- District Overall Score 88 B
- Student Achievement 89
- School Progress 88
- Closing the Gaps 84

Student Academic Achievement Strengths

Campuses in Red Oak ISD received a total of twelve distinctions on the TEA Accountability Summary for 2019. Please see addendum for Academic Improvement.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: While we have seen growth in the majority of our STAAR tests results, our reading and writing scores still remain an area of focus for the District.

District Processes & Programs

District Processes & Programs Summary

ROISD staff members have been formally trained and receive ongoing support on how to operate as professional learning communities with a focus on collaboration, student learning, and results in order to increase student achievement. The ROISD teaching/learning model has been developed to assist with the PLC process.

District Processes & Programs Strengths

ROISD Curriculum Management plan was created in 2018 and has guided our training and implementation of Personal Learning Communities.

Perceptions

Perceptions Summary

Our Vision in Red Oak ISD is to **Realize Our Individual Students' Dreams** (ROISD) and our Mission is to incorporate and instill the 4 Talons of the Hawk for each and every one of our students.

Our measure of success does not solely lie on how we grade out on a standardized test, but on how we work to instill the 4 Talons of the Hawk in our students and who they become because of that. Seeing evidence of how our students live it out not only in their time as a student with us, but as an adult and a great contributor to our community and society as a whole is our measure of success. We have high expectations for all our students and our commitment is to do all we can to help them reach their fullest potential.

Four Talons of the Hawk are 1) exhibits academic readiness, 2) seeks challenges of learning, 3) strives to be fair, respectful & well rounded, and 4) leaves a legacy through service.

We are on a mission for our students' success.

Perceptions Strengths

Our strength is our belief and commitment to all student's academic and social-emotional growth and development.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry-based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Violence and/or violence prevention records

Employee Data

Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Exhibits Academic Readiness: Equip all students for high levels of academic achievement and continuous growth and development.

Performance Objective 1: Ensure that all students can access an engaging instructional environment that promotes high levels of achievement.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy and Formative Review Chart:

Strategy Description	Elements	Monitor	Evidence that Demonstrates Success	Dec	Feb	May
<p>1)The Curriculum Department will continue to supplement the managed curriculum and build upon resources that are provided to teachers that will offer a guaranteed and viable curriculum.</p> <p>Funding Sources: 199 Local Funds – 0.00</p>	2.4, 2.6	<ul style="list-style-type: none"> Assistant Superintendent of Curriculum & Instruction Executive Director of Elementary Learning Executive Director of Secondary Learning Curriculum Coordinators Administrators Teachers Instructional Coaches 	<ul style="list-style-type: none"> The TEKS Resource System will provide the district with a curriculum management system that offers a guaranteed and viable curriculum. Professional Learning Communities will facilitate collaboration to improve student academic progress. 			
<p>2)Title I funds will be utilized to provide additional academic support in the elementary classroom for students.</p> <p>Funding Sources: 211 Title I - 0.00</p>	2.5	<ul style="list-style-type: none"> Executive Director of Elementary Learning Campus Administrators 	<ul style="list-style-type: none"> Assigned schedule to provide support. 			

Strategy Description	Elements	Monitor	Evidence that Demonstrates Success	Dec	Feb	May
<p>3) Utilize Title III funds to supplement the available resources for advancing the academic achievement of EL students. Rosetta Stone, Soluciones Grades K-2, Fonética y Gramática Grade K-2 and English/ Spanish Sound-Spelling Training are examples of supplemental programs / materials to be used.</p> <p>Provide classroom instructional practices using the Gomez & Gomez model.</p> <p>Title III funds will also be utilized to split-fund a paraprofessional to assist at Wooden Elementary in the Bilingual classrooms and as a parent liaison.</p>		<ul style="list-style-type: none"> Executive Director of Elementary Learning Executive Director of Secondary Learning Administrators Teachers Executive Director of Assessment and Accountability Director of Bilingual/ELL 	<ul style="list-style-type: none"> TAPR Report ESSA Report Aware Reports TELPAS Results LPAC Reports 			
<p>4) Provide bilingual classes at Wooden and Schupmann Elementary schools in order to improve English language proficiency.</p>	2.4, 2.6	<ul style="list-style-type: none"> Assistant Superintendent of Curriculum & Instruction Executive Director of Accountability Executive Director of Elementary Learning 	<ul style="list-style-type: none"> Student enrollment TELPAS improvement, STAAR improvement for EL. 			
<p>5) Support Gifted and Talented students' talents outside the classroom by participation in the Destination Imagination program</p> <p>Funding Sources: 199 21 GT - 7750.00</p>		<ul style="list-style-type: none"> Advanced Academics/GT Coordinator 	<ul style="list-style-type: none"> Student participation records 			
<p>6) Elementary students will receive GT pullout instruction at the elementary schools</p> <p>Funding Sources: 199 21 GT - 328500.00</p>		<ul style="list-style-type: none"> Elementary principals Advanced Academic/GT Coordinator 	<ul style="list-style-type: none"> Campus scheduled pullout contact 			
<p>7) ROMS GT students will be assigned to GT specific classes taught by a teacher who is certified GT and the subject area</p> <p>Funding Sources: 199 21 GT - 20000.00</p>		<ul style="list-style-type: none"> ROMS principal Advanced Academics/ GT Coordinator 	<ul style="list-style-type: none"> GT student enrollment and academic success 			



= Accomplished



= No Progress



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Goal 1: Exhibits Academic Readiness: Equip all students for high levels of academic achievement and continuous growth and development.

Performance Objective 2: Utilize a variety of processes to monitor and foster student/ teacher achievement and growth.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy and Formative Evaluation Chart:

Strategy Description	Elements	Monitor	Evidence that Demonstrates Success	Dec	Feb	May
1) Provide a comprehensive intervention and enrichment plan for identified students designed to close the achievement gap through a Multi-Tiered System of Supports (MTSS)		<ul style="list-style-type: none"> • Campus Administrators • Director of Special Education • Executive Director of Elementary Learning • Executive Director of Secondary Learning • Assistant Superintendent of Curriculum & Instruction 	<ul style="list-style-type: none"> • Completed Intervention Plans, Student Data from Aware, etc. • Summer Intervention • Response To Intervention (RTI) • Talon/Target Time, Tutoring • Snap and Read access, Co-Writer access 			
2) Support and intervene with identified struggling readers. Utilize Title I campus-level allocation at elementary schools to provide a Reading Support / Literacy Strategist at each campus. Funding Sources: 211 Title I - 0.00		<ul style="list-style-type: none"> • Assistant Superintendent of Curriculum & Instruction • Executive Director of Secondary Learning • Executive Director of Elementary Learning • Director of Special Education • Administrators • Teachers 	<ul style="list-style-type: none"> • Implementation of Leveled Literacy Intervention, observations, feedback from trained teachers, reading assessment growth at the local and state level. • Running Records, DRA Reports Diagnostic Screener Reports 			
3) Implement the Fundamental Five walk-through system to monitor and give feedback to teachers on best instructional practices and assess professional development needs. Funding Sources: 199 Local Funds - 0.00		<ul style="list-style-type: none"> • Campus Administrators • Curriculum Department 	<ul style="list-style-type: none"> • Cumulative Powerwalk data 			

Strategy Description	Elements	Monitor	Evidence that Demonstrates Success	Dec	Feb	May
4) Provide Gifted and Talented teachers and leadership staff access to GT professional development to meet state requirements and enhance the delivery of GT services. Funding Sources: 199 21 GT - 11500.00		<ul style="list-style-type: none"> Advanced Academics/GT Coordinator 	<ul style="list-style-type: none"> Training records 			
5) Provide GT students with supplemental instructional activities. Funding Sources: 199 21 GT - 3500.00		<ul style="list-style-type: none"> Advanced Academics/GT Coordinator 	<ul style="list-style-type: none"> Program participation 			



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Goal 1: Exhibits Academic Readiness: Equip all students for high levels of academic achievement and continuous growth and development.




Performance Objective 3: Recruit, support, retain and reward quality personnel while providing ongoing and relevant professional development that translates to student engagement and success.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy and Formative Evaluation Chart:

Strategy Description	Elements	Monitor	Evidence that Demonstrates Success	Dec	Feb	May
1) Retain high quality staff by utilizing Title II funds for Master Stipends. Funding Sources: 255 Title II - 0.00		<ul style="list-style-type: none"> Executive Director of Assessment & Accountability Director of Human Resource 	<ul style="list-style-type: none"> Staff Retention Rate 			
2) Develop new teachers through strategic and intentional mentoring and professional development.		<ul style="list-style-type: none"> Assistant Superintendent of Human Resources Director of Human Resources Staff Development Coordinator Campus Instructional Coaches 	<ul style="list-style-type: none"> Empowering Educators New Teacher Academy Training Logs Staff Survey Mentor Logs 			
3) Offer a compensation package and benefits plan that are competitive for all employees.		<ul style="list-style-type: none"> Assistant Superintendent of Human Resources Chief Financial Officer Business Office 	<ul style="list-style-type: none"> Comparative analysis of peer/neighboring districts' benefits 			
4) Work with university partners on ways to improve and increase partnerships.		<ul style="list-style-type: none"> Assistant Superintendent of Human Resources Director of Human Resources 	<ul style="list-style-type: none"> Increased attendance at job fairs 			

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Goal 2: Seek Opportunities and Challenges of Learning: Promote and support an environment that inspires high levels of student growth, resilience, integrity, and tenacity.

Performance Objective 1: Encourage students to explore, identify and develop their strengths and passions through multiple pathways that are appropriate to each individual.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy and Formative Evaluation Chart:

Strategy Description	Elements	Monitor	Evidence that Demonstrates Success	Dec	Feb	May
<p>1) Provide students the opportunity to explore a variety of career opportunities to build interest and explore strengths through the use of the Naviance career software program.</p> <p>Funding Sources: 199 Local Funds - 0.00</p>		<ul style="list-style-type: none"> • Campus Administrators • Curriculum and Instruction Department • Staff Sponsors • Counselors • Career & Technical Director • Fine Arts Director • Athletic Director 	<ul style="list-style-type: none"> • Course Enrollment, Course Selection Options, Career Cruising • Student Organization participation, High School Expo, parent information nights at ROHS and ROMS. • Counselor informational sessions with students 			
<p>2) Continue to strengthen Career and Technical course offerings to meet the needs of the job market.</p> <p>Utilize TSTC course options, certification pathways, and supplemental activities as permitted by Perkins Grant guidelines.</p>		<ul style="list-style-type: none"> • Assistant Superintendent of Curriculum & Instruction • Executive Director of Secondary Learning • Career & Technical Director • Executive Director of Assessment & Accountability 	<ul style="list-style-type: none"> • Course Enrollment, Workforce Data showing market demand • Student certifications • Perkins Fund Compliance Report • Staff Development records 			



= Accomplished



= No Progress



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Goal 2: Seek Opportunities and Challenges of Learning: Promote and support an environment that inspires high levels of student growth, resilience, integrity, and tenacity.

Performance Objective 2: Design and implement professional learning opportunities that grow the personal and professional capacities of staff members.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy and Formative Evaluation Chart:

Strategy Description	Elements	Monitor	Evidence that Demonstrates Success	Dec	Feb	May
1) Expand the current use of instructional technology through the use of CANVAS at secondary level and modeling best practices for its integration as a learning tool. Funding Sources: 199 Local Funds - 0.00		<ul style="list-style-type: none"> • Campus Administrators • Curriculum Coordinators • Instructional Coaches • Librarians • Lab Managers 	<ul style="list-style-type: none"> • Training Sessions, Meetings, Agendas 			
2) Staff training will include strategies to reach diverse learners' needs, including English Learners, Special Education, Dyslexic, and At-Risk students.		<ul style="list-style-type: none"> • Campus Administrators • Executive Director of Elementary Learning • Executive Director of Secondary Learning • Assistant Superintendent of Curriculum & Instruction 	<ul style="list-style-type: none"> • Training Agendas • Completion of federal and state required trainings • Disaggregated student achievement data 			



= Accomplished



= No Progress



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Goal 3: Demonstrates Fair, Respectful, and Well-Rounded Characteristics: Provide all students with a safe, secure, nurturing, and positive learning environment.

Performance Objective 1: Provide a safe and positive environment to establish transparent, open, honest, and trusting relationships. Parents, students, teachers, and staff are valued and equipped with strategies necessary to overcome challenges.




Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy and Formative Evaluation Chart:

Strategy Description	Elements	Monitor	Evidence that Demonstrates Success	Dec	Feb	May
1) Increase awareness of substance abuse and healthy choices across the district by participation in Red Ribbon Week in order to reduce drug related disciplinary offenses on campuses.		<ul style="list-style-type: none"> • Campus Administrators • Campus Counselors • Community & Family Services Coordinator 	<ul style="list-style-type: none"> • PEIMS 425 report 			
2) Increase awareness of bullying and harassment and promote positive behavior to reduce reports of bullying and harassment through the implementation of 7 Mindsets at ROMS and DAEP, restorative practices, and campus guidance plans at ROISD elementary schools. Funding Sources: 289 Title IV - 0.00, 199 Local Funds - 0.00		<ul style="list-style-type: none"> • Campus Administration • Campus Counselors 	<ul style="list-style-type: none"> • Participation records • PEIMS 425 report • Counselor reports 			

Strategy Description	Elements	Monitor	Evidence that Demonstrates Success	Dec	Feb	May
3) Communicate with students, parents, staff, and community in a consistent and timely manner, including maintaining district and campus websites, mobile app, and continuation of the community advisory group. Continue increasing social media connections through Twitter, Facebook, and Instagram.		<ul style="list-style-type: none"> • Communication Department • Campus Webmasters • Campus Administration 	<ul style="list-style-type: none"> • Likes, followers, posts, etc. (Social Media, app, and website analytics) • Advisory group attendance records. 			
4) Establish a systematic procedure to identify and support students in need of resources and services (i.e. homeless, family loss, illness, etc.)		<ul style="list-style-type: none"> • Campus Administration • Counselors • Homeless/Foster Liaison 	<ul style="list-style-type: none"> • Program reports • Student/Family Services 			

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  = No Progress
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Goal 3: Demonstrates Fair, Respectful, and Well-Rounded Characteristics: Provide all students with a safe, secure, nurturing, and positive learning environment.




Performance Objective 2: Implement consistent district-wide training programs for students, staff, and parents that address physical safety and security protocols in collaboration with the Red Oak ISD Police and local authorities.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy and Formative Evaluation Chart:

Strategy Description	Elements	Monitor	Evidence that Demonstrates Success	Dec	Feb	May
1) Complete 100% participation relative to lockdown training, lockout training, fire & tornado drills.		<ul style="list-style-type: none"> Assistant Superintendent of District Operation Executive Director of Support Services Red Oak ISD Police Chief 	<ul style="list-style-type: none"> District Safety Audit ROISD PD Training Documents 			
2) Implementation and on-going evaluation of the District Emergency Operation Plan.		<ul style="list-style-type: none"> Assistant Superintendent of District Operation Executive Director of Support Services Red Oak ISD Police Chief 	<ul style="list-style-type: none"> District Safety Audit / Plan Notes ROISD PD Emergency Response Protocol 			
3) Support ethical uses of technology including Internet Safety, Acceptable Use, Social Networking, Digital Footprint and Copyright issues for teachers and students.		<ul style="list-style-type: none"> Executive Director of Technology Curriculum Coordinators Media Specialist Campus Lab Managers 	<ul style="list-style-type: none"> Training Session Feedback 			

 = Accomplished
  = No Progress
  = Discontinued

Goal 4: Leaves a Legacy through Service: Actively engage all stakeholders to model and support servant-leadership.

Performance Objective 1: Foster partnerships with businesses, community organizations, local government, and higher education institutions.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy and Formative Evaluation Chart:

Strategy Description	Elements	Monitor	Evidence that Demonstrates Success	Dec	Feb	May
1) Provide opportunities to foster positive relationships between parents, community, and schools to include Grandparent's Day, Community Partners Academy, District Advisory Committee, Education Foundation events, Senior Citizen Luncheon, Community Advisory Council, and Family Movie Night.	3.2	<ul style="list-style-type: none"> • Communication Department • Red Oak ISD Education Foundation 	<ul style="list-style-type: none"> • Local Partnerships • Increased number of community events and community/parent participation 			
2) Enhance and strengthen partnerships with institutions of Higher Education.		<ul style="list-style-type: none"> • Assistant Superintendent of Curriculum & Instruction • Executive Director of Secondary Learning • CTE Director 	<ul style="list-style-type: none"> • Memorandums of Understanding (MOU) with colleges • Dual Credit Crosswalks • Graduate School Offerings for staff 			
3) Continue internships at Baylor Medical Center, and build partnerships that create student internships, mentorships, and job-shadow opportunities.		<ul style="list-style-type: none"> • Executive Director of Secondary Learning • CTE Director • Counselors 	<ul style="list-style-type: none"> • Student experiences and business partnerships 			
4) Create and expand reciprocal relationships with existing businesses; such as Hawks Perks		<ul style="list-style-type: none"> • Communication Department • Red Oak ISD Education Foundation 	<ul style="list-style-type: none"> • Local Partnerships • Increased number of community events and community/parent participation 			



= Accomplished



= No Progress



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Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Title I Program for Red Oak ISD is developed through a planning process that begins with a Comprehensive Needs Assessment (CNA). The District CNA reveals a need to focus on reading intervention at the 5 elementary campuses. Academic performance for all students in ROISD is analyzed in detail by student groups, including economically disadvantaged students; major ethnic and racial groups, students with disabilities and special needs, and LEP students. Campuses analyze results using the same groups and by individual student growth. This analysis helps personnel identify where needs are changing within our District and where efforts should be concentrated for the new school year.

Throughout the planning process the district administration and teachers identify student strengths, needs, and the interventions that are currently in place. They also assess the effectiveness of those interventions and make recommendations for revisions as needed. The planning process is used to guide program development, implementation, and evaluation. Campuses also follow this same process resulting in systemic planning that provides structure and a common vision for school improvement.

Campuses have identified the need for reading interventionists and several have paras to help with supplemental enrichment on their campuses. In addition, the district level needs assessment indicates that continuing with a Title I accountant one day per week will be necessary. Professional development for all Title I campuses is also an indicated need.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

During May of 2015, campus principals attended support training at Region 10 and worked intensely on the CNA requirements for Title I campuses. Components were reviewed by principal as well as the entire training cadre, with additional input from contacts at campuses and at the district level. CNA data was taken back to the campuses after training and the review process continued with campus personnel. During July of 2016 a process for including a summary of the CNA and uses of those results was developed by the Title I campus principals and the State/Federal program director. This process is available upon request.

Campuses review their plan and update it each year after consulting with staff, parents, and community members. The compacts and parent involvement policies are reviewed and updated annually in the fall. All programs are reviewed when making decisions about the need for supplemental materials and instructions. General budget, compensatory programs, other Title programs, CTE, nutrition programs, and violence prevention programs (to name a few) are considered as part of the planning process.

2.2: Regular monitoring and revision

The CIP is a living document that is updated each time a CNA or review is conducted and changes are needed to meet the needs of our students.

2.3: Available to parents and community in an understandable format and language

The CIP is available to our parents and community members on the campus and district websites. Printed copies are available to stakeholders upon request to the campus or district office. The CIP is currently available in English, and translators are available if a parent would like to review it in Spanish.

2.4: Opportunities for all children to meet State standards

All students are held to rigorous academic standards with students being met at their current level of performance and then provided instruction meant to challenge and engage them while learning.

2.5: Increased learning time and well-rounded education

Time is included in the daily schedule to enrich and accelerate curriculum and increase the amount and quality of learning time.

2.6: Address needs of all students, particularly at-risk

Interventions and programs have been developed to address the needs of our at-risk students, both academically and physically. Our family/community liaison has developed programs to insure our students have food and clothing, with references and assistance available when other needs arise.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Our Parent and Family Engagement Policy is available in English on each campus website. Printed copies are available in the campus office upon request, as is a translator.

3.1: Offer flexible number of parent involvement meetings

Parent involvement meetings are traditionally held in the evenings, but campuses also offer opportunities for families to be involved during the day through our volunteer program and field trips, as well as parent meetings.

Title I Personnel

Name	Position	Program	FTE
Tammy Wardlaw	Accountant	Title I	.2

District Advisory Committee

Committee Role	Name
Administrator	Melissa Cunningham
Classroom Teacher	Dana Sosebee
Classroom Teacher	Donna Sutherland
Classroom Teacher	Lauri Taylor
Classroom Teacher	Kaitlin Giallanza
Administrator	Amy Weis
Classroom Teacher	Lori Mentzel
Classroom Teacher	Victoria Jackson
Counselor	Angela Bartels
Classroom Teacher	Rachelle Bergman
Administrator	Matt Northcutt
Classroom Teacher	Holly Davis
Classroom Teacher	April Garcia
Classroom Teacher	Elizabeth Sanden
District-level Professional	Patrick Torres
District-level Professional	Scott Rogers
District-level Professional	Nancy Toney
District-level Professional	Garry Gorman
Classroom Teacher	Christine Mullins
Classroom Teacher	Paul Moten
Classroom Teacher	Shannon Edwards
Classroom Teacher	Maggie Sibley
Classroom Teacher	Charles Moon

Committee Role	Name
Administrator	Sandi Grady
Community Representative	Jeremy Trojacek
Parent	Donnie Lutrick

Campus Funding Summary

199 Local Fund

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Learning Communities Training		\$0.00
1	1	1	TEKS Resource System		\$0.00
1	2	3	Fundamental 5 software platform		\$0.00
2	1	1	Neviance software		\$0.00
2	2	1	Canvas software		\$0.00
3	1	2	Red Ribbon Week / Campus Guidance Plans		\$0.00

Sub-Total: \$0.00

199 21 GT

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Destination Imagination Sponsor Stipends, Employee Travel, Student Travel, Non-Employee Travel, Miscellaneous		\$7,750.00
1	1	6	5 GT teachers at the ROISD elementary schools	199-11-61...	\$326,000.00
1	1	6	GT supplies for elementary schools	199-6400...	\$2,500.00
1	1	7	Partially funded teachers to instruct ROMS GT classes	199-11-61...	\$20,000.00
1	2	4	Professional Development for GT service providers	199-13-6400	\$8,000.00
1	2	4	Contracted Professional Development for GT service	199-13-62...	\$3,500.00
1	2	5	Supplemental instructional services for GT students	199-11-6100	\$3,500.00

Sub-Total: \$371,250.00

211 Title I

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Teaching Assistant		\$0.00
1	2	2	Literacy Strategist		\$0.00

Sub-Total: \$0.00**255 Title II**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Graduate degree (Masters) stipend		\$0.00

Sub-Total: \$0.00**263 Title III**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Language software		\$0.00
1	1	3	Paraprofessional		\$0.00

Sub-Total: \$0.00**289 Title IV**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	7 Mindsets training and support materials		\$0.00

Sub-Total: \$0.00**Grand Total: \$371,250.00**

Addendums

Graduate and Educator Profile

The 4 Talons of the Hawk:

Exhibits Academically Readiness

- 1% better every day
- Loving Tough

Seeks Opportunities and Challenges of Learning

- **GRIT: Growth, Resilience, Integrity, Tenacity**

Demonstrates Fair, Respectful & Well Rounded Characteristics

- **REACH: Respect, Encourage, Appreciate, Communicate, Honor**

Leaves a Legacy through Service

- We before Me

2019 Data compared to 2018 (TAPR)

Preliminary Accountability from Data Tables 2019	2018 Approaches TAPR	2019 Approaches	2018 Meets TAPR	2019 Meets	2018 Masters TAPR	2019 Masters
ROISD All Students – ELA/Reading	74%	75%	44%	47%	16%	19%
ROISD All Students – Math	82%	82%	52%	53%	23%	26%
ROISD All Students – Writing	60%	66%	34%	34%	8%	12%
ROISD All Students – Social Studies	83%	84%	61%	59%	38%	36%
ROISD All Students - Science	82%	84%	52%	55%	19%	23%