

Red Oak Independent School District
Donald T. Shields Elementary
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

4 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

"R realizing Our Individual Students' Dreams"

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Shields Elementary currently serves students from PPCD to 5th Grade. Shields Elementary ended the 2017-2018 school year with 571 students enrolled.

Shields Elementary School is comprised of the following Ethnic Distribution:

African American: 22.1%

Hispanic: 24.9%

White: 48.5%

Asian: 1.2%

American Indian: 0.8%

Pacific Islander: 0.0%

Two or More Races: 2.5%

Economically Disadvantaged: 42.3%

English Learners: 10.6%

At-Risk: 28.5%

Mobility Rate: 13.2%

Demographics Strengths

Attendance rate has been consistently at or above 96%. Our goal is 97% or higher.

Shields Elementary has many strengths. Some of the most notable demographic strengths include:

- Red Oak ISD has a reputation for being family-oriented, and for providing high-quality educational opportunities for its students.
- The average attendance rate for 2017-2018 was at or above 96% for each marking period.
- Campus attendance incentives implemented daily, such as the "ATTENDANCE" goal with rewards for each classroom.
- iCount attendance incentives implemented every 6 weeks, such as bicycles, iPads, and t-shirt drawings.
- No students were reported for truancy for 2017-2018.
- No students withdrew during the 2017-2018 school year because they were unhappy with our campus.
- Students and parents speak very highly of our campus staff, programs, and opportunities offered.

Problem Statements Identifying Demographics Needs

Problem Statement 1: As our campus becomes more diverse, we will be intentional about providing dedicated, effective intervention and enrichment for all students during Target Time and small group instruction.

Student Academic Achievement

Student Academic Achievement Summary

Shields Elementary is committed to providing a safe and supportive learning environment for each of our students every day of the school year. The use of data helps teachers collaborate in Professional Learning Communities (PLC) to design quality instruction based on the needs of individual students. Our goal is to know where students are performing and to provide the appropriate level of challenge to move them to their highest potential. While academic performance is a top priority, so is the assurance that we are providing a safe and respectful learning environment for our students and staff. Lessons based on the Graduate Profile provide opportunities to allow our children to be well-rounded and focus on leading a healthy lifestyle.

2018 STAAR Approaches GL Percentages:

3rd grade....Reading 82%, Math 80%

4th grade...Reading 77%, Math 76%, Writing 61%

5th grade...Reading 91%, Math 86%, Science 75%

2018 STAAR Mastered GL Percentages:

3rd grade.... Reading 26%, Math 17%

4th grade....Reading 27%, Math 14%, Writing 10%

5th grade....Reading 27%, Math 23%, Science 14%

Student Academic Achievement Strengths

Shields Elementary increased our "Approaches" level performance in 3rd, 4th, and 5th grade reading; and increased our "Masters" level performance in 3rd and 4th grade reading, and 4th grade writing..

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: While our students performed well in the approaching grade level reporting category, students need to be continually challenged to perform at the masters grade level category.

Problem Statement 2: We have a significant decrease in our 5th grade science "approaches" and "masters" categories. We will focus on identifying gaps and providing increased learning opportunities in the lab.

School Processes & Programs

School Processes & Programs Summary

Shields Elementary uses multiple resources to help provide focus for curriculum, instruction, and assessment. The TEKS Resource System's scope and sequence and curriculum based assessments were utilized as a guide to providing and promoting critical thinking and problem solving skills, communication, creativity, and collaboration. Each week, grade level PLCs met for intensive data analysis and planning sessions to review the skills that had been taught, the skills that would be coming up in the next weeks, and to map out strategies and activities for reteaching to fill in the gap.

For each content area, assessment plays a vital role in driving instruction and making decisions. Shields Elementary is committed to provide opportunities for students to interact collaboratively, with hands-on activities, performance based assessments, open-ended questions and responses, and promoting the 21st Century Skills to ensure mastery. Students are encouraged and allowed to demonstrate their learning through authentic assessments, including project-based learning, student-created products, and presentations (group and individual). We utilize TPRI, DRA2, Texas Treasures, STEM Scopes, TEKS Resource System, and campus/district benchmarks for formal assessments in kindergarten through 2nd grade. In addition to these assessments, we also utilize STAAR released items and Fountas and Pinnell LLI Resources for grades 3 through 5. All special courses and programs such as special education, dyslexia, ELL, fine arts, and physical education promote and provide support for the standard of assessment utilized by our campus and district. Our ELL students are also assessed formally each year by the Texas English Language Proficiency Assessment System (TELPAS). All assessment data, whether formal or informal, is disaggregated, analyzed, and fine-tuned to drive instructional needs.

Grade level PLCs are held with campus administrators and instructional coach. The PLCs focus is on upcoming lessons, data review, and strategic planning. Grade levels have a daily common planning and focused intervention time. Formal planning and data meetings occur within a week after a formal assessment has been given.

Student progress is monitored through informal and formal assessments, along with focused tutorials and interventions. The RTI committee meets twice a month, after school, to provide support and academic strategies for teachers to utilize with identified students.

All staff, professional and para-professional, have many opportunities throughout the school year and summer, to attend professional development sessions, on and off campus, to enhance the teaching and learning environment for our students, and addressing the needs of our campus as identified in the plan.

School Processes & Programs Strengths

- The district curriculum based assessments (CBA's) are created with teacher input. There is a process in place for teachers to review the assessments and give feedback as to what they feel should be changed.
- CBA's use multiple representations such as graphs, diagrams, tables, charts, etc. They also include higher order thinking and multi-step processing.
- Staff will also utilize common formative assessments (campus-based) to track student growth and progress.

- Every week teachers hold a PLC meeting to discuss the data as a group, and develop a plan for intervention based on this data.
- Progress is tracked for students by using Eduphoria and data notebooks. The students set goals and track their progress from assessment to assessment in data folders.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: While we are working on our PLC process, we need to continue to not only utilize data for intervention, but also for enrichment to promote growth for all students.

Perceptions

Perceptions Summary

Our core values at Shields are honesty, trust, and respect. The culture at Shields Elementary is one that embraces family and high expectations for all. The staff, parents, and students are committed to growth and success in each student as evidenced by our commitment to the 4 Talons. Our school is a safe environment where students can freely express themselves, highlighting their individuality and setting a standard for learning. Students are taught to make plans, set goals, make adjustments as needed, and most importantly, to never give up. Our staff knows and believes that "Our Students' Success Is Our Success".

Perceptions Strengths

We have a full time police officer who helps contribute to the feeling of safety and security at school. Shields also has several after school clubs, including Chess Club and Twirlers. Our attendance rate was 96.7% for the 2017-2018 school year. Students, parents, and staff describe the culture at Shields as being warm, welcoming, and family-oriented. We have programs such as Safety Patrol and incentives such as Talon tickets, that promote and encourage positive student behaviors.

Staff Leadership Strengths

- Increased club sponsors resulting in more student leadership and participation opportunities.
- Increased teacher leadership opportunities during weekly PLC planning and monthly professional development trainings on campus.

Safe and Orderly Schools Strengths

- Full-time, armed Red Oak ISD PD police officer on site during the school day and at after hours events.
- Safety Patrol students trained and utilized to monitor/support during arrival and dismissal times with staff support.

Student Leadership Strengths

- Student Council
- Student Ambassadors
- Safety Patrol and Flag Patrol with 3rd, 4th, and 5th grade students
- Officer Smith's lunch bunch with 5th grade students
- Project Garden and Project Aquatic Success with all grade levels

- 4th and 5th grade choir participation in regional competition
- 4th and 5th grade steel drum bands
- Destination Imagination
- UIL Academic Competitions

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Shields Elementary would like to bridge the connection between new families and continue to find innovative ways to increase parental and community involvement at the campus

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility

- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

- Other additional data





Goals




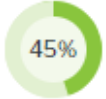



Goal 1: Exhibits Academic Readiness: Equip all students for high levels of academic achievement and continuous growth and development.

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 Description	ELEMENTS	Monitor	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	May
<p>Comprehensive Support Strategy</p> <p>1) All teachers, including Special Education, Literacy Strategists and Dyslexia Therapists, and administrators will implement and maintain a systematic and continual data cycle of assessing students and analyzing multiple sources of data, while identifying student groups (Title I, ESL, 504, GT, SPED) and their related performance.</p>	2.4, 2.5, 2.6	Principal Assistant Principal All Professional Staff Members	Students success on CBAs, formative assessments, summative assessments, STAAR tests, TELPAS, DRA2, TPRI, and reduction of students in Tier 2 and Tier 3 intervention groups.			
<p>Comprehensive Support Strategy</p> <p>2) English Language Arts and Reading instruction is guided and supported by research-based resources approved by the district. Balanced Literacy components, including guided reading/writing, and shared reading/writing are addressed across grade levels. The major activities used to support this strategy include: DRA2 Thinking Maps Foundations Reading/Writing Journaling Word Wall Activities/Genre Wall Guided Reading Writing Stations ELL Consultant/PD</p>	2.4, 2.5, 2.6	Principal and Assistant Principal Instructional Coach ELAR Teachers (SPED included) Dyslexia Therapist Literacy Strategist	Student progress on ELAR CBAs, formative and summative assessments, including DRA2, STAAR tests, TELPAS, writing assessments, and TPRI.			



<p>Comprehensive Support Strategy</p> <p>3) Math instruction is guided and supported by research-based resources approved by the district. The major activities used to support this strategy include:</p> <ul style="list-style-type: none"> Number Talks Daily Math Fluency Guided Math Xtra Math TEKSing Toward STAAR Dream Box Use of Math Manipulatives 	2.4, 2.5, 2.6	Principal and Assistant Principal Instructional Coach All Math Teachers (SPED included)	Student progress on math CBAs, formative and summative assessments, including STAAR, teacher-made, and district benchmark assessments			
<p>4) The campus will increase Masters level scores in Index 3 on STAAR across all tested grade levels and content areas. The major activities used to support this strategy include:</p> <ul style="list-style-type: none"> Gifted/Talented/SPED Push-in Literacy Intervention Push-in PLC extensions Increased Higher Level Thinking activities Target Time Collaboration with GT Teacher, Librarian, Dyslexia, SPED and Literacy Strategist 	2.4, 2.5, 2.6	Principal Assistant Principal GT Teacher Literacy Strategist Librarian Instructional Coach	Pre-Assessment Data Curriculum Based Assessments STAAR Testing Data			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						






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 measurable growth in students and staff.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	May
<p>Comprehensive Support Strategy</p> <p>1) Campus staff will be trained throughout the year in using data to drive instructional decisions and promote growth both in the students and in themselves. Staff will participate in focused Professional Learning Communities (PLCs) and in Content Area Vertical Alignment Teams. Areas of focus for 2018-19 will be: Balanced Literacy, Math Literacy and Intentional Math Stations DRA2 Literacy Strategist (50% funded with Title I funds) TPRI RtI Dreambox Number Talks Daily Math Fluency Guided Math First in Math TEKSing toward STAAR Eduphoria Aware Benchmarks Curriculum Based Assessments TELPAS STAAR 2018 Data</p>	2.4, 2.5, 2.6	All professional staff	Students and staff will become more aware of their growth and will set goals for continued growth.	 <p>66%</p>	 <p>75%</p>	

<p>2) Plans for assisting Pre-Kindergarten students in the transition from early childhood programs. The following activities will be used to support this strategy: Implement Pre-Kindergarten Guidelines Coordinate transition plan with PreK and Kindergarten teachers in the spring for PreK students to visit kinder classrooms Coordinate with Specials Teachers to provide a tour of the gym, music room, and art room</p>	<p>2.4, 2.5, 2.6</p>	<p>Principal Assistant Principal Instructional Coach Teachers Support Teachers</p>	<p>TTESS Pre-Kindergarten Report Card Teacher Feedback Frog Street Pre-Assessment</p>			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

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 Description	ELEMENTS	Monitor	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	May
1) Recruit from teacher certification programs, advertisements to ensure avenues for attracting highly qualified teachers.	2.4, 2.5, 2.6	District HR Team Principal	Highly Qualified Staff Report Successfully filled staff vacancies			
2) Provide a campus mentor/ support for first and second year teachers (new to Shields Elementary and new to Red Oak ISD)	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Coach	Meeting Notes Mentor log			
3) Provide opportunities for teacher leaders to present best practices and research-based strategies they are using successfully in their classrooms with the entire staff.	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Coach	Teacher-leader presentation during monthly staff meeting			
= Accomplished = No Progress = Discontinue						

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 Description	ELEMENTS	Monitor	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	May
1) Provide opportunities for students to participate in extracurricular activities such as: Student Council Ambassadors Safety Patrol Chess Club Steel Drum Band Choir Flag patrol Twirlers GT Destination Imagination Partner PE	2.4, 2.5, 2.6	Principal Assistant Principal Counselor GT Teacher Fine Arts Teacher PE Teacher Police Officer Teachers/Staff	Program Participation			
2) Participate in the Texas Performance Standards Projects or like curriculum for Gifted and Talented students in K-5.	2.4, 2.5, 2.6	GT Specialists	Student products			
= Accomplished = No Progress = Discontinue						






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 personal and professional capacities of staff members.

Evaluation Data Source(s) 2:

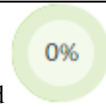
Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	May
<p>Comprehensive Support Strategy 1) Staff development on this campus in Reading/English Language Arts (ELAR) includes the following: Balanced Literacy Strategies Foundations DRA2 TPRI Strategies for ELL Learners Supporting struggling learners Collaborate/Plan with Instructional Coach, Literacy Strategist, and Librarian</p>	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Coach Librarian Literacy Strategist ELAR Teachers (SPED included)	Curriculum Based Assessments Pre-Assessments STAAR Testing T-TESS Staff Development Logs			
<p>Comprehensive Support Strategy 2) Staff development on this campus in Math includes the following: Minimum 3 hours training in math content area. Math Team Meetings Use of manipulatives Supporting struggling learners Campus/District math planning/training</p>	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Coach Math Teachers (SPED included)	Curriculum Based Assessments Pre-Assessments STAAR Testing T-TESS Staff Development Logs			

<p>3) Sustained and ongoing professional development will be aligned to campus needs identified in the Comprehensive Needs Assessment . For Required Staff Development Days for 2018-2019 (18 hours), the following will be required: 9 hours of Content - Principal's choice and 9 hours of teacher choice for professional staff; 6 hours para choice and 12 hours Principal's choice for instructional paraprofessionals; 18 hours for non-instructional staff</p>	<p>2.4, 2.5, 2.6</p>	<p>Principal Assistant Principal Instructional Coach Teachers</p>	<p>Professional Development Reports Classroom Implementation Staff Development Logs</p>			
<p>4) Staff development on this campus in Science includes the following: Science Interactive Journaling Exploration through Stem Scopes Minimum 40% science experiences, hands-on interactions for students Lead4Ward Science CAST Science Conference</p>	<p>2.4, 2.5, 2.6</p>	<p>Principal Assistant Principal Instructional Coach Science Teachers</p>	<p>Curriculum Based Assessments Pre-Assessments STAAR Testing T-TESS Staff Development Logs</p>			
<p>5) Staff development on this campus in Social Studies includes the following: Academic Vocabulary Thinking Maps DBQ Binders Collaboration/Planning with Instructional Coach, Literacy Strategist, Librarian, and ELAR Team Supporting struggling learners</p>	<p>2.4, 2.5, 2.6</p>	<p>Principal Assistant Principal Instructional Coach Social Studies Teachers</p>	<p>Pre-Assessments T-TESS Staff Development Logs</p>			
<p>6) Integrate technology into the daily curriculum. Technology will be utilized to improve and offer varied instruction in all classrooms. The following activities will be used to support this strategy: Professional Development on integrating technology in the classroom Collaborate with Campus/District Technology Specialists Communicate and implement Lab, COW, tablet, Mimio, projector, and document camera usage expectations</p>	<p>2.4, 2.5, 2.6</p>	<p>Principal Assistant Principal Instructional Coach Campus Lab Specialist District Technology Specialists Campus Technology Trainer Librarian</p>	<p>Walkthroughs</p>			



= Accomplished



= No Progress



= Discontinue

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 Description	ELEMENTS	Monitor	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	May
1) Meet with student groups/organizations to allow the opportunity for students to provide feedback to administrators on ways to improve the campus through character guidance lessons, student council, and school ambassadors; promote Energy Bus Principles	2.4, 2.5, 2.6	Principal Assistant Principal Counselor Campus Police Officer	Decreased reports of bullying, harassment, and cyber safety. Student surveys			
2) Monitor student attendance to attain targeted 97% campus attendance rate.	2.4, 2.5, 2.6	Principal Assistant Principal Registrar Teachers	Incentives Attendance Awards			
= Accomplished = No Progress = Discontinue						

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 Description	ELEMENTS	Monitor	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	May
1) Campus conducts appropriate bus safety, tornado, fire/evacuation and lockdown drills as required and submits appropriate documentation as required.	2.6	Principal Assistant Principal Crisis Management Coordinator Campus Police Officer	Campus Safety Reports Campus Safety Plan			
2) Campus staff are trained in the safety management plan.	2.6	Principal Assistant Principal Crisis Management Coordinator Campus Police Officer	Staff Training Sign-in Sheet			
= Accomplished = No Progress = Discontinue						

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 Description	ELEMENTS	Monitor	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	May
1) Communicate with parents on a regular basis through calendars, Title I surveys, newsletters, Class Dojo, Facebook, Twitter and lesson plans on teacher websites, positive phone calls, the district website and scheduled parent conferences.	3.1	Principal Assistant Principal Counselors PTA All Staff	Skyward Campus Website District Website Positive E-mails			
2) Participate in PTA-sponsored activities, Red Oak Education Foundation programs, and community activities; Title I Family Literacy and Math Nights; Title I Spring Open House; Work with area businesses to promote opportunities to support students.	3.1, 3.2	Principal Assistant Principal	Campus attendance/participation Sign-in sheets			
= Accomplished = No Progress = Discontinue						

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

Performance Objective 2: Provide opportunities for all Red Oak ISD students to make meaningful relationships and connections that serve communities.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	May
1) Provide opportunities for students to do service projects: Student Council Ambassadors Safety Patrol Partner PE Flag Patrol Project Success Group	2.4, 2.5, 2.6	Principal Assistant Principal Counselor Campus Police Officer	Service projects completed during the school year.			
2) Develop school health programs that focus on promoting healthy lifestyle choices and physical fitness such as Jump Rope for Heart, and twirling. Review recommendations by SHAC Committee.	2.4, 2.5, 2.6, 3.2	Principal PE Teacher School Nurse PTA	Attendance in activities			
3) Provide multiple opportunities for activities promoting trust, participation, and positive relationships with parents and community including: PTA Activities Parent Conferences Meet the Teacher Fine Arts Programs Watch DOGS Character Assemblies Shields Showcase Assemblies Title 1 Parent Nights (Family Literacy and Math Nights)	2.4, 2.5, 2.6, 3.2	Principal Assistant Principal Counselor PTA Board	Parent surveys Parent participation Sign-in sheets			
= Accomplished = No Progress = Discontinue						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	All teachers, including Special Education, Literacy Strategists and Dyslexia Therapists, and administrators will implement and maintain a systematic and continual data cycle of assessing students and analyzing multiple sources of data, while identifying student groups (Title I, ESL, 504, GT, SPED) and their related performance.
1	1	2	English Language Arts and Reading instruction is guided and supported by research-based resources approved by the district. Balanced Literacy components, including guided reading/writing, and shared reading/writing are addressed across grade levels. The major activities used to support this strategy include: DRA2 Thinking Maps Foundations Reading/Writing Journaling Word Wall Activities/Genre Wall Guided Reading Writing Stations ELL Consultant/PD
1	1	3	Math instruction is guided and supported by research-based resources approved by the district. The major activities used to support this strategy include: Number Talks Daily Math Fluency Guided Math Xtra Math TEKSing Toward STAAR Dream Box Use of Math Manipulatives
1	2	1	Campus staff will be trained throughout the year in using data to drive instructional decisions and promote growth both in the students and in themselves. Staff will participate in focused Professional Learning Communities (PLCs) and in Content Area Vertical Alignment Teams. Areas of focus for 2018-19 will be: Balanced Literacy, Math Literacy and Intentional Math Stations DRA2 Literacy Strategist (50% funded with Title I funds) TPRI RtI Dreambox Number Talks Daily Math Fluency Guided Math First in Math TEKSing toward STAAR Eduphoria Aware Benchmarks Curriculum Based Assessments TELPAS STAAR 2018 Data
2	2	1	Staff development on this campus in Reading/English Language Arts (ELAR) includes the following: Balanced Literacy Strategies Foundations DRA2 TPRI Strategies for ELL Learners Supporting struggling learners Collaborate/Plan with Instructional Coach, Literacy Strategist, and Librarian
2	2	2	Staff development on this campus in Math includes the following: Minimum 3 hours training in math content area. Math Team Meetings Use of manipulatives Supporting struggling learners Campus/District math planning/training

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 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. Every student participates in Target Time each day for 45 minutes of focused intervention, enrichment, and extension activities.

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. Every student participates in Target Time each day for 45 minutes of focused intervention, enrichment, and extension activities.

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. Every student participates in Target Time each day for 45 minutes of focused intervention, enrichment, and extension activities. Our Literacy Strategist/Reading Support Teacher works with students during this time to provide focused intervention on literacy skills.

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. Our counselor, Teresa Kent, is also available to assist our parents and families.

3.2: 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. We offer opportunities through PTA, Book Fair, Title I Family Literacy and Math Nights, monthly Shields Showcase assemblies, fall parent conferences, and Title I Spring Open House. We utilize a Title I parent survey for parental input into opportunities for parental involvement on campus.

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Nancy Atkins	Literacy Strategist	Reading Support	1

2018-2019 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Shondra Jones	Principal
Administrator	Melissa Cunningham	Assistant Principal
Classroom Teacher	Cindy McGregor	Kindergarten Teacher
Classroom Teacher	Tammy Worsham	1st Grade Teacher
Classroom Teacher	Tiffany Munoz	2nd Grade Teacher
Classroom Teacher	Emily Bravenec	4th Grade Teacher
Classroom Teacher	Mendi Scott	5th Grade Teacher
Classroom Teacher	Cindy Belote	GT Teacher
Classroom Teacher	Lisa Ingram	SPED Teacher
Community Representative	Michael Elrod	Community Member