

Red Oak Independent School District
Red Oak 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

Revised/Approved: September 9, 2020

Demographics

Demographics Summary

Red Oak Elementary is a neighborhood Title I campus currently serving students from Pre-Kindergarten to 5th Grade. Red Oak Elementary began the 2020-21 school year with 565 students enrolled at of September 14. This is currently a 6% drop in enrollment from 2018-19 when ROE had an enrollment of 601.

In the 2020-2021 school year, Red Oak Elementary (ROE) houses two specialized autism units (TLC), two Early Childhood Special Education (ECSE) units, two resource teachers and 11 special education para-professionals. Additionally, ROE has # of general education staff, 1 Gifted and Talented teacher, 2 teachers trained in dyslexia and 1 instructional coach. Teachers are trained in and utilize guided reading, Number Talks, Lead4ward, Fundamental 5, Professional Learning Communities and the TEKS Resource System. ROE utilizes a built-in intervention/enrichment time (Talon Time) to provide on going support for all students within the school day. New staff is trained and supported through both district level and campus based mentoring and coaching.

The 2018-19 TAPR indicates 33 Gifted and Talented students, 24 students with autism on the campus, 24 students with Dyslexia, 71 English Language Learners and 34 504 students.

Based on the 2020-21 Preliminary Fall PEIMS, Red Oak Elemementary School was comprised of the following Ethnic Distribution:

- African American: 31.5%
- Hispanic: 38.05%
- White: 25.49%
- Asian: 1.77%
- American Indian: 0.35%
- Two or More Races: 2.83%

Red Oak Elementary serves students through a variety of programs and services:

- Economically Disadvantaged: 61.06%
- English Learners: 10.44%
- At-Risk: 41.24%
- Mobility Rate: 12.5%
- Dyslexia: 5.31%
- 504: 5.84%
- Gifted and Talented: 4.60%

Demographics Strengths

- 28 of our 37 teachers are ESL certified.
- Red Oak Elementary had a 7.45% increase in Economically Disadvantage from the 2019-2020 school year.
- In 2018-2019, ROE has 20 teachers with 11 or more years of experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Red Oak Elementary mobility rate for 2017-2018 was 12.5% higher than district at 10.6% **Root Cause:** The city of Red Oak has recently added houses over the last 2 years within Red Oak Elementary attendance zone. High mobility impacts the amount of educational information for mobile students as well as creating possible gaps in instruction and increase time to determine intervention needs.

Student Learning

Student Learning Summary

Red Oak 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.

Accountability System			
	Component Score	ROE	Rating
Overall		77	Met Standard
Student Achievement: STAAR	48	76	Met Standard
Student Progress		75	Met Standard
Academic Growth	72	75	Met Standard
Relative Performance (Eco. Dis: 50.6%)	48	75	Met Standard
Closing the Gaps	83	79	Met Standard

	2019			2018			2017		
Test	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
3rd Grade Reading	75%	33%	19%	74%	23%	11%	68%	38%	20%
3rd Grade Math	68%	29%	9%	68%	24%	9%	71%	41%	17%
4th Grade Reading	68%	33%	15%	75%	42%	21%	59%	32%	21%
4th Grade Math	61%	27%	15%	85%	56%	31%	79%	52%	30%
4th Grade Writing	54%	20%	5%	63%	35%	7%	52%	21%	2%
5th Grade Reading	85%	50%	26%	81%	48%	22%	69%	38%	20%
5th Grade Math	87%	62%	47%	89%	56%	33%	87%	67%	30%
5th Grade Science	89%	65%	40%	77%	38%	17%	74%	44%	10%

Student Learning Strengths

Red Oak Elementary increased performance in Reading for all students and in one of our targeted subpopulations.

Red Oak Elementary achieved outstanding performance in Science in all subpopulations.

Red Oak Elementary earned a distinction in Science.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students in grades 1st-5th have academic gaps in instruction from the previous school year. **Root Cause:** Red Oak Elementary transitioned to distance learning in Spring, 2020. As the 2020-21 school year began 60% of students participated in At Home Virtual Learning.

Problem Statement 2 (Prioritized): Not all demographic populations have achieved their full potential academically. 52% of white students achieved Meets in Reading and 51% of white students achieved Meets in Math. **Root Cause:** For the 2020-21 school year, Red Oak Elementary is roughly 60.1% economically disadvantaged. An increase of 6% since 2018-19 data. 56.9% of ROE white students are economically disadvantaged. Other demographics (African American, Hispanic, Economically Disadvantaged) are currently meeting the Target for Meets, however the statistical difference between performance and target is within a small margin.

Problem Statement 3: Red Oak Elementary mobility rate for 2017-2018 was 12.5% higher than district at 10.6% **Root Cause:** The city of Red Oak has recently added houses over the last 2 years within Red Oak Elementary attendance zone. High mobility impacts the amount of educational information for mobile students as well as creating possible gaps in instruction and increase time to determine intervention needs.

School Processes & Programs

School Processes & Programs Summary

Through the guidance of our ROISD Curriculum and Instruction Department and our District Curriculum Coordinators, the Curriculum, Instruction, and Assessment focus at Red Oak Elementary is guided by the Texas Essential Knowledge and Skills and the results of our campus based and curriculum based assessments. We promote 21st Century Skills including critical thinking and problem solving; communication skills; creativity; and collaboration.

Assessment plays a major role in decision making and takes on many different forms at Red Oak Elementary. The campus is committed to moving away from using fill-in-the-blank or multiple choice assessments as their only assessment tools. Authentic assessments that allow students to demonstrate their learning through performance, products, and presentations on regular use. By ensuring all grade level skills are taught and that students learn them, Red Oak Elementary can demonstrate how the 21st Century Skills are being mastered. Campus level disaggregation depends on plotting of critical skills and expectations at the beginning of each formative assessment period based on analysis of student need and curricular expectations. Kindergarten, 1st Grade and 2nd Grade focus on TPRI, DRA2, campus/ district benchmarks, STAAR, and additional assessments throughout the school year. In the area of Mathematics, teachers implement Number Talks from Kindergarten to 5th grade and MAP growth assessment. Special courses and programs such as physical education, music, special education, dyslexia, and ELL instruction use the same standard of assessments as the grade levels of their students. Texas English Language Proficiency Assessment System (TELPAS) is a major assessment for ELL students. ROE will also utilize Lead4ward professional development to guide PLC collaboration throughout the school year.

All decisions regarding professional development, programs, and practices are based upon the needs of identified in this improvement plan.

Attendance rate has consistently been above 97%. During the 2019-2020 school year, Red Oak Elementary reached 96.58%. Flu and other illnesses contributed to a number of student absences throughout the school year.

Red Oak Elementary addresses behavioral and social-emotional needs through a combination of campus, classroom and administrative support. The discipline percentage in 2019-2020 school year is 5.81%. The drop in percentage can be attributed to the use of behavioral interventions, counseling resources as well as a move to distance learning in March of 2020.

School Processes & Programs Strengths

Teachers utilize the district Year at a Glance and Instructional Focus Documents to design lessons that incorporate the TEKS on the appropriate level. Professional development is provided to include best practices and instructional strategies that will increase student dialogue and create a student centered classroom environment.

Teachers collaborate in PLC planning meetings. PLC teams review District Curriculum Based Assessments (CBA) based on Essential Standards identified by each grade level PLC to assess students before and after formal instruction to monitor growth and provide the appropriate level of challenge for each individual student. In the area of Writing, teachers will be trained and use Gretchen Bernabei Grammar Keepers and 11 minute essays. Teachers will use a variety of text structures to make connections from reading and writing.

The discipline percentage decreased approximately 6% from the previous school year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): As a district ROISD has a disproportionate number of students in Special Education in disciplinary statements outside of the classroom.

Root Cause: RDA identified ROISD at a Level 3 in the percentage of Special Education students being placed in disciplinary settings outside of the classroom. Red Oak Elementary data is historically at a level 1 status with the exception of the 2019-2020 data.

Perceptions

Perceptions Summary

Red Oak 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 ROE campus is driven by the ROISD 4 talons.

Red Oak Elementary's theme for the 2020-21 school year is "It's a Great Day to be a Hawk!" The positive and safe environment at Red Oak Elementary is very welcoming for students, parents, and staff. The R.E.A.C.H (Respect, Encourage, Appreciate, Communicate, Honor) characteristics are the expectation for students and staff, and students strive to meet these expectations. Student participation in campus activities is wide-spread and promotes a sense of school pride among students. Due to the COVID-19 guidelines some clubs, groups and programs have been cancelled or postponed. Staff is continuing to review and establish new methods of engaging ROE families during this time.

Parents were surveyed in the Spring of 2020. Parent responses include a welcoming school environment, successful communication and positive reviews of math and reading instruction.

Parent Survey Results 2019-2020

ROE is welcoming when I enter.	97%
I am kept well informed of the activities at the school.	98.57%
Reading instruction has helped by child read.	97.14%
Math instruction has helped by child improve math skills.	90.32%

Student Leadership Summary

- 3rd - 5th student goal setting, Chess Club, VIP Student Leadership Team, G3, ROE News Crew, Partner PE and Running Club were initiatives on the ROE campus to increase student involvement and leadership.
- VIP students participated in a variety of service opportunities, campus morale initiatives, and leadership opportunities.
- Students participated in PE events such as Running Club and Field Day.

Safe and Orderly Schools Summary

- Campus participated in regular drills, Safety Day, and uses RAPTOR to screen all persons entering the building

- Red Oak Elementary has a full-time, armed Red Oak ISD PD police officer on campus for safety and support daily..
- Red Oak Elementary maintains a serious and progressive attitude towards all safety drills and precautions.

Perceptions Strengths

At Red Oak 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.

These opportunities include but are not limited to:

Student Activities	Staff Activities	Parent/Community Involvement
One School One Book	Parent-Teacher Conferences	Family Academic Nights
VIP Ambassadors	Heart of a Teacher	Watch DOGS
News Crew	Teacher/ Staff Member of the Year	Thanksgiving Lunch
Maker Space	Staff social events	PTA Volunteer Opportunities/ Events/ Fundraisers
Garden Club	Team Lead opportunities	Class Parties
G3 - Guys and Girls with GRIT	Ongoing Professional Development	Music Performances
Library Aides	Mentors	Grandparents Luncheon
Hawk Assemblies	Student Teachers	Book Fair (Fall & Spring)
Anti-bullying program	Education Foundation Partnership	Volunteer Appreciation Breakfast
Special Olympics	PLC Professional Development	Social Media
Partner PE		Family Fun Events such as Painting with the Hawks
UIL		ROE Rocks Title I Night
Guidance Lessons		Veterans Day Performance
Running Club		
Red Ribbon Week		

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Red Oak Elementary parents have a higher percentage of satisfaction with reading instruction than math instruction during the 2019-2020 parent survey.

Root Cause: Mathematics instruction has moved away from rote memorization of facts to a more conceptual understanding of mathematical concepts. Red Oak Elementary needs to continue providing examples of instructional practices and goals in order to partner with parents on the ultimate goals of mathematical units throughout the school year.

Priority Problem Statements

Problem Statement 1: Not all demographic populations have achieved their full potential academically. 52% of white students achieved Meets in Reading and 51% of white students achieved Meets in Math.

Root Cause 1: For the 2020-21 school year, Red Oak Elementary is roughly 60.1% is economically disadvantaged. An increase of 6% since 2018-19 data. 56.9% of ROE white students are economically disadvantaged. Other demographics (African American, Hispanic, Economically Disadvantaged) are currently meeting the Target for Meets, however the statistical difference between performance and target is within a small margin.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Students in grades 1st-5th have academic gaps in instruction from the previous school year.

Root Cause 2: Red Oak Elementary transitioned to distance learning in Spring, 2020. As the 2020-21 school year began 60% of students participated in At Home Virtual Learning.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: As a district ROISD has a disproportionate number of students in Special Education in disciplinary statements outside of the classroom.

Root Cause 3: RDA identified ROISD at a Level 3 in the percentage of Special Education students being placed in disciplinary settings outside of the classroom. Red Oak Elementary data is historically at a level 1 status with the exception of the 2019-2020 data.

Problem Statement 3 Areas: School Processes & Programs

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
- Accountability Distinction Designations
- RDA data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate 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
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- STEM/STEAM data
- Section 504 data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Student surveys and/or other feedback

Employee 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
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Communications data

Goals

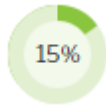

Revised/Approved: September 14, 2020

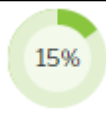





Goal 1: Exhibits Academic Readiness: Equip all students for high levels of academic achievement and continuous growth and development.

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

Targeted or ESF High Priority

Evaluation Data Sources: Curriculum Based Assessments (CBA), STAAR, TPRI, DRA2, MAP

<p>Strategy 1: Utilize district common assessments, DRA2, TPRI, ESGI, and other data available, dissect and interpret data to facilitate Professional Learning Community (PLC) discussions for determining instruction for students on all levels.</p> <p>Evidence that Demonstrates Success: Students success on CBAs, formative assessments, summative assessments, STAAR tests, TPRI, DRA2, and reduction of students in Tier 2 and Tier 3 intervention groups. MAP Goal setting</p> <p>Utilize Eduphoria</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal All Professional Staff members</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: ThinkUp! Supplemental Resources - 211 Title I</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	 15%	 50%		







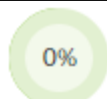




<p>Strategy 2: Utilize Guided Reading with ongoing professional development and the Leveled Literacy System (LLI) to support and intervene with identified struggling readers.</p> <p>Evidence that Demonstrates Success: DRA2 results TPRI RTI MAP</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Professional Staff members</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 2: Not all demographic populations have achieved their full potential academically. 52% of white students achieved Meets in Reading and 51% of white students achieved Meets in Math. Root Cause: For the 2020-21 school year, Red Oak Elementary is roughly 60.1% is economically disadvantaged. An increase of 6% since 2018-19 data. 56.9% of ROE white students are economically disadvantaged. Other demographics (African American, Hispanic, Economically Disadvantaged) are currently meeting the Target for Meets, however the statistical difference between performance and target is within a small margin.</p>

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: Provide a comprehensive intervention plan for identified students designed to close the achievement gap through the Response to Intervention (RTI), tutoring, and Target/ Intervention Time. Utilize small group with Title I instructional para for academic and behavioral intervention needs.</p> <p>Evidence that Demonstrates Success: Eduphoria RTI MAP</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Case-managers All Professional Staff members</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: Implement Student Learning Objectives to focus teachers on a specific fundamental skill.</p> <p>Evidence that Demonstrates Success: TTESS</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal All Professional staff members</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 3: 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> <p>Evidence that Demonstrates Success: Circle Inventory</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Pre-Kindergarten and Kindergarten teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: Student instructional resources - 199 32 Pre K - \$1,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				



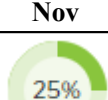
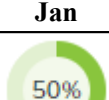
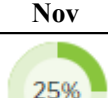
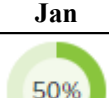
Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Students in grades 1st-5th have academic gaps in instruction from the previous school year. **Root Cause:** Red Oak Elementary transitioned to distance learning in Spring, 2020. As the 2020-21 school year began 60% of students participated in At Home Virtual Learning.

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.

<p>Strategy 1: Provide a campus mentor/ support for first and second year teachers (new to Red Oak Elementary and new to Red Oak ISD)</p> <p>Evidence that Demonstrates Success: Meeting Notes/Agenda</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Mentor teacher Coordinator of Advanced Academics & Professional Development</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Reviews			
<p>Strategy 2: Teacher leaders will present current strategies being used in their classroom at staff meetings for others to learn. A minimum of one instructional strategy shared per month either electronically or face to face.</p> <p>Evidence that Demonstrates Success: A minimum of one instructional strategy share from a variety of staff each month. Strategy shares can come in written or face-to-face format.</p> <p>Staff Responsible for Monitoring: Campus Administration Instructional Coach Team Leads</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Reviews			
<p>Strategy 3: Provide teachers opportunities to have ongoing professional development in the areas of Reading, Writing, Math, ELL strategies and best practices.</p> <p>Evidence that Demonstrates Success: Agendas/Sign in sheets from meetings Lesson Plans Lead4ward - Leading Learning Series</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Literacy Specialist Team Leads ROISD Curriculum Department</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: Lead4ward Leading Learning Series - 211 Title I - \$1,520</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
	Nov	Jan	Mar	June
				
	Nov	Jan	Mar	June
				

0% No Progress



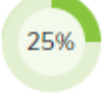







100% Accomplished

→ Continue/Modify

✗ 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.

<p>Strategy 1: Partner with local businesses through our campus site based committee to increase involvement and student participation within the community.</p> <p>Evidence that Demonstrates Success: Track the events in which we partnered with the community using a calendar of district and campus events.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Site Based Committee</p> <p>Title I Schoolwide Elements: 3.2 - TEA Priorities: Connect high school to career and college</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: Student produced products</p> <p>Staff Responsible for Monitoring: Campus GT Specialist</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: GT Supplies - 199 PIC 21 GT - \$1,500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 3: Utilize the ROE Makerspace and STEAM Studio to foster creativity and integration.</p> <p>Evidence that Demonstrates Success: Makerspace calendar Social Media</p> <p>Staff Responsible for Monitoring: Librarian Learning Lab Teacher Instructional Coach GT specialist Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				



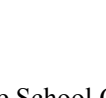





Goal 2: Seek Opportunities and Challenges of Learning: Promote and support an environment that inspires high levels of student growth, resilience, integrity, and tenacity.








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

<p>Strategy 1: Provide on-going school professional development that gives teachers with the tools to incorporate the technology provided at Red Oak Elementary. Support teachers during virtual learning with additional resources such as ThinkUp!, NearPod, Seesaw and Google Classroom.</p> <p>Evidence that Demonstrates Success: Teachers and students use of technology in the classroom. Observation and walk-through data</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Team Lead All professional staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Administrators will commit to four walkthroughs for all teacher staff.</p> <p>Evidence that Demonstrates Success: Eduphoria</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Administrators will use the T-TESS evaluation system to conduct goal progress monitoring for staff. Goal Progress will be monitored and communicated between the staff member and administrator during the year.</p> <p>Evidence that Demonstrates Success: Eduphoria</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

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

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

<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: Counselor Campus Administration</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: Implement Connect With Kids and utilize restorative practices to create and build positive classroom environments and teach behavior expectations.</p> <p>Evidence that Demonstrates Success: Lesson plans Discipline referrals</p> <p>Staff Responsible for Monitoring: Counselor All professional staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - ESF Levers: Lever 3: Positive School Culture - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 3: Utilize the ROISD volunteer program to encourage parent and community volunteers in a wide variety of events throughout the school year.</p> <p>Evidence that Demonstrates Success: Volunteer Management system</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 4: Opportunities for Parents, Teachers, and Students to work together to promote instructional partnership, positive character behaviors throughout the campus and build a cohesive relationship with all stakeholders.</p> <p>Evidence that Demonstrates Success: Campus Celebration Assemblies every six weeks PTA Meeting sign ins Parent Survey</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Teachers</p> <p>Title I Schoolwide Elements: 2.5, 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5: Hold yearly parent-teacher conferences to share beginning of the year data and set goals for the school year. Evidence that Demonstrates Success: Number of parent conferences held Staff Responsible for Monitoring: Principal Classroom teachers Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  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.

<p>Strategy 1: Review the campus crisis plans and ensure that various drills are conducted in accordance with Town and State requirements.</p> <p>Evidence that Demonstrates Success: Drill Schedule Drill Logs Fall Safety Day Spring Safety Day</p> <p>Staff Responsible for Monitoring: Campus Police Office ROISD Chief of Police Campus Administration</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Provide CPI (Crisis Prevention Intervention) Training for the prevention and intervention campus based teams.</p> <p>Evidence that Demonstrates Success: Certificates and Documentation of Training uploaded in Eduphoria Documentation of Event</p> <p>Staff Responsible for Monitoring: Campus Administration Director of Special Education Special Education Teachers & Aides</p> <p>Title I Schoolwide Elements: 2.4, 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: Campus Administration</p> <p>Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</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.


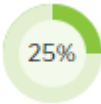




<p>Strategy 1: Communicate with parents on a regular basis through student planners, calendars, newsletters and lesson plans on teacher websites, positive phone calls ,the district website and scheduled parent conferences.</p> <p>Evidence that Demonstrates Success: Skyward Social Media campus website district website positive emails</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor PTA All staff</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: Provide opportunities for parents and the community to visit, volunteer and celebrate with students and staff.</p> <p>Evidence that Demonstrates Success: Twitter feed Photos of events newspaper articles PTA Meetings Events Assemblies Principal's email communication Book Fair Open House Meet the Teacher night Literacy Night Student Performances</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Team Leaders PTA Staff</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3: Invite local businesses and community members and parents to present their career information to our students. Evidence that Demonstrates Success: Photos of event Staff Responsible for Monitoring: Campus Administrators Counselor Title I Schoolwide Elements: 2.4, 3.1, 3.2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	 15%	 20%		
 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.

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Develop school health programs that focus on promoting healthy lifestyle choices and physical fitness. Review recommendations by SHAC.</p> <p>Evidence that Demonstrates Success: Annual Fitness gram assessment in grades 3-5 Mobile dentist visits Jump Rope for Heart Food for Kids</p> <p>Staff Responsible for Monitoring: PE Teacher Nurse Campus Administrators</p> <p>Title I Schoolwide Elements: 2.4, 3.2</p>				
<p>Strategy 2: Provide curriculum/program for students to develop leadership, self-reliance, and good character.</p> <p>Evidence that Demonstrates Success: VIP G3 Talon Tickets Hawk Assemblies Partner PE Special Olympics Hawk Hero Day</p> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 3.2</p>				
<p>Strategy 3: Create opportunities for families and staff to socialize and connect outside of school hours.</p> <p>Evidence that Demonstrates Success: Social Media Family Nights Santa Shuffle</p> <p>Staff Responsible for Monitoring: Campus Administration Team Leaders Counselor</p> <p>Title I Schoolwide Elements: 2.4, 3.2</p>				

Strategy 4: Develop school clubs to allow students opportunities to explore special interests and foster positive learning experiences. Evidence that Demonstrates Success: Club membership lists VIP Partner PE Garden Club Chess Club Running Club Staff Responsible for Monitoring: All professional staff Campus Administration Title I Schoolwide Elements: 2.4, 3.2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	 0%	 25%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Utilize district common assessments, DRA2, TPRI, ESGI, and other data available, dissect and interpret data to facilitate Professional Learning Community (PLC) discussions for determining instruction for students on all levels.
1	2	1	Provide a comprehensive intervention plan for identified students designed to close the achievement gap through the Response to Intervention (RtI), tutoring, and Target/ Intervention Time. Utilize small group with Title I instructional para for academic and behavioral intervention needs.
2	1	3	Utilize the ROE Makerspace and STEAM Studio to foster creativity and integration.

RDA Strategies

Goal	Objective	Strategy	Description
3	1	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
3	1	2	Implement Connect With Kids and utilize restorative practices to create and build positive classroom environments and teach behavior expectations.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Utilize district common assessments, DRA2, TPRI, ESGI, and other data available, dissect and interpret data to facilitate Professional Learning Community (PLC) discussions for determining instruction for students on all levels.
1	1	2	Utilize Guided Reading with ongoing professional development and the Leveled Literacy System (LLI) to support and intervene with identified struggling readers.
1	2	1	Provide a comprehensive intervention plan for identified students designed to close the achievement gap through the Response to Intervention (RtI), tutoring, and Target/ Intervention Time. Utilize small group with Title I instructional para for academic and behavioral intervention needs.
1	2	2	Implement Student Learning Objectives to focus teachers on a specific fundamental skill.
1	3	3	Provide teachers opportunities to have ongoing professional development in the areas of Reading, Writing, Math, ELL strategies and best practices.
2	1	3	Utilize the ROE Makerspace and STEAM Studio to foster creativity and integration.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

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

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

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

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

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

2.2: Regular monitoring and revision

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

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

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

2.4: Opportunities for all children to meet State standards

All students are held to rigorous academic standards with students being met at their current level of performance and then provided instruction meant to challenge and engage them while learning. Every student participates in Target Time each day for 45 minutes of focused intervention, enrichment, and extension activities.

2.5: Increased learning time and well-rounded education

Time is included in the daily schedule to enrich and accelerate curriculum and increase the amount and quality of learning time. Every student participates in Target Time each day for 45 minutes of focused intervention, enrichment, and extension activities.

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

Interventions and programs have been developed to address the needs of our at-risk students, both academically and physically. Our family/community liaison has developed programs to insure our students have food and clothing, with references and assistance available when other needs arise. Every student participates in Target Time each day for 45 minutes of focused intervention, enrichment, and extension activities. Our Reading Support Teacher works with students during this time to provide focused intervention on literacy skills.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Our Parent and Family Engagement Policy is available in English on each campus website. Printed copies are available in the campus office upon request, as is a translator. Our counselor is also available to assist our parents and families.

3.2: Offer flexible number of parent involvement meetings

Parent involvement meetings are traditionally held in the evenings, but campuses also offer opportunities for families to be involved during the day through our volunteer program and field trips, as well as parent meetings. We offer opportunities through PTA, Book Fair, Title I Family Literacy and Math Nights, Hawk assemblies every six weeks, fall parent conferences, and Title I Spring Open House. We utilize Title I funds to support parent engagement events. 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>
Norma Arredondo-Amaton	Intervention Teacher and Family Engageme	Title I	1
Sandra Orta	Bilingual Intervention Para and Family s	Title I	1
Susan Cox	Reading Support	Reading Intervention	.5

Addendums