

**Red Oak Independent School District**  
**H.A. Wooden Elementary School**  
**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

## "Realizing Our Individual Students' Dreams"

### Value Statement

We believe that:

each student is equally important.

every student has value.

students are responsible for their decisions and actions.

each student deserves to be loved and respected.

all students can learn.

all students have the right to a safe school environment.

parental and community involvement strengthens the school environment.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Wooden Elementary currently serves students from PK to 5th grade. Wooden Elementary ended the 2017-2018 school year with 540 students enrolled. Wooden Elementary is comprised of the following Ethnic Distribution:

African American: 4.4%

Hispanic: 52.2%

White: 39.6%

American Indian: 1.0%

Asian: .4%

Two of More Races: 2.5%

English Language Learners: 32.8%

At-Risk: 46.3%

Mobility Rate: 10.9%

### Demographics Strengths

Our attendance rate has consistently been above 95%.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** As our school continues to become more and more diverse, meeting the needs of all students will continue to be our laser focus.

# Student Academic Achievement

## Student Academic Achievement Summary

Wooden 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.

## 2017 STAAR Approaches GL Percentages:

3rd Grade Math - 76.09%

3rd Grade Reading - 76.92%

4th Grade Math - 80.95%

4th Grade Reading - 78.57%

4th Grade Writing - 67%

5th Grade Math - 90%

5th Grade Reading - 80%

5th Grade Science - 78.65%

## **2017 STAAR Mastered GL Percentages:**

3rd Grade Math - 17%

3rd Grade Reading - 22%

4th Grade Math - 32%

4th Grade Reading - 22%

4th Grade Writing - 9%

5th Grade Math - 16%

5th Grade Reading - 27%

5th Grade Science - 17%

## **Student Academic Achievement Strengths**

### 4th Math

Approaches Grade Level - 81%

Masters Grade Level - 32%

### 5th Grade Math

Approaches Grade Level - 90%



## **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 mastered grade level category.

# School Processes & Programs

## School Processes & Programs Summary

Wooden 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. Wooden 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, 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 has ongoing meetings, 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 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

The culture at Wooden Elementary is one of family and learning. The staff and students are committed to growth in each student. The school is a safe environment where students feel they can freely express themselves. Visits to the office for major discipline events are not frequent, and these events do not effect student achievement.

## Perceptions Strengths

We have a full time police officer who helps contribute to the feeling of safety and security at school. Wooden has several after school clubs including the art club, music club, and chess club. Our attendance rate was above 96% for the 2017-2018 school year. Students and staff describe the culture at Wooden as family oriented. We have programs such as Wooden Warrior and Personal Best that promote and encourage positive student behaviors. Student leadership opportunities include Flag Patrol, Safety Patrol, and Partner PE, and Project Success. Student discipline referrals are low. Discipline policies and procedures are both proactive and reactive. We use a program called R-time to reduce bullying and promote social skills. One student was sent to DAEP during the 2017-2018 school year.

- Safety drills are conducted monthly on our campus. They are orderly, well-coordinated, and well-supervised.
- Accountability is fast and accurate.
- Having an armed police officer on campus daily helps everyone feel more secure so that we can continue to educate our students without worry.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Wooden 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
- 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
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)

- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- 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
<b>Comprehensive Support Strategy</b> 1) Grade level teams will meet in Professional Learning Communities (PLC) once per week to monitor student growth and adjust instruction to the needs of each student.	2.4, 2.5, 2.6	Admin, team leaders, and teachers	Calendar and PLC notes			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						










**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><b>Comprehensive Support Strategy</b></p> <p>1) 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 Literacy Stations DRA TPRI Eduphoria Aware Benchmarks Curriculum Based Assessments TELPAS STAAR 2018 Data</p>	2.4, 2.5, 2.6	All professional staff members	Students and staff will be more aware of their growth and will set goals for continued growth.			
<p>2) 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</p>	2.4, 2.5, 2.6	Campus Administrators PK Teachers	TTESS Pre-Kindergarten Report Card Teacher Feedback Frog Street Pre-Assessment			
<p>  = Accomplished            = Considerable            = Some Progress            = 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:**

Strategy Description	ELEMENTS	Monitor	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	May
1) 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.	2.4, 2.5, 2.6	Campus Administration Librarian Team Leaders	A minimum of one "teacher share" per month during staff meetings.			
2) Provide a campus mentor/support for first and second year teachers (new to Red Oak and new to Wooden).	2.4, 2.5, 2.6	Campus Administration Director of Human Resources	Meeting Notes/ Agenda			
3) Administrators will commit to three walkthroughs/observations per week.	2.4, 2.5, 2.6	Campus Administration	T-TESS documentation and ongoing communication with each professional staff member.			
 = Accomplished  = Considerable  = Some Progress  = 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) Participate in the Texas Performance Standards Projects or like curriculum for identified Gifted and Talented students in K-5.	2.4, 2.5, 2.6, 3.2	Campus GT Specialists	Student produced products Open House and/or curriculum nights			
<b>Comprehensive Support Strategy</b> 2) General education and special education teachers collaborate to implement the individual learning plans based on student needs.	2.4, 2.5, 2.6	Campus Administrators	Increased performance on assessments			
<b>Comprehensive Support Strategy</b> 3) Grade level teams will use Professional Learning Communities (PLC), Response to Intervention (RtI), Curriculum Based Assessments (CBAs) to know the needs to each student at any given time including general education students, LEP students, 504 students, and GT students.		Campus Administrators All professional staff members	Staff discussions of student growth and needed interventions. Ongoing collaboration horizontally and vertically with grade levels K-5 will take place on a regular basis.			
= Accomplished               = Considerable               = Some Progress               = 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:**

Strategy Description	ELEMENTS	Monitor	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	May
1) Provide monthly school professional development that gives teachers strategies and tools to facilitate student engagement.	2.4, 2.5, 2.6	Campus Administration Librarian All professional staff	Teacher use of strategies during walk-through data.			
2) 2) In order to support our ELL students, staff will attend the Soluciones Solution Tree conference in order to support our ELL students and staff while maintaining our PLC focus.	2.4, 2.5	Campus Administration	Attendees will return and train staff on their learning.			
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue						







# Goal 3: Demonstrates Fair/ Respectful & 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) Wooden Elementary will utilize support programs that prevent violence and bullying, and programs for character building and student success.	2.4, 2.5, 2.6, 3.1, 3.2	Campus Administrators Counselor Teachers ROISD Police Dept	Bullying Reports Red Ribbon Week Project Success Classroom Observations Guidance Lessons Assemblies			
2) Continue student recognition programs and student service groups.	2.4, 2.5, 2.6, 3.2	Campus Administrators Counselor Teachers	Monthly Campus Celebration Assemblies			
3) Ensuring a learning environment that is safe, drug-free, and conducive to learning and leads to graduation for all students.	2.5, 2.6	Superintendents Director of Transportation ROISD Police Department Campus Administrators Counselor Teachers	District Safety Audits PEIMS Reports			
4) Maintain a welcoming campus environment that students, parents, staff, and community take pride in.	3.1, 3.2	All Wooden Staff	Safety Patrol Customer Care			
5) Monitor student attendance to attain targeted 97% campus attendance rate.	2.6	Campus Administrators Counselor Registrar Teachers	Attendance Incentives and Awards			

6) 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	Campus Administration Teachers	Sign-In Sheets from Events Photos documented on social media			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 3:** Demonstrates Fair/ Respectful & 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) Review the campus crisis plans and ensure that various drills are conducted in accordance with city and state requirements.	2.5, 2.6	ROISD Chief of Police Campus Administration	Drill Schedule After action reports			
2) Have Red Oak Fire Department present to the Wooden Elementary students on fire and life safety one time during the school year.	2.5, 2.6	Campus Administration Counselor	Campus Calendar Photos of the event on social media			
3) Provide CPI (Crisis Prevention Intervention) Training for the prevention and intervention campus based teams.	2.4, 2.5, 2.6	Campus Administration District Trainer Director of Special Ed	Certificates and Documentation of Training uploaded in Eduphoria			
= Accomplished               = Considerable               = Some Progress               = 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 student planners, calendars, newsletters, and lesson plans on teacher websites, positive phone calls, the district website and scheduled parent conferences.	3.1, 3.2	Campus Administrators Counselors PTA All Staff	Skyward Campus Website District Website Positive E-mails			
2) Provide opportunities for parents and the community to visit, volunteer and celebrate with students and staff.	3.1, 3.2	Campus Administrators Counselor Team Leaders PTA Staff	Twitter feed Photos of events Newspaper Articles PTA Meetings Events Assemblies Principal's Newsletter Book Fair Open House Parent Info Nights Meet the Teacher Night Literacy Night			
 = Accomplished  = Considerable  = Some Progress  = 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 develop 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) 1) Provide opportunities for students to do service projects: Student Council Safety Patrol Partner PE	2.5, 2.6	Campus Administrators Counselor Teachers	Students will complete service projects during the school year.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Grade level teams will meet in Professional Learning Communities (PLC) once per week to monitor student growth and adjust instruction to the needs of each student.
1	2	1	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 Literacy Stations DRA TPRI Eduphoria Aware Benchmarks Curriculum Based Assessments TELPAS STAAR 2018 Data
2	1	2	General education and special education teachers collaborate to implement the individual learning plans based on student needs.
2	1	3	Grade level teams will use Professional Learning Communities (PLC), Response to Intervention (RtI), Curriculum Based Assessments (CBAs) to know the needs to each student at any given time including general education students, LEP students, 504 students, and GT students.

# **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. Through weekly PLC meetings the teachers and administration discuss how to work collaboratively to provide all students with either intervention or enrichment opportunities.

### **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. This time is 45 minutes daily for each grade level.

### **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. We offer daily intervention through our Target Time with personnel such as our Reading Support Teacher who is paid with Title I funds. This time is build into our schedule for each grade level for 45 minutes each day. 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 at least one academic night, such as Math or Reading Night as well as other volunteer options throughout the year. We also work with our PTA to provide as many opportunities as possible. We also utilize a Title I Parent Survey in order to gain parent input on needs and wants for the school.

# Campus Instructional Leadership Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Rebecca Vega	Principal
Administrator	Amy Weis	Assistant Principal
Classroom Teacher	Maddie Hooper	5th teacher
Classroom Teacher	Donna Little	4th Teacher
Classroom Teacher	Katie Gullett	3rd Grade Teacher
Classroom Teacher	Candy Lindsey	2nd Grade Teacher
Counselor	Jill Bowers	Counselor
Classroom Teacher	Claudia Villanueva	1st Grade
Classroom Teacher	Shirley Jones	Kinder Teacher
Classroom Teacher	Melissa Hancock	GT Teacher
Classroom Teacher	Deborah Wooley	Resource Teacher