

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

**Accountability Rating: Met Standard**

**Distinction Designations:**  
Top 25 Percent: Comparative Academic Growth



# **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"**

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Red Oak Elementary currently serves students from Kindergarten to 5th Grade. Red Oak Elementary began the 2018-19 school year with 590 students enrolled.

Red Oak Elementary School is comprised of the following Ethnic Distribution:

- African American: 22.2%
- Hispanic: 30.4%
- White: 42.1%
- Asian: 0.9%
- American Indian: 0.2%
- Pacific Islander: 0.0%
- Two or More Races: 4.3%
- Economically Disadvantaged: 52.1%
- English Learners: 10.1%
- At-Risk: 33.7%
- Mobility Rate: 10.5%

### Demographics Strengths

Attendance rate has consistently been above 97%.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** As the district increases enrollment, meeting the needs of ALL students will continue to be our laser focus.

# Student Academic Achievement

## Student Academic Achievement 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.

<b>Accountability System</b>			
	<b>Component Score</b>	<b>ROE</b>	<b>Rating</b>
<b>Overall</b>		85	Met Standard
<b>Student Achievement: STAAR</b>	46	74	Met Standard
<b>Student Progress</b>		88	Met Standard
<b>Academic Growth</b>	80	88	Met Standard
<b>Relative Performance (Eco. Dis: 50.6%)</b>	46	69	Met Standard
<b>Closing the Gaps</b>	77	77	Met Standard

	2018			2017			2016	
Test	Approaches	Meets	Masters	Approaches	Meets	Masters	Level II	Level III
3rd Grade Reading	74%	23%	11%	68%	38%	20%	64.7%	16.5%
3rd Grade Math	68%	24%	9%	71%	41%	17%	68.2%	12.9%
4th Grade Reading	75%	42%	21%	59%	32%	21%	75%	16.3%
4th Grade Math	85%	56%	31%	79%	52%	30%	85%	15.3%
4th Grade Writing	63%	35%	7%	52%	21%	2%	77.4%	21.5%
5th Grade Reading	81%	48%	22%	69%	38%	20%	80%	29%
5th Grade Math	89%	56%	33%	87%	67%	30%	92%	27%
5th Grade Science	77%	38%	17%	74%	44%	10%	75%	10%

### **Student Academic Achievement Strengths**

Red Oak Elementary increased our Masters level performance in math at 3rd and 4th grade levels.

Red Oak Elementary increased performance in Reading for 4th graders based on the performance for 3rd graders in 2017.

Red Oak Elementary earned a distinction in Comparative Academic Growth.

### **Problem Statements Identifying Student Academic Achievement Needs**

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

**Problem Statement 2:** When evaluating the Closing the Gaps targets, students identified as two or more races missed the targeted goal.

## 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. 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.

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

### 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.

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** While our teachers understand the process of collecting data, there is still a need to better understand how to differentiate learning for all levels of performance.



## 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 2018-2019 school year is "ROE RoadTrip" 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.

### *Student Leadership Summary*

- 3rd - 5th student goal setting, Chess Club, VIP Student Leadership Team, Safety Patrol, 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 Speed Stacking, 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.

During the 2018-2019 school year, Red Oak Elementary began an Energy Bus Certified school. Students and staff will implement the seven principles of the Energy Bus and focus on creating a positive and successful campus.

### **Energy Bus Principles**

1. I am the Driver.
2. Create a Positive Vision.
3. Drive with Purpose.
4. Fuel Your Ride with Positive Energy
5. Transform Negativity.
6. Love Your Passengers.
7. Enjoy the Ride.

These opportunities include but are not limited to:

<b>Student Activities</b>	<b>Staff Activities</b>	<b>Parent/Community Involvement</b>
Enrichment Days	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
Safety Patrol	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	Energy Bus Leadership Training	Family Fun Events such as Painting with the Hawks
UIL		
Guidance Lessons		
Running Club		
Red Ribbon Week		
Energy Bus Certified School		

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Red Oak 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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- 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 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 benchmark or common assessments data
- Student failure and/or retention rates
- 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
- 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
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

### **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

### **Support Systems and Other Data**

- Communications data
- Study of best practices


# 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
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.	2.4, 2.5, 2.6	Principal Assistant Principal All Professional Staff members	Students success on CBAs, formative assessments, summative assessments, STAAR tests, TPRI, DRA2, and reduction of students in Tier 2 and Tier 3 intervention groups.  Utilize Eduphoria			
2) Utilize Guided Reading with ongoing professional development and the Leveled Literacy System (LLI) to support and intervene with identified struggling readers.	2.4, 2.5, 2.6	Principal Assistant Principal Professional Staff members	DRA2 results TPRI RTI			
						

**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
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.	2.4, 2.5, 2.6	Principal Assistant Principal Counselor Case-managers All Professional Staff members	Eduphoria RTI			
2) Begin the implementation of Professional Learning Communities for appropriate staff to understand the use of testing methodologies that: identify, interpret, analyze, foster and encourage different types of thinking in students, identify learning needs and utilize rubrics for assessment.	2.4, 2.5, 2.6	Principal Assistant Principal All Professional staff members	Eduphoria RTI			
3) Implement Student Learning Objectives to focus teachers on a specific fundamental skill.	2.4, 2.5, 2.6	Principal Assistant Principal All Professional staff members	TTESS			
						

**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) Provide a campus mentor/ support for first and second year teachers (new to Red Oak Elementary and new to Red Oak ISD)	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Coach Mentor teacher Coordinator of Advanced Academics & Professional Development	Meeting Notes/Agenda			
2) Teacher leaders will present current strategies being used in their classroom at staff meetings for others to learn. A minimum of one presenter per staff meeting.	2.4, 2.5, 2.6	Campus Administration Instructional Coach Team Leads	A minimum of one "teacher share" per month during staff meetings.			
3) Provide teachers opportunities to have ongoing professional development in the areas of Reading, Writing, Math, ELL strategies and best practices.	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Coach Literacy Specialist Team Leads ROISD Curriculum Department	Agendas/Sign in sheets from meetings Lesson Plans			
						








**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) Partner with local businesses through our campus site based committee to increase involvement and student participation within the community.	3.2	Principal Assistant Principal Campus Site Based Committee	Track the events in which we partnered with the community using a calendar of district and campus events.			
2) Participate in the Texas Performance Standards Projects or like curriculum for identified Gifted and Talented students in K-5.	2.6	Campus GT Specialist	Student produced products			
3) Grade level teams will use Professional Learning Communities (PLC), Response to Intervention (RtI), Curriculum Based Assessments (CBAs) to know the needs of each student at any given time including (general education students, special education students, English as a Second Language students, 504 students, Gifted and Talented (GT) students, and Limited English Proficiency (LEP) students).	2.4, 2.5, 2.6	Principal Assistant Principal 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.			
4) Utilize the ROE Makerspace and STEAM Studio to foster creativity and integration.	2.4, 2.5	Librarian Learning Lab Teacher Instructional Coach GT specialist Principal	Makerspace calendar Social Media			
5) Utilize best practices in the area of math and science to provide real world applications and make connections to career opportunities.	2.4, 2.5, 2.6	Team Leads Instructional Coach	Lesson Plans Social Media PLCs			
 = 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 with the tools to incorporate the technology provided at Red Oak Elementary.	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Coach Team Lead All professional staff	Teachers and students use of technology in the classroom. Observation and walk-through data			
2) Utilize 21st Century tools including interactive boards, Chromebooks and iPads as well as web tools and apps to support Bring Your Own Device (BYOD) for engagement of learners and provide instant student feedback.	2.4, 2.5	Campus Administration All teaching staff	Lesson Plans Observation and walk-through data Faculty meetings			
3) Utilize mobile technology and classroom computers for instructional purposes.	2.4, 2.5, 2.6	Campus Administrators All teaching staff	Student login data Lesson plans Observation and walkthrough data			
4) Administrators will commit to four walkthroughs for all teacher staff.	2.4, 2.5, 2.6	Campus Administration	Eduphoria			
5) 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 once per grading period.	2.5	Campus Administration	Eduphoria			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

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

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

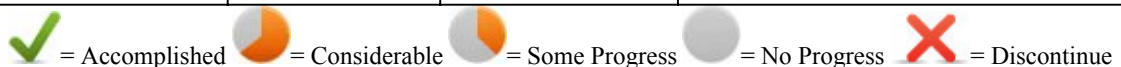
Strategy Description	ELEMENTS	Monitor	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	May
1) Utilize Positive Behavior Strategies across the campus including common areas and classrooms.	2.4	Campus Administration All professional staff	Discipline Referrals Positive incentives			
2) Utilize restorative practices to create and build positive classroom environments and teach behavior expectations.	2.4, 2.5	All professional staff	Discipline referrals			
3) Utilize the ROISD volunteer program to encourage parent and community volunteers in a wide variety of events throughout the school year.	3.1, 3.2	Campus Administration	Volunteer Management system			
4) Monitor student attendance to attain targeted 97.5% campus attendance rate.	2.4, 2.5, 3.1	Campus Administrators Counselor Registrar Teachers	Attendance Incentives and Awards			
5) Continue student recognition programs and student service groups.	2.5, 3.1, 3.2	Campus Administrators Counselor Teachers	Monthly Campus Celebration Assemblies VIP Ambassadors			
6) Implement Energy Bus Principles and elements throughout the campus such as positive referrals, campus decorations, lessons and activities to foster a positive climate for staff and students.	2.4, 2.5, 2.6	Principal Assistant Principal Counselor All classroom teachers Energy Bus Committee	Social Media Positive Referrals			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

**Performance Objective 2:** Implement consistent district-wide training programs for students, staff, and parents that address physical safety and security protocols in collaboration with the Red Oak ISD Police and local authorities.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**


Strategy Description	ELEMENTS	Monitor	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	May
1) Red Oak Elementary will utilize support programs that prevent violence, bullying and character building and student success.	2.4, 2.5, 2.6	Campus Administrators Counselor Teachers ROISD police	Guidance Lessons Assemblies Student Ambassadors Red Ribbon Week Classroom Observations			
2) Ensure a learning environment that is safe, drug-free and conducive to learning and leads to graduation for all students.	2.4, 2.5, 2.6	Superintendents Campus Administrators Counselor Teachers ROISD Police	District Safety Audits PEIMS 425 Report			
3) Maintain a welcoming campus environment that students, parents, staff and community take pride in.	2.4, 3.1, 3.2	All ROISD Staff	Safety Patrol Customer Care			
4) Review the campus crisis plans and ensure that various drills are conducted in accordance with Town and State requirements.	2.4	Campus Police Office ROISD Chief of Police Campus Administration	Drill Schedule Drill Logs Fall Safety Day Spring Safety Day			
5) Provide CPI (Crisis Prevention Intervention) Training for the prevention and intervention campus based teams.	2.4, 2.6	Campus Administration District Trainer Director of Special Education Special Education Teachers & Aides	Certificates and Documentation of Training uploaded in Eduphoria Documentation of Event			
6) Fire Department visit with students on fire and life safety one time during the school year.	2.4	Campus Administration Counselor	Campus Calendar Photos of the event on Social Media Accounts			
						

**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 Counselor PTA All staff	Skyward Social Media campus website district website positive emails			
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 email communication Book Fair Open House Meet the Teacher night Literacy Night Student Performances			
3) Invite local businesses and community members and parents to present their career information to our students.	2.4, 3.1, 3.2	Campus Administrators Counselor	Photos of event			
						

**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) Develop school health programs that focus on promoting healthy lifestyle choices and physical fitness. Review recommendations by SHAC.	2.4, 3.2	PE Teacher Nurse Campus Administrators	Annual Fitness gram assessment in grades 3-5 Mobile dentist visits Jump Rope for Heart Food for Kids			
2) Provide curriculum/program for students to develop leadership, self-reliance, and good character.	2.4, 3.2	Campus Administrators Classroom Teachers	VIP G3 Talon Tickets Hawk Assemblies Partner PE Special Olympics Hawk Hero Day			
3) Provide opportunities for community members to participate in school events.	2.4, 3.1, 3.2	Professional staff	Grandparents lunch Thanksgiving lunch Service opportunities Social media Veterans Day Program			
4) Create opportunities for families and staff to socialize and connect outside of school hours.	2.4, 3.2	Campus Administration Team Leaders Counselor	Social Media Family Nights Santa Shuffle			
5) Develop school clubs to allow students opportunities to explore special interests and foster positive learning experiences.	2.4, 3.2	All professional staff Campus Administration	Club membership lists VIP Safety Patrol Garden Club Chess Club Running Club			
6) Implement a fall and spring One School One Book event for all staff, students and stakeholders.	2.4, 3.1, 3.2	All ROE staff	Social media			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = 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.

# **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, monthly Hawk assemblies, fall parent conferences, and Title I Spring Open House. We utilize Title I funds to support parent engagement events such as the One School One Book Fall and Spring event. We utilize a Title I parent survey for parental input into opportunities for parental involvement on campus.

## Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Tabitha Fadeley	Reading Support	Reading Intervention	.5

## 2018-2019 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Dori Barrett	Kindergarten Teacher
Classroom Teacher	Autumn West	1st grade Teacher
Classroom Teacher	Camille Tuttle	3rd grade Teacher
Classroom Teacher	Kelly Hartman	4th grade Teacher
Classroom Teacher	Jessica Darst	5th grade Teacher
Classroom Teacher	Dawn Moten	GT Teacher
Administrator	April Hallback	Assistant Principal
Administrator	Megan Corns	Principal
Classroom Teacher	Amy Mashburn	SPED Teacher
Classroom Teacher	Leann Wooley	2nd Grade Teacher
Parent	Alaine Johnston	Parent
Business Representative	Carl Daughtery	Parent