

Red Oak Independent School District
Russell P. Schupmann Elementary
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"

Comprehensive Needs Assessment

Demographics

Demographics Summary

Russell P. Schupmann Elementary currently serves students from Kindergarten to 5th Grade. Russell P. Schupmann Elementary began the 2018-2019 school year with students enrolled.

Russell P. Schupmann Elementary School is comprised of the following Ethnic Distribution As of 10/6/16:

- African American: 35%
- Hispanic: 35%
- White: 23%
- Other: 7%
- Economically Disadvantaged: 57.6%
- English Learners: 10.5%
- At - Risk: 37.3%

Schupmann Elementary has around 15 - 20 students who are in or have been in the foster care system. This number is expected to increase because ROISD in general is increasing rapidly on foster care numbers.

Demographics Strengths

As the school has grown our DRA and TPRI numbers have grown.

Problem Statements Identifying Demographics Needs

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

Student Academic Achievement

Student Academic Achievement Summary

Russell P. Schupmann 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	RPS	Rating
Overall		67	Met Standard
Student Achievement: STAAR	40	69	Met Standard
Student Progress		59	Improvement Required
Academic Growth	62	59	Improvement Required
Relative Performance (Eco. Dis: 50.6%)	40	59	Improvement Required
Closing the Gaps	25	61	Met Standard

Test	2018			2017		
	Approaches	Meets	Masters	Approaches	Meets	Masters
3rd Grade Reading	72%	20%	11%	58%	37%	22%
3rd Grade Math	72%	38%	15%	72%	31%	19%
4th Grade Reading	46%	23%	13%	67%	40%	15%
4th Grade Math	54%	25%	9%	67%	36%	17%
4th Grade Writing	39%	16%	4%	64%	24%	4%
5th Grade Reading	87%	50%	17%	85%	40%	15%
5th Grade Math	96%	61%	13%	85%	36%	
5th Grade Science	84%	51%	18%	79%	35%	

Student Academic Achievement Strengths

Russell P. Schupmann Elementary increased our Approaches in third grade reading by 14%

Russell P. Schupmann Elementary increased our Meets in third grade math by 7%

Russell P. Schupmann Elementary increased our Approaches level in 5th science from 79% to 84%

Russell P. Schupmann Elementary increased our Approaches level in 5th reading from 85% to 87%

Russell P. Schupmann Elementary increased our Approaches level in 5th math from 85% to 96%

Russell P. Schupmann Elementary increased our Meets level in 5th science from 35% to 51%.

Russell P. Schupmann Elementary increased our Meets level in 5th reading from 40% to 50%

Russell P. Schupmann Elementary increased our Meets level in 5th math from 36% - 61%

Russell P. Schupmann Elementary increased our Masters level in 5th science from 0% - 18%.

Russell P. Schupmann Elementary increased our Masters level in 5th reading from 15% - 17%

Russell P. Schupmann Elementary increased our Masters level in 5th math from 0% - 13%

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: While majority of students meet the approaching level reporting category, students need to be continually challenged to perform at the mastered grade level category.

Problem Statement 2: 4th grade approaches in Reading went from 67% - 46%

Problem Statement 3: 4th grade approaches in Math went from 67% - 54%

Problem Statement 4: 4th grade approaches in Writing went from 64% - 39%

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 Russell P. Schupmann 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 Russell P. Schupmann 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, Russell P. Schupmann 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. 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: Teachers at Russell P. Schupmann spend a lot of time with data, we need to do a better job of having students work with their personal data and set goals for progress.

Problem Statement 2: 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

Russell P. Schupmann 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 Schupmann campus is driven by the three goals.

Russell P. Schupmann Elementary's theme for the 2018-2019 school year is Oh the Places you'll Go. The positive and safe environment at Russell P. Schupmann 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. This year our school became a Certified Energy Bus School.

Student Leadership Summary

- 3rd - 5th student goal setting, Chess Club, VIP Student Leadership Team, Safety Patrol , Flag Patrol, DI, Recycling, Robotics and STEAM Team were initiatives on the Schupmann 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 Jump Rope for Heart 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
- Russell P. Schupmann has a full-time, armed Red Oak ISD PD police officer on campus for safety and support daily..
- Russell P. Schupmann Elementary maintains a serious and progressive attitude towards all safety drills and precautions.

Perceptions Strengths

At Russell P. Schupmann 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, Russell P. Schupmann Elementary became 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:

Student Activities

Enrichment Days
VIP Ambassadors
News Crew
Maker Space
Garden Club
Flag Patrol
Safety Patrol
Schupmann Success Assemblies
Anti-bullying program
Red Ribbon Week
Recycling Club
UIL
Guidance Lessons

Staff Activities

Parent-Teacher Conferences
Heart of a Teacher
Teacher/ Staff Member of the Year
Staff social events
Team Lead opportunities
Ongoing Professional Development
Mentors
Student Teachers
Education Foundation Partnership

Parent/Community Involvement

Family Academic Nights
Watch DOGS
Thanksgiving Lunch
PTA Volunteer Opportunities/ Events/ Fundraisers
Class Parties
Music Performances
Grandparents Luncheon
Book Fair (Fall & Spring)
Volunteer Appreciation Breakfast
Social Media
Reading Under the Stars
STEAM Night/Multi - Cultural Awareness Night
Black History Month Performance
All - Pro Dad
I Moms

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Russell P. Schupmann Elementary needs to 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

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
- 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 Released Test Questions
- 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
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results
- Observation Survey results

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- 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

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals

Goal 1: 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
<p style="text-align: center;">Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>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>	2.4, 2.5, 2.6	Principal Assistant Principal Reading Support Instructional Coach Classroom Teachers Special Education Teacher	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			
<p style="text-align: center;">Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>2) Implementation of Guided Reading with ongoing professional development and the Leveled Literacy System (LLI) to support and intervene with identified struggling readers. The Literacy Strategist position continues and is funded partially with Title I monies.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Reading Support Instructional Coach Classroom Teachers Special Education Teacher	DRA2 results TPRI RTI			

<p align="center">Comprehensive Support Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>3) ELA instruction is guided and supported by research-based resources approved by the district with a focus on writing. These components include guided writing, shared writing and writing across the contents. The major activities used to support this strategy include:</p> <p>Thinking Maps Write from the Beginning Empowering Writers Target Time After school tutoring Foundations Writing Across Content Word Wall Activities/Grammar Activities Writing Stations ELL Consultant/PD ELAR Consultant/PD Jeff Anderson Training</p>	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Coach ELAR Teachers Special Education Teachers Dyslexia Therapist Reading Support	Student progress on ELAR CBAs, formative and summative assessments, including STAAR tests, TELPAS, and writing assessments,.			
<p align="center">Comprehensive Support Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>4) Math instruction is guided and supported by research-based resources approved by the district. The major activities used to support this strategy include:</p> <p>Manipulatives Number Talks TEKSing Toward STAAR Lone Star Math Think Through Math Target Time Dream Box</p>	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Coach Math Vertical Math Teachers	Curriculum Based Assessments STAAR Testing Pre-Assessments			
<p align="center">Comprehensive Support Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2</p> <p>5) 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.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Reading Support Instructional Coach Classroom Teachers Special Education Teacher	Calendar and Notes from Planning			

 = Accomplished
 = Considerable
 = Some Progress
 = No Progress
 = Discontinue






Goal 1: 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>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>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. Additional Targeted Support: Closing the Gaps, Status and Data Tables indicate that 5 groups missed target(s) on the STAAR achievement and growth components in reading and math. Students in the groups (All, Hispanic, White, Eco.Dis, and Current SPED) will be monitored and remediated by using AWARE monitor groups and individual teacher lists. Then continue on with your whole campus tutoring plan, etc</p>	2.4, 2.5, 2.6	Principal Assistant Principal Counselor Instructional Coach Reading Support Classroom Teachers Dyslexia Strategist Special Education Teacher	Eduphoria RTI progress monitoring			
Funding Sources: 211 Title I - 0.00						
<p>2) Plans for assisting Pre-Kindergarten students in the transition from early childhood programs. The following activities will be used to support this strategy: Implement Pre-Kindergarten Guidelines Coordinate transition plan with Pre - Kindergarten and Kindergarten teachers in the spring for PreK students to visit kinder classrooms</p>	2.4, 2.5, 2.6, 3.1	Principal Assistant Principal Counselor Instructional Coach Reading Support Classroom Teachers Dyslexia Strategist Special Education Teacher	TTESS Pre-Kindergarten Report Card Teacher Feedback FrogStreet Pre-Assessment			


<p>Comprehensive Support Strategy</p> <p>Critical Success Factors</p> <p>CSF 1</p> <p>3) 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 2018-2019 will be: Balanced Literacy Foundations Literacy Stations DRA TPRI Eduphoria Aware Benchmarks Curriculum Based Assessments TELPAS STAAR 2018 Data</p>	<p>2.4, 2.5, 2.6</p>	<p>All professional Staff Members</p>	<p>Students and staff will be more aware of their growth and will set goals for continued growth.</p>			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: 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
<p>Critical Success Factors CSF 6 CSF 7</p> <p>1) Provide a campus mentor/ support for first and second year teachers (new to campus and new to Red Oak ISD) as part of the District New teacher program.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Coach Coordinator of Advanced Academics & Professional Development	Meeting Notes/ Agenda			
<p>2) Team Leaders will lead the staff in book study from the book "The No Complaining Rule" by Jon Gordon, once a month at a Learning Opportunity.</p>	2.4, 2.5, 2.6	Team Leaders Instructional Coach Counselor Principal	Power Points/Notes			
<p>3) Provide teachers opportunities to have ongoing professional development in the areas of Reading, Writing, Math, ELL strategies and best practices. Includes ELL consultant and ELAR consultant and Guided Reading consultant.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Coach Reading Support Team Leads ROISD Curriculum Department				
						






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) Provide opportunities for students to participate in extracurricular activities such as: VIP's Safety Patrol Chess Club DI Choir Flag patrol GT Robotics STEAM Club	2.4, 2.5, 2.6, 3.2	Principal Assistant Principal GT Teacher Fine Arts Teacher Counselor PE Teacher Professional Staff	Participation in programs			
2) Participate in the Texas Performance Standards Projects or like curriculum for identified Gifted and Talented students in K-5.	2.4, 2.5, 2.6	GT Specialists	Open House Lesson Plans			

<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 6</p> <p>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). Additional Targeted Support: "Closing the Gaps" Status and Data Tables indicate that 5 groups missed target(s) on the STAAR achievement and growth components in reading and math. Students in the groups (All, Hispanic, White, Eco.Dis, and Current SPED) will be monitored and remediated by using AWARE monitor groups and individual teacher lists. Then continue on with your whole campus tutoring plan, etc</p>	<p>2.4, 2.5, 2.6</p>	<p>Principal Assistant Principal All professional staff members</p>	<p>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.</p>			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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
<p>Critical Success Factors CSF 1</p> <p>1) Provide monthly school professional development that gives teachers with the tools to incorporate the technology provided at Russell P. Schupmann Elementary.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Coach Team Lead All professional staff Technology Committee	Teachers and students use of technology in the classroom. Observation and walk-through data			
<p>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.</p>	2.4, 2.5	Campus Administration All teaching staff	Lesson Plans Observation and walk-through data Learning Opportunities			
<p>3) Utilize mobile technology and classroom computers for instructional purposes.</p>	2.4, 2.5	Campus Administrators All teaching staff	Student login data Lesson plans Observation and walkthrough data			
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>4) 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.</p>	2.5	Campus Administration	Eduphoria			
<p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>5) Participation in the Texas Regional Science Collaborative</p>		5th Grade Science Teachers Principal ROISD Math Coordinator	Professional Development logs Lessons PLCs			

<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>6) Utilization of the Lead4ward webinar series and resources to provide ongoing professional development and supports</p>		<p>Campus Administration Instructional Coach Leadership Team</p>	<p>CBA data Team Lead Agendas Faculty meeting Agendas</p>			
<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>7) Staff development on this campus in Math includes the following:</p> <p>Use of manipulatives Math centers Number Talks Supporting struggling learners Horizontal team meetings across the district and/or area CAMT conference</p>	<p>2.5, 2.6</p>	<p>Principal Assistant Principal Instructional Coach Curriculum Dept.</p>	<p>Curriculum Based Assessments Benchmarks STAAR Testing TTESS Staff Development Reports</p>			
<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>8) Staff development on this campus in Reading/English Language Arts (ELAR) includes the following: Balanced Literacy Strategies Write From the Beginning Empowering Writers Strategies for ELL Learners Supporting struggling learners Collaborate/Plan with Instructional Coach, Literacy Strategist, and Librarian Lead4ward Intentional Intervention Guided Reading Literacy Stations Grammar and Editing Imagine Learning for ELL Invitation to Notice Gretchen Bernabei Writing training DRA TPRI Comprehension Toolkit Foundations</p>	<p>2.5, 2.6</p>	<p>Principal Assistant Principal Instructional Coach Reading Support</p>	<p>Curriculum Based Assessments Benchmarks STAAR Testing Staff Development Report</p>			

<p>Comprehensive Support Strategy</p> <p>9) Staff development on this campus in Science includes the following: Science Interactive Journaling Exploration through Stem Scopes Minimum 40% science experiences, hands-on interactions for students Horizontal team planning across the district Project Lead the Way Training for all teachers who teach Science. including Special Education Teachers</p>	<p>2.5, 2.6</p>	<p>Principal Assistant Principal Instructional Coach Science teachers Special Education Teacher</p>	<p>Curriculum Based Assessments Benchmarks STAAR Testing Staff Development Reports</p>			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						






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

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

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	May
<p>Critical Success Factors CSF 6</p> <p>1) Creation of School-wide discipline program that focus on the concept of REACH (Respect, Encourage, Appreciate, Communicate, Honor). The campus Discipline Culture Committee created a rubric for how REACH should look for students and staff in every area of our school including: Classroom Hallways Restrooms Recess Cafe Students will receive Talon Tickets for showing REACH in these common areas.</p>	2.5	Principal Assistant Principal Counselor All of School Community	REACH card documentation. Office Referral Data			
<p>2) Counselor lessons on character each 6 weeks Cyber safety Harassment Bullying</p>	2.5, 2.6	Principal Assistant Principal Counselor	Lesson plans			
<p>Critical Success Factors CSF 6</p> <p>3) Continue student recognition programs and student service groups.</p>	3.2	Campus Administrators Counselor Teachers	Monthly Campus Celebration Assemblies VIP Ambassadors			
<p>4) Maintain a welcoming campus environment that students, parents, staff and community take pride in.</p>	3.1, 3.2	All ROISD Staff	Safety Patrol Customer Care REACH Card			






5) Monitor student attendance to attain targeted 97% campus attendance rate.		Principal Assistant Principal Registrar Teachers	Incentives Attendance Awards			
Critical Success Factors CSF 5 CSF 6 6) 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	Campus Administration			
Critical Success Factors CSF 5 CSF 6 7) Communicate with parents on a regular basis through student folders, calendars, newsletters, and lesson plans on teacher websites, positive phone calls, the district website and scheduled parent conferences.	3.1, 3.2	Principal Assistant Principal Counselor PTA All Staff	Surveys Parent Conference Documentation Phone Calls/Emails			
 = 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
<p>Critical Success Factors CSF 6</p> <p>1) Review the campus crisis plans and ensure that various drills are conducted in accordance with Town and State requirements.</p>		<p>Campus Police Office ROISD Chief of Police Campus Administration</p>	<p>Drill Schedule Drill Logs Fall Safety Day Spring Safety Day</p>			
<p>Critical Success Factors CSF 6</p> <p>2) Provide CPI (Crisis Prevention Intervention) Training for the prevention and intervention campus based teams.</p>		<p>Campus Administration District Trainer Director of Special Education Special Education Teachers & Aides</p>	<p>Certificates and Documentation of Training uploaded in Eduphoria Documentation of Event</p>			
<p>Critical Success Factors CSF 6</p> <p>3) Fire Department visit with students on fire and life safety one time during the school year.</p>		<p>Campus Administration Counselor</p>	<p>Campus Calendar Photos of the event on Social Media Accounts</p>			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Participate in PTA_sponsored activities, Red Oak Education Foundation programs, and community activities.</p>	3.1, 3.2	Principal	Campus attendance Participation sign in sheets			
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Provide opportunities for volunteer support and leadership opportunities- including but not limited to All Pro Dads Book Fairs Hawktoberfest ALL Pro Dad I Moms Thursday Night Love and Logic Parenting Nights to coincide with Thursday Night Lights tutoring.</p>	3.2	Principal Professional Staff PTA board	PTA board Number of volunteers			
	Funding Sources: 211 Title I - 0.00					
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Provide current data on events and school information on our website and social media outlets.</p>		Principal Assistant Principal	Number of posts on website and social media outlets.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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
<p>Critical Success Factors CSF 6</p> <p>1) Provide opportunities for students to do service projects: VIP's Safety Patrol Flag Crew Recycling Club Collect Can Food for the Ellis County Food Bank. Collect items at Christmas for Ronald McDonald House.</p>	2.6	Principal Assistant Principal Campus Officer	Completion of service projects.			
<p>Critical Success Factors CSF 6</p> <p>2) Provide curriculum/program for students to develop leadership, self-reliance, and good character.</p>	2.4, 2.6	Campus Administrators Classroom Teachers	VIP REACH Cards Schupmann Success Assemblies			
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Provide opportunities for community members to participate in school events</p>	3.2	Professional staff	Grandparents lunch Thanksgiving lunch Service opportunities Social media Mentor program			
<p>Critical Success Factors CSF 6</p> <p>4) Create opportunities for families and staff to socialize and connect outside of school hours.</p>	3.2	Campus Administration Team Leaders Counselor	Social Media Reading Under The Stars STEAM Night Curriculum Night			
						

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	1	2	Implementation of Guided Reading with ongoing professional development and the Leveled Literacy System (LLI) to support and intervene with identified struggling readers. The Literacy Strategist position continues and is funded partially with Title I monies.
1	1	3	ELA instruction is guided and supported by research-based resources approved by the district with a focus on writing. These components include guided writing, shared writing and writing across the contents. The major activities used to support this strategy include: Thinking Maps Write from the Beginning Empowering Writers Target Time After school tutoring Foundations Writing Across Content Word Wall Activities/Grammar Activities Writing Stations ELL Consultant/PD ELAR Consultant/PD Jeff Anderson Training
1	1	4	Math instruction is guided and supported by research-based resources approved by the district. The major activities used to support this strategy include: Manipulatives Number Talks TEKSing Toward STAAR Lone Star Math Think Through Math Target Time Dream Box
1	1	5	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	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. Additional Targeted Support:Closing the Gaps,Status and Data Tables indicate that 5 groups missed target(s) on the STAAR achievement and growth components in reading and math. Students in the groups (All, Hispanic, White, Eco.Dis, and Current SPED) will be monitored and remediated by using AWARE monitor groups and individual teacher lists. Then continue on with your whole campus tutoring plan, etc
1	2	3	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 2018-2019 will be: Balanced Literacy Foundations Literacy Stations DRA TPRI Eduphoria Aware Benchmarks Curriculum Based Assessments TELPAS STAAR 2018 Data
2	1	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). Additional Targeted Support:“Closing the Gaps” Status and Data Tables indicate that 5 groups missed target(s) on the STAAR achievement and growth components in reading and math. Students in the groups (All, Hispanic, White, Eco.Dis, and Current SPED) will be monitored and remediated by using AWARE monitor groups and individual teacher lists. Then continue on with your whole campus tutoring plan, etc

Goal	Objective	Strategy	Description
2	2	5	Participation in the Texas Regional Science Collaborative
2	2	6	Utilization of the Lead4ward webinar series and resources to provide ongoing professional development and supports
2	2	7	Staff development on this campus in Math includes the following: Use of manipulatives Math centers Number Talks Supporting struggling learners Horizontal team meetings across the district and/or area CAMT conference
2	2	8	Staff development on this campus in Reading/English Language Arts (ELAR) includes the following: Balanced Literacy Strategies Write From the Beginning Empowering Writers Strategies for ELL Learners Supporting struggling learners Collaborate/Plan with Instructional Coach, Literacy Strategist, and Librarian Lead4ward Intentional Intervention Guided Reading Literacy Stations Grammar and Editing Imagine Learning for ELL Invitation to Notice Gretchen Bernabei Writing training DRA TPRI Comprehension Toolkit Foundations
2	2	9	Staff development on this campus in Science includes the following: Science Interactive Journaling Exploration through Stem Scopes Minimum 40% science experiences, hands-on interactions for students Horizontal team planning across the district Project Lead the Way Training for all teachers who teach Science. including Special Education Teachers

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 Literacy Strategist/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 assemblies, fall parent conferences, and Title I Spring Open House. We utilize a Title I parent survey for parental input into opportunities for parental involvement on campus.

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Mary Anne Ross	Reading Support		
Veronica Saucedo	Bilingual Paraprofessional		

Campus Improvement Decision-Making Committee

Committee Role	Name	Position
Administrator	Rob Waller	
Classroom Teacher	Megan Vargas	Kinder Team Leader
Classroom Teacher	Eleesha Deever	Teacher
Classroom Teacher	brandy Pietrzak	Teacher
Classroom Teacher	Rebecca Leal	Teacher
Classroom Teacher	Ashley Willis	Teacher
Classroom Teacher	Aleigha Talbert	Teacher
Classroom Teacher	Beth Lopez	Teacher
Non-classroom Professional	Marry Anne Ross	Literacy Strat.
Non-classroom Professional	Angela Barnes	Instructional Coach
Paraprofessional	Veronica Saucedo	Paraprofessional
Parent	Matt Zamudio	Parent
District-level Professional	Nancy Toney	District Level
Community Representative	Gordon Toney	Community Member

Campus Funding Summary

211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
4	1	2			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00