

Red Oak Independent School District
Red Oak Elementary School
2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Mathematics



Mission Statement

The mission of Red Oak Elementary School is to create life-long learners who are academically and socially prepared to be productive citizens by providing a safe environment with strong parental and community involvement where all children are challenged through stimulating learning experiences to meet the community goal of “Realizing Our Individual Student’s Dreams.”

Vision

WE ARE a community of learners. As Educators, Staff, Parents and Board of Trustees in the RED OAK family, we embody these attributes in ourselves and desire to teach our students:

WE POSSESS the knowledge, skills, heart, and commitment to make a difference.

WE DARE to dream, work hard, and go the extra mile to make those dreams come true.

WE ASPIRE to learn—looking beyond our present classroom walls to seek knowledge and innovation.

WE REPRESENT honesty and respect in all that we do—focusing on the needs of students, families, and the community.

WE FLOURISH in an open, safe and vibrant environment—meeting challenges and seizing opportunities.

WE RECOGNIZE effort, embrace improvement, strengthen achievement, and continually pursue excellence.

Our Students' Success Is Our Success.

We Are Red Oak!

Value Statement

We believe that:

each student is equally important.

every student has value.

students are responsible for their decisions and actions.

each student deserves to be loved and respected.

all students can learn.

all students have the right to a safe school environment.

parental and community involvement strengthens the school environment.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Red Oak Elementary currently serves students from Kindergarten to 5th Grade. Red Oak Elementary began the 2017-2018 school year with 600 students enrolled.

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

- African American: 21.1%
- Hispanic: 30.8%
- White: 42.5%
- Asian: 0.6%
- American Indian: 0.3%
- Pacific Islander: 0.0%
- Two or More Races: 4.5%
- Economically Disadvantaged: 45.5%
- English Learners: 10.9%
- At-Risk: 30.0%
- Mobility Rate: 14.5%

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.

Accountability System		
Index	ROE	State Target
Index 1 Student Achievement	72	60
Index 2 Student Progress	42	32
Index 3 Closing Performance Gaps	39	28
Index 4 Postsecondary Readiness	38	12

Test	2017			2016	
	Approaches	Meets	Masters	Level II	Level III
3rd Grade Reading	68%	38%	20%	64.7%	16.5%
3rd Grade Math	71%	41%	17%	68.2%	12.9%
4th Grade Reading	59%	32%	21%	75%	16.3%
4th Grade Math	79%	52%	30%	85%	15.3%
4th Grade Writing	52%	21%	2%	77.4%	21.5%
5th Grade Reading	69%	38%	20%	80%	29%
5th Grade Math	87%	67%	30%	92%	27%
5th Grade Science	74%	44%	10%	75%	10%

Student Academic Achievement Strengths

Red Oak Elementary increased our Masters level performance in math at all grade levels.

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

Red Oak Elementary earned a distinction in Academic Achievement in Mathematics during the 2016-2017 school year.

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: 4th grade Reading and Writing scores dropped approximately 20% from 2015-16 to 2016-17.

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 and 1st Grade focus on TPRI, DRA2, iStation, 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: 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 three goals.

Red Oak Elementary's theme for the 2017-2018 school year is "ROE SuperHeroes" 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 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 Jump Rope for Heart, 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.

These opportunities include but are not limited to:

Student Activities	Staff Activities	Parent/Community Involvement
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		Social Media
Partner PE		
UIL		
Guidance Lessons		
Running Club		
Red Ribbon Week		

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- 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)
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL 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
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- 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 between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.

- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, 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
- Highly qualified 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
- PDAS and/or 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: Provide all learners an engaging and innovative approach to education that reaches the specific and diverse needs of each learner.

Performance Objective 1: Utilize available data to identify and track individual student academic growth.

Evaluation Data Source(s) 1:

Summative Evaluation 1:










Strategy Description	Title I	Monitor	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	May
<p>System Safeguard Strategy</p> <p>PBMAS</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>	1, 2, 3, 4, 5, 8, 9	Principal Assistant Principal All Professional Staff members	<p>Students success on CBAs, formative assessments, summative assessments, STAAR tests, TPRI, DRA2, and reduction of students in Tier 2 and Tier 3 intervention groups.</p> <p>Utilize Eduphoria</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.</p>	1, 2, 3, 4, 8, 9	Principal Assistant Principal Professional Staff members	<p>DRA2 results</p> <p>TPRI</p> <p>RTI</p>			
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						

Goal 1: Exhibits Academic Readiness: Provide all learners an engaging and innovative approach to education that reaches the specific and diverse needs of each learner.

Performance Objective 2: Create a process for students, parents, and staff to measure growth based on individual needs using a variety of measurements.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	May
<p>System Safeguard Strategy</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.</p>	1, 2, 3, 4, 5, 8, 9	All Professional Staff members	Eduphoria RTI progress monitoring			
<p>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.</p>	1, 2, 3, 4, 5, 8, 9	Principal Assistant Principal All Professional staff members	Eduphoria RTI			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: Exhibits Academic Readiness: Provide all learners an engaging and innovative approach to education that reaches the specific and diverse needs of each learner.

Performance Objective 3: Recruit and retain highly motivated staff while providing ongoing and relevant professional development that translates to student engagement and success.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Title I	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)		Principal Assistant Principal Instructional Coach	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.	1, 2, 3	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.	1, 2, 3, 4, 5, 8, 9	Principal Assistant Principal Instructional Coach Literacy Specialist Team Leads ROISD Curriculum Department	Agendas/Sign in sheets from meetings Lesson Plans			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: Seek Opportunities and Challenges of Learning: Promote and support a robust digital-aged learning environment to inspire student learning, effective communication, problem solving and creativity.

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	Title I	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.	1, 2, 6	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.	1, 2, 3, 4, 8, 9	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).	1, 2, 3, 4, 8, 9	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) Continue to build ROE Makerspace opportunities and begin creation of the ROE STEAM Lab.	2, 3, 4	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.	3, 4	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 a robust digital-aged learning environment to inspire student learning, effective communication, problem solving and creativity.

Performance Objective 2: Design and implement professional learning for instructional staff to facilitate student engagement.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	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.	1, 2, 3, 4, 5, 8	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.	1, 2, 3, 4, 8, 9	Campus Administration All teaching staff	Lesson Plans Observation and walk-through data Faculty meetings			
3) Utilize mobile technology and classroom computers for instructional purposes.	1, 2, 3, 4, 8	Campus Administrators All teaching staff	Student login data Lesson plans Observation and walkthrough data			
4) Administrators will commit to three walkthroughs for all teacher staff.	1, 2, 3, 5	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.	1, 2, 3, 5	Campus Administration	Eduphoria			
6) Participation in the Texas Regional Math Collaborative	1, 2, 3, 4, 5, 8, 9, 10	3rd Grade Representative 4th Grade Representative 5th Grade Representative Principal ROISD Math Coordinator	Professional Development logs Lessons PLCs			















7) Utilization of the Lead4ward webinar series and resources to provide ongoing professional development and supports	1, 2, 3, 4, 8, 9, 10	Campus Administration Instructional Coach Team Leads	CBA data Team Lead Agendas Faculty meeting Agendas			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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

Performance Objective 1: Develop district-wide standards and accountability for students and staff related to emotional and social safety issues (ie bullying, harassment, cyber safety).

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	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.	1, 2, 4, 8	Campus Administrators Counselor Teachers ROISD police	Guidance Lessons Assemblies Student Ambassadors Red Ribbon Week Classroom Observations			
2) Continue student recognition programs and student service groups.	1, 2, 4, 8, 9	Campus Administrators Counselor Teachers	Monthly Campus Celebration Assemblies VIP Ambassadors			
3) Ensure a learning environment that is safe, drug-free and conducive to learning and leads to graduation for all students.	1, 2, 4, 8, 10	Superintendents Campus Administrators Counselor Teachers ROISD Police	District Safety Audits PEIMS 425 Report			
4) Maintain a welcoming campus environment that students, parents, staff and community take pride in.	1, 2, 6, 8	All ROISD Staff	Safety Patrol Customer Care			
5) Monitor student attendance to attain targeted 97.5% campus attendance rate.	1, 2	Campus Administrators Counselor Registrar Teachers	Attendance Incentives and Awards			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 2: Evaluate current district-wide safety and security protocols and implement a consistent training program for students, staff and parents that address physical safety and emergency procedures in collaboration with the Red Oak ISD Police and local authorities.

Evaluation Data Source(s) 2:

Summative Evaluation 2:










Strategy Description	Title I	Monitor	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	May
1) Review the campus crisis plans and ensure that various drills are conducted in accordance with Town and State requirements.	1, 2, 4	Campus Police Office ROISD Chief of Police Campus Administration	Drill Schedule Drill Logs Fall Safety Day Spring Safety Day			
2) Provide CPI (Crisis Prevention Intervention) Training for the prevention and intervention campus based teams.	1, 2, 4	Campus Administration District Trainer Director of Special Education Special Education Teachers & Aides	Certificates and Documentation of Training uploaded in Eduphoria Documentation of Event			
3) Fire Department visit with students on fire and life safety one time during the school year.	1, 2, 4	Campus Administration Counselor	Campus Calendar Photos of the event on Social Media Accounts			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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

Performance Objective 3: Provide a safe and positive environment to establish a transparent, open, honest, and trusting relationship where parents, students, teachers and staff are valued as well as equip all members with strategies necessary to face any challenge.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	May
1) Utilize Positive Behavior Strategies across the campus including common areas and classrooms.	2, 3, 4, 6, 8, 9, 10	Campus Administration All professional staff	Discipline Referrals Positive incentives			
2) Utilize the ROISD volunteer program to encourage parent and community volunteers in a wide variety of events throughout the school year.	1, 2, 6	Campus Administration	Volunteer Management system			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: Leaves a Legacy Through Service: Actively engage our community to strengthen partnerships that support the evolving needs of students in the district.

Performance Objective 1: Create partnerships with businesses, community organizations, local government, and higher education institutions to prepare students for the future.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	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.	1, 2, 4, 6, 8	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.	1, 2, 4, 6	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.	1, 2, 6	Campus Administrators Counselor	Photos of event			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 4: Leaves a Legacy Through Service: Actively engage our community to strengthen partnerships that support the evolving needs of students in the district.

Performance Objective 2: Provide opportunities for all Red Oak ISD students to make meaningful relationships and connections to impact our community.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	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, 3, 4, 6, 8, 9, 10	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.	1, 2, 5, 6, 8, 9, 10	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.	1, 6, 7	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.	1, 6, 7	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, 5, 6, 8, 9	All professional staff Campus Administration	Club membership lists VIP Safety Patrol Garden Club Chess Club Running Club			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

System Safeguard 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 Program Plan

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.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Our District Comprehensive Needs Assessment (CNA) identified trends in our reading and writing scores that indicate that students are not maintaining a rigorous level of proficiency. Additional professional development and materials are being planned. Most students are being assessed on grade level at this time and a concerted effort is being made to support students inside their classroom and to maintain rigor in all areas.

The schoolwide planning process contains several important steps. Collecting state assessment data, campus-based assessment data, demographics and student group data as well as parental surveys were reviewed.

The District Improvement Plan addresses all of the Title 1 components defined in the ESEA (Section 1114(b) of Title I of ESEA). Below is a description of how each of the remaining nine components contribute to the creation of a successful schoolwide program.

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.

2: Schoolwide Reform Strategies

District and campus needs assessments indicate that student achievement in reading will need continual reading intervention support in order to maintain current level of achievement as well as move to the next level. Literacy strategists have received additional training to support student growth as well as teacher learning. Beginning in August of 2017 our new district philosophy includes the 4 talons - a method of working with the whole child so we can graduate students who are ready to participate in the world in more ways than just academically.

3: Instruction by highly qualified professional teachers

Red Oak ISD currently hires only HQ teachers or teachers who qualify based on the standards of ROISD as a District of Innovation. A qualification plan is in place if a non-HQ teacher is hired.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Each need identified in the Comprehensive Needs Assessment - both campus and district level - has been carefully analyzed and appropriate professional development is planned as needed.

5: Strategies to attract highly qualified teachers

Our HR department has a hiring plan to recruit highly qualified teachers or teachers who qualify based on the standards of ROISD as a District of Innovation.

6: Strategies to increase parental involvement

Parental involvement is a major component of student success. In addition to the regular procedures for parental involvement, ROISD has created the position of a Student and Family Liaison. The Liaison manages an outreach program to remove barriers which impact parent involvement. Another duty is involvement with our McKinney Vento students. Our district-level liaison works closely with parents to ensure they are kept informed of student progress and to remove barriers that might result due to being homeless. Several campuses have dedicated parent involvement liaisons as well in their CNA/CIP. In addition, ROISD has a new position for volunteer coordination (locally funded).

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Red Oak ISD recognized that there is great value in creating a seamless educational program for at-risk students. Our SW campuses have PK programs, and the attendance and academic achievement of every student is closely monitored. Principals and teachers make it a priority to work closely with parents and help them understand the value and importance of the early childhood programs and experiences. All PK teachers have attended multi-day training.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

In addition to STAAR results, Aware(Eduphoria) is utilized so teachers may receive current and ongoing assessment data to assist in developing instructional plans. Teachers are provided professional development that increases their understanding of the use of multiple assessment measures and how to use assessment results to improve instruction. Teacher PLCs utilize data to create instructional action plans.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Each schoolwide Title 1 campus identifies students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. The assistance and support looks different on each campus; however it is always available to all students in the school who need it. Foster students and McKinney Vento students are tutored utilizing Title I funding as allowed by the guidelines.

10: Coordination and integration of federal, state and local services and programs

The schoolwide campuses in our district use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach satisfactory and advanced levels of achievement. In addition, through careful planning, the campuses utilize most federal, state and local funds in order to maximize the impact of the resources available to carry out the schoolwide program for the purpose of increasing student achievement

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Evans, Peggy	Para	Title I	.5
Fadley, Tabitha	Literacy Strategist	Title I	.5

2017-2018 Campus Site-Based Committee

Committee Role	Name	Position
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