

Red Oak Independent School District
Eastridge Elementary School
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



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 2017-18 school year with 461 students enrolled. Eastridge Elementary School is comprised of the following Ethnic Distribution:

African American: 10.3%

Hispanic: 34.1%

White: 52.8%

American Indian: 0.2%

Two or More Races: 1.9%

Economically Disadvantaged: 50.1%

English Learners: 5.5%

At-Risk: 27.9%

Mobility Rate: 13.6%

Demographics Strengths

Attendance rate has consistently been above 96 %.

Problem Statements Identifying Demographics Needs

Problem Statement 1: As the demographics continue to be more diverse, meeting the needs of all students will be a focus.

Student Academic Achievement

Student Academic Achievement Summary

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.

2018 STAAR Approaches GL Percentages:

3rd grade....Reading 80%, Math 73%

4th grade...Reading 74% , Math 84%, Writing 56%

5th grade...Reading 92% , Math 99% , Science 90%

2018 STAAR Mastered GL Percentages:

3rd grade.... Reading 29%, Math 27%

4th grade....Reading 24%, Math 33%, Writing 10%

5th grade....Reading 37%, Math 48%, Science 28%

Student Academic Achievement Strengths

Eastridge earned four distinctions during the 2017-2018 school year:

Top 25% in Closing Achievement Gaps

Distinction Designation in Math

Distinction Designation in Science

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 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. Eastridge 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 projectbased learning, studentcreated products, and presentations (group and individual). We utilize Texas Treasures, STEM Scopes, TEKS Resource System, DRA, TPRI, and campus/district benchmarks for formal assessments in kindergarten through 2nd grade. In grades 3-5, we utilize district created assessments, DRA, Texas Treasures, STEM Scopes, TEKS Resource System, and release STAAR tests for formal assessments. 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, 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 bases 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. 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 the Level Up campaign. The students set goals and track their progress from assessment to assessment.

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.

Perceptions

Perceptions Summary

Eastridge Elementary theme this year is "We are on the Road to Success." The positive, safe environment at Eastridge Elementary is very welcoming for students, parents, and staff. The Four Talons are embedded in all aspects of the school day. Talon 1 - 1% better...We challenge our students and staff to commit to being one percent better each day. Through loving tough and holding each other accountable, we hope to be one percent better every day. Talon 2 - Seeks Opportunities and Challenges of Learning. GRIT: Growth, Resilience, Integrity, Tenacity Talon 3 - Demonstrates Fair, Respectful, and Well Rounded Characteristics. REACH: Respect, Encourage, Appreciate, Communicate, Honor Talon 4 - Leaves a Legacy Through Service. We before Me

Perceptions Strengths

At Eastridge Elementary we are proud to offer a variety of opportunities to support our students and help them grow, not only academically, but socially and emotionally as well. The opportunities include, but are not limited to:

Eastridge Student Council

Safety Patrol

Flag Patrol

Choir

Eastridge Excellence Assemblies

Grandparent's Day

Thanksgiving Lunch Feasts

Book Fair

PTA Volunteers

Class parties

Heart of a Teacher award

Staff member of the month

Watch Dogs

Maker Space

Family Literacy Night Family

STEAM Night

Grade level performances

Guidance Lessons

Project Success lessons

Problem Statements Identifying Perceptions Needs

Problem Statement 1: In a growing age of working families, we would like to help bridge the family - school connection to work together to provide the best opportunities for our students to be successful.

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 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
- Critical Success Factor(s) 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
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- 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
- Homeless 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

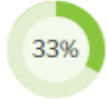
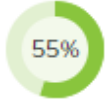

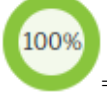
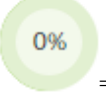

Goal 1: Exhibits Academic Readiness: Equip all students for high levels of academic achievement and continuous growth and development.

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: Met Performance Objective

Next Year's Recommendation 1: Continue working with teams on PLCs to strengthen our instructional delivery.

Strategy Description	ELEMENTS	Monitor	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Begin the implementation of 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>	2.4, 2.6	Principal Assistant Principal Instructional Coach	Professional Development			
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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.

Evaluation Data Source(s) 2:

Summative Evaluation 2: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	May
<p>Critical Success Factors CSF 1 CSF 2</p> <p>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 2018-19 will be: Balanced Literacy Literacy Stations DRA TPRI LLI Eduphoria Aware Benchmarks Curriculum Based Assessments TELPAS STAAR 2018 Data Literacy Strategists Paraprofessional interventionist</p>	2.4, 2.6	Principal Assistant Principal Instructional Coach Librarian Team Leaders Classroom Teachers	Curriculum Based Assessments Pre-Assessments Training agendas/Sign in Sheets Staff Development Reports Istation Data Running Records STAAR Data TELPAS Data			
<p>Critical Success Factors CSF 1 CSF 5</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. Circle Inventory</p>	2.4, 2.5, 2.6	Principal Instructional Coach Teachers Support Teachers	TTESS Pre-Kindergarten Report Card Teacher Feedback FrogStreet Pre-Assessment			
<p style="text-align: center;"> = Accomplished = No Progress = Discontinue </p>						

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: Exceeded Performance Objective

Next Year's Recommendation 3: Provide new and returning staff additional professional development in all subject areas, including training on the new ELAR TEKS.

Strategy Description	ELEMENTS	Monitor	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	May
1) Provide a campus mentor/ support for first and second year teachers		Principal Assistant Principal Instructional Coach	Meeting Notes			
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.		Principal Assistant Principal Instructional Coach	Meeting Notes			
= 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: Met Performance Objective

Next Year's Recommendation 1: Continue our current extracurricular activities and explore students' interests in future activities.

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 Safety Patrol Chess Club Choir Flag patrol GT Enrichment days Partner PE Maker Space	2.5	Principal Assistant Principal GT Teacher Fine Arts Teacher Counselor PE Teacher Professional Staff	Participation in programs			
2) Participate in the Texas Performance Standards Projects or like curriculum for identified Gifted and Talented students in K-5.	2.5	GT Teachers	Open House Lesson plans			
= 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 the personal and professional capacities of staff members.

Evaluation Data Source(s) 2:

Summative Evaluation 2: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	May
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Sustained and ongoing professional development will be aligned to campus needs identified in the Comprehensive Needs Assessment . For Required Staff Development Days for 2018-19 (18 hours), the following will be required: at least 9 hours of Content - Principal's Choice; at least 6 hours of Teacher Choice; and at least 3 hours of Technology</p>	2.4, 2.6	Principal Assistant Principal Instructional Coach Teachers	Professional Development Reports and Classroom Implementation Staff Development reports			
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Staff development on this campus in Math includes the following:</p> <p>Use of manipulatives Supporting struggling learners Horizontal team meetings across the district and/or area Vertical team meetings Number Talks Math Fact Fluency</p>	2.4, 2.6	Principal Assistant Principal Instructional Coach Math Vertical Alignment Team Curriculum Dept.	Curriculum Based Assessments Benchmarks STAAR Testing TTESS Staff Development Reports			
<p>3) Staff development on this campus in Science includes the following:</p> <p>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>		Principal Assistant Principal Instructional Coach Science Vertical Alignment Team	Curriculum Based Assessments Benchmarks STAAR Testing Staff Development Reports			

<p align="center">PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>4) 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>	2.4	Principal Assistant Principal Instructional Coach Reading Vertical Alignment Team Literacy Strategist	Curriculum Based Assessments Benchmarks STAAR Testing Staff Development Report			
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>5) 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>	2.4	Principal Assistant Principal Instructional Coach Librarian Literacy Strategist Social Studies Vertical Alignment Team	Curriculum Based Assessments Staff Development Report			
<p align="center"> = Accomplished = No Progress = Discontinue </p>						

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: Exceeded Performance Objective

Strategy Description	ELEMENTS	Monitor	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	May
1) Counselor lessons on character each 6 weeks Cyber safety Harassment Bullying Self Esteem Empathy/Sympathy Kindness/Respect	2.5, 2.6	Principal Assistant Principal Counselor	Lesson plans			
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	3.1, 3.2	Principal Assistant Principal	Attendance Sign In sheets Title 1 parent survey			
= 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: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	May
1) The campus will conduct regular drills practicing evacuation, lockout, fire, and tornado drills		Principal Assistant Principal Campus Police officer	Documentation of drills			
2) Campus Safety training will take place during preservice week and emergency teams will be created in the Campus Crisis Handbook.		Assistant Principal Campus Police Officer	Documentation of training Crisis Handbook			
= 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: Met Performance Objective

Next Year's Recommendation 1: Continue current partnerships with local businesses and find new partners.







Strategy Description	ELEMENTS	Monitor	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	May
Critical Success Factors CSF 6 1) Participate in PTA_ sponsored activities, Red Oak Education Foundation programs, and community activities.	3.2	Principal	Campus attendance Participation sign in sheets			
2) Provide opportunities for volunteer support and leadership opportunities- including but not limited to WATCH Dogs, Book Fairs, etc.)	3.2	Principal Professional Staff PTA board	Number of volunteers			
3) Provide current data on events and school information on our website and social media outlets.		Principal Assistant Principal	Number of posts on website and social media outlets.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>						

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.

Evaluation Data Source(s) 2:

Summative Evaluation 2: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	May
1) Provide opportunities for students to do service projects: Student Council Safety Patrol Recycling Club Partner PE		Principal Assistant Principal Campus Officer	Completion of service projects.			
 = Accomplished  = No Progress  = Discontinue						

PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
2	2	4	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

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

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.

3.2: 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.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Christine Grigsby	Literacy Strategists	Literacy	.5
Elizabeth Mancha	Interventist		.5