

Red Oak Independent School District
Eastridge Elementary School
2020-2021 Campus Improvement Plan



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

"Realizing Our Individual Students' Dreams"

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Eastridge Elementary currently serves students from Pre -Kindergarten to 5th Grade. Eastridge Elementary ended the 2018-2019 school year with 441 students enrolled. Eastridge Elementary School is comprised of the following Ethnic Distribution:

African American: 12.2%

Hispanic: 39.7%

White: 44.9%

American Indian: 0.2%

Two or More Races: 2.7%

Economically Disadvantaged: 56%

English Learners: 7.5%

At-Risk: 46.9%

Mobility Rate: 12.5%

Teachers Years of Experience

37% of the teaching staff has 0-5 years of experience

10.6% of the teaching staff has 6-10 years of experience

29.8% of the teaching staff has 11-20 years of experience

23.1% of the teaching staff has over 20 years of experience

Demographics Strengths

Eastridge 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.

- Campus attendance incentives implemented daily, such as the "ATTENDANCE" goal with rewards for each classroom.
- Students and parents speak very highly of our campus staff, programs, and opportunities offered.

Student Learning

Student Learning Summary

Eastridge Elementary earned an 85 out of 100 in Student Achievement, 86 out of 100 in School Progress and 96 out of 100 in Closing the Gaps on the 2019 State Accountability Ratings. Eastridge Elementary earned an overall rating of 89% which equals a B.

Eastridge Elementary earned 5 distinctions: Academic Achievement in Math, Academic Achievement in ELAR, Top 25% in Comparative Academic Growth, Post Secondary Readiness, and Top 25% in Closing the Gaps.

Eastridge 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.

2019 STAAR Approaches GL Percentages:

3rd grade....Reading 76%, Math 78%

4th grade...Reading 67% , Math 77%, Writing 56%

5th grade...Reading 92% , Math 96% , Science 89%

2019 STAAR Meets GL Percentages:

3rd grade...Reading 36%, Math 57%

4th grade.... Reading 46%, Math 56%, Writing 34 %

5th grade.... Reading 64%, Math 66%, Science 63%

2019 STAAR Mastered GL Percentages:

3rd grade.... Reading 23%, Math 27%

4th grade....Reading 26%, Math 49%, Writing 10%

5th grade....Reading 28%, Math 31%, Science 31%

Attendance rate for 2017-2018 96.7%

Student Learning Strengths

Masters levels in Math are in the top quartile of the state assigned comparison group.

Eastridge Elementary received 5 distinctions:

Top 25% in Closing the Gaps

Academic Achievement in ELAR

Academic Achievement in Math

Post Secondary Readiness

Top 25% in Comparative Academic Growth

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The percentage of students at the approaches, meets, and masters in 4th grade writing indicate a need for vertical alignment, writing across the content, and critical writing to be strengthened across the campus in all grade levels. **Root Cause:** According to STAAR data, 56% of 4th graders scored in the approaches range, 34 % scored in the meets range, and 10% scored in the masters range.

Problem Statement 2: Students in grades 1 and 2 have lost a semester of foundational skills. **Root Cause:** COVID 19 - has caused an instructional opportunity gap.

Problem Statement 3: The percentage of students at the approaches, meets, and masters in 4th grade writing indicate a need for vertical alignment, writing across the content, and critical writing to be strengthened in all grades. **Root Cause:** In 2019 56% of students scored approaches in writing, 43% scored meets, and 10% scored masters.

Problem Statement 4: While PLC processes have focused on post-assessment data in the past, PLC processes on a campus level have not been consistent in planning for instruction and TEK alignment through TRS. **Root Cause:** Strengthening teacher understandings and usage of the TEKS Resource System documents in planning.

Problem Statement 5: Reading STAAR scores in the meets range for white students are below the state expectation for the past 3 years. **Root Cause:** Creating an awareness with staff that the state has established different targets for different subpopulations in the accountability system.

School Processes & Programs

School Processes & Programs Summary

Eastridge 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 meet 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. Eastridge Elementary is committed to providing 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, Fountas and Pinnell Guided Reading, STEM Scopes, TEKS Resource System, NWEA MAP math test for students in K-5, NWEA MAP reading test for grades 3-5, and campus/district benchmarks and curriculum based assessments 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 every six weeks, 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

- 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 folders. 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: We have a disproportionate number of students in Special Education in disciplinary statements outside of the classroom. **Root Cause:** The district was identified as a Level 3 in the percentage of Special Education students being placed in disciplinary settings outside of the classroom. In looking at Eastridge data, with 70 students in Special Education, 107 referrals resulted in an out of placement consequence.

Problem Statement 2: The attendance rate indicates that we need to promote the benefits of attendance and healthy habits campus wide. **Root Cause:** Attendance rate declined from 2017-2018. 96.9% to 96.7%

Perceptions

Perceptions Summary

Eastridge Elementary is a student-centered learning family. Students and staff are focused on teamwork, working together to grow as lifelong learners and focusing on individual student success. Student activities, staff leadership roles and the overall safety of the campus is driven by the ROISD 4 talons.

Each 6 weeks, students and staff are awarded recognition for displaying the characteristics of the 4 Talons.

Safe and Orderly Schools Summary

- Campus participated in regular drills, Safety Day, and uses RAPTOR to screen all persons entering the building
- Eastridge Elementary has a full-time, armed Red Oak ISD PD police officer on campus for safety and support daily..
- Eastridge Elementary maintains a serious and progressive attitude towards all safety drills and precautions.

Perceptions Strengths

At Eastridge Elementary, we are proud to offer a variety of opportunities to support our staff and students to help them grow, not only academically, but socially and emotionally as well. We are also proud of our ongoing partnership with parents and community members. Our goal is to model the four talons in every area of our school year and through a variety of opportunities.

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

Accountability Data

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

Student Data: Assessments

- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- School safety data

Employee Data



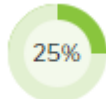



- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact













- T-P ESS data

Goals

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




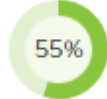




Performance Objective 1: Ensure that all students can access an engaging instructional environment that promotes high levels of achievement.

<p>Strategy 1: Teams will meet in Professional Learning Communities for appropriate staff to understand the use of teaching methodologies that: identify, interpret, analyze, foster and encourage different types of thinking in students, identify learning needs and utilize rubrics for assessment.</p> <p>Evidence that Demonstrates Success: Agendas Lesson Plans</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: The Gifted and Talented program is a pull out program serving all students who meet the district criteria for GT. GT teachers will work with classroom teachers to increase the identification of gifted students.</p> <p>Evidence that Demonstrates Success: Number of GT students identified will increase.</p> <p>Staff Responsible for Monitoring: GT teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p> <p>Funding Sources: supplies - 199 PIC 21 GT - \$1,500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 3: Staff will develop plans for enrichment to increase masters level scores in grades 3-5 to address the student achievement domain, school progress domain, and the closing the gaps domain.</p> <p>Evidence that Demonstrates Success: Increased masters level scores on curriculum based assessments and STAAR.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coach GT teacher Principal Assistant Principal</p> <p>Funding Sources: Tutoring and Enrichment supplies - 199 24 ACC ED - \$7,000, Think It Up - 211 Title I - \$12,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

<p>Strategy 4: The percent of 3rd grade students that score MEETS grade level or above on STAAR Reading will increase from 36% to 50% by June 2024. Staff will have PLCs using data from district created assessments to create plans for intervention and enrichment during Talon Time.</p> <p>Evidence that Demonstrates Success: CBA data Benchmark data STAAR data</p> <p>Staff Responsible for Monitoring: Classroom Teachers Principal Assistant Principal Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 5: The percent of 3rd grade students that score MEETS grade level or above on STAAR Math will increase from 57% to 60% by June 2024. Staff will have PLCs using data from district created assessments to create plans for intervention and enrichment during Talon Time.</p> <p>Evidence that Demonstrates Success: CBA data Benchmark data STAAR data</p> <p>Staff Responsible for Monitoring: Classroom Teachers Instructional Coach Principal Assistant Principal</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 6: Utilize a reading interventionist to work with in person and virtual students in 4th and 5th grade.</p> <p>Evidence that Demonstrates Success: cba data, benchmark data, STAAR data, reading level data</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
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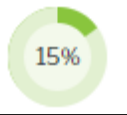

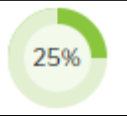





Goal 1: Exhibits Academic Readiness: Equip all students for high levels of academic achievement and continuous growth and development.

Performance Objective 2: Utilize a variety of processes to monitor and foster measurable growth in students and staff.

<p>Strategy 1: Campus staff will be trained throughout the year in using data to drive instructional decisions. Staff will participate in focused Professional Learning Communities (PLCs) and in Content Area Vertical Alignment Teams. Areas of focus for 2019-20 will be: planning Balanced Literacy lessons utilizing the new ELAR TEKS, Literacy Stations, DRA, TPRI, LLI, Eduphoria Aware, Benchmarks, Curriculum Based Assessments, TELPAS, STAAR 2019 Data, and utilizing the Literacy Strategists</p> <p>Evidence that Demonstrates Success: Curriculum Based Assessments Pre-Assessments Training agendas/Sign in Sheets Staff Development Reports Running Records STAAR Data TELPAS Data DRA data TPRI data</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Librarian Team Leaders Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Literacy library resources - 199 PIC 11 Reg Ed - \$1,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 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. Circle Inventory</p> <p>Evidence that Demonstrates Success: TTESS Pre-Kindergarten Report Card Teacher Feedback FrogStreet Pre-Assessment CLI data</p> <p>Staff Responsible for Monitoring: Principal Instructional Coach Teachers Support Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				









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.

Strategy 1: Provide a campus mentor/ support for first and second year teachers Evidence that Demonstrates Success: Meeting Notes Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2: Teacher leaders will present current strategies being used in their classrooms at staff meetings for others to learn. A minimum of one presenter per staff meeting. Evidence that Demonstrates Success: Meeting Notes Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3: Instructional support in planning and delivering instruction is provided by the Instructional Coach. Evidence that Demonstrates Success: Lesson plans Staff Responsible for Monitoring: Principal Instructional Coach Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
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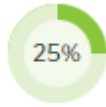
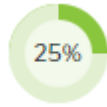


Goal 2: Seek Opportunities and Challenges of Learning: Promote and support an environment that inspires high levels of student growth, resilience, integrity, and tenacity.







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

<p>Strategy 1: Provide opportunities for students to participate in extracurricular activities such as: Student Council, Safety Patrol, Chess Club, Choir, GT, and drum club.</p> <p>Evidence that Demonstrates Success: Participation in programs</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal GT Teacher Fine Arts Teacher Counselor PE Teacher Professional Staff</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: Participate in the Texas Performance Standards Projects or like curriculum for identified Gifted and Talented students in K-5</p> <p>Evidence that Demonstrates Success: Lesson Plans</p> <p>Staff Responsible for Monitoring: GT Teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Reviews			
	Formative			Summative
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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.



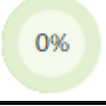

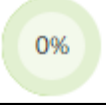
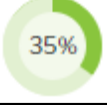




Performance Objective 2: Design and implement professional learning opportunities that grow the personal and professional capacities of staff members.

<p>Strategy 1: Staff development on this campus in Math includes the following: Use of manipulatives Supporting struggling learners Horizontal team meetings across the district and/or area Vertical team meetings Math Fact Fluency Interpreting MAP data</p> <p>Evidence that Demonstrates Success: Curriculum Based Assessments Benchmarks STAAR Testing TTESS Staff Development Reports</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Math Vertical Alignment Team Curriculum Dept.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199 PIC 11 Reg Ed - \$600</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: 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 Horizontal team planning across the district CAST conference</p> <p>Evidence that Demonstrates Success: Curriculum Based Assessments Benchmarks STAAR Testing Staff Development Reports</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Science Vertical Alignment Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 3: Staff development on this campus in Reading/English Language Arts (ELAR) includes the following: Balanced Literacy Strategies Write From the Beginning Empowering Writers Strategies for ELL Learners Supporting struggling learners Collaborate/Plan with Instructional Coach, Literacy Strategist, and Librarian Lead4ward Intentional Intervention Guided Reading Literacy Stations Grammar and Editing Imagine Learning for ELL Invitation to Edit Gretchen Bernabei Writing training DRA TPRI Genre notebooking Comprehension Toolkit</p> <p>Evidence that Demonstrates Success: Curriculum Based Assessments Benchmarks STAAR Testing Staff Development Report</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Reading Vertical Alignment Team Literacy Strategist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Literacy station materials - 199 PIC 11 Reg Ed - \$2,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

<p>Strategy 4: Staff Development on this campus in Social Studies includes the following: Academic Vocabulary Social Studies Weekly Training Thinking Maps Collaboration/Planning with Instructional Coach and Librarian Supporting struggling learners DBQ notebook for 4th and 5th grade</p> <p>Evidence that Demonstrates Success: Curriculum Based Assessments Staff Development Report</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Librarian Literacy Strategist Social Studies Vertical Alignment Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
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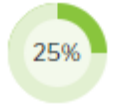












Goal 3: Demonstrates Fair, Respectful, and Well-Rounded Characteristics: Provide all students with a safe, secure, nurturing, and positive learning environment.

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.

<p>Strategy 1: Counselor lessons on character each 6 weeks. Lessons include: COVID, Healthy Choices and Growth Mindset, Drug Awareness, Bullying, Gratitude, Personal Safety, Respect, Responsibility, Bucket Filling, Trustworthy/Integrity/Honesty, and Resilience</p> <p>Evidence that Demonstrates Success: Lesson Plans</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: Opportunities for Parents, Teachers, and Students to work together to promote a cohesive relationship: Title 1 Parent Involvement Night Parent Night to promote literacy, math, science, and technology</p> <p>Evidence that Demonstrates Success: Attendance Sign In sheets Title 1 parent survey</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I Schoolwide Elements: 2.6, 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 3: Implement Connect With Kids</p> <p>Evidence that Demonstrates Success: Lessons completed by counselor</p> <p>Staff Responsible for Monitoring: Counselor Principal</p> <p>Title I Schoolwide Elements: 2.6, 3.1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
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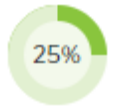
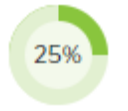

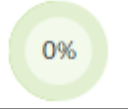
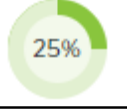
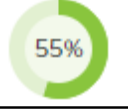




Goal 3: Demonstrates Fair, Respectful, and Well-Rounded Characteristics: Provide all students with a safe, secure, nurturing, and positive learning environment.

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.

<p>Strategy 1: The campus will conduct regular drills practicing evacuation, lockout, fire, and tornado drills</p> <p>Evidence that Demonstrates Success: Documentation of drills</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Police officer</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: Campus Safety training will take place during preservice week and emergency teams will be created in the Campus Crisis Handbook.</p> <p>Evidence that Demonstrates Success: Documentation of training Crisis Handbook</p> <p>Staff Responsible for Monitoring: Assistant Principal Campus Police Officer</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 3: All staff will complete professional development in suicide prevention, child abuse, 504, Special Education, and bullying prior to the end of the first grading period.</p> <p>Evidence that Demonstrates Success: Eduphoria professional development certificates.</p> <p>Staff Responsible for Monitoring: Assistant Principal Counselor</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  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.

Strategy 1: Participate in PTA_sponsored activities, Red Oak Education Foundation programs, and community activities. Evidence that Demonstrates Success: Campus attendance Participation sign in sheets Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 3.1, 3.2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2: Provide opportunities for volunteer support and leadership opportunities- including but not limited to WATCH Dogs, Book Fairs, etc.) Evidence that Demonstrates Success: Number of participants Staff Responsible for Monitoring: Principal Professional Staff PTA board Title I Schoolwide Elements: 3.1, 3.2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3: Provide current data on events and school information on our website, weekly newsletters, and social media outlets. Evidence that Demonstrates Success: Number of posts on website and social media outlets. Staff Responsible for Monitoring: Principal Assistant Principal Title I Schoolwide Elements: 3.1, 3.2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  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 develop meaningful relationships and connections that serve communities.

Strategy 1: Provide opportunities for students to do service projects: Student Council Safety Patrol Evidence that Demonstrates Success: Completion of service projects. Staff Responsible for Monitoring: Principal Assistant Principal Campus Officer Title I Schoolwide Elements: 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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.

2.5: Increased learning time and well-rounded education

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.

2.6: 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.

3.2: 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 STEAM Nights, monthly Eastridge Excellence 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 Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Christine Grigsby	Literacy Stategist	Literacy	.5
Natalie Wilt	Reading Interventionist		.5

2020-2021 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Michelle Owen	
Administrator	Kelly Barbe	Non teaching professional
Classroom Teacher	Madison Franklin	Classroom Teacher
Classroom Teacher	Tiffany Bell	Classroom Teacher
Classroom Teacher	Emily Bean	Classroom teacher
Parent	Audrey Smith	
Classroom Teacher	Catherine Bell	classroom teacher
Classroom Teacher	Ashley Fuller	Classroom teacher
District-level Professional	Rebecca Vega	District Professional Representative
Parent	James Barbe	Parent
Business Representative	Susan Wright	Business Representative
Community Representative	Jim Stanford	Community Member
Community Representative	Marcela Allen	Community Member

Campus Funding Summary

211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Think It Up		\$12,000.00
Sub-Total					\$12,000.00
Budgeted Fund Source Amount					\$42,000.00
+/- Difference					\$30,000.00
Grand Total					\$12,000.00

Addendums