

Red Oak Independent School District

Eastridge Elementary School

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Reading/English Language Arts
Academic Achievement in Mathematics
Top 25% Student Progress
Top 25% Closing Performance Gaps
Postsecondary Readiness



Mission Statement

The mission of Eastridge Elementary 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

Eastridge Elementary currently serves students from Pre -Kindergarten to 5th Grade. Eastridge Elementary ended the 2016-2017 school year with 465 students enrolled.

Eastridge Elementary School is comprised of the following Ethnic Distribution:

African American: 9.5%

Hispanic: 35.5%

White: 52.8%

American Indian: 0.4%

Two or More Races: 1.9%

Economically Disadvantaged: 50.3%

English Learners: 7.2%

At-Risk: 26.6%

Mobility Rate: 13.6%

Demographics Strengths

Attendance rate has consistently been above 96 %.

Problem Statements Identifying Demographics Needs

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

Student Academic Achievement

Student Academic Achievement Summary

Eastridge Elementary is committed to providing a safe and supportive learning environment for each of our students every day of the school year. The use of data helps teachers collaborate in Professional Learning Communities (PLC) to design quality instruction based on the needs of individual students. Our goal is to know where students are performing and to provide the appropriate level of challenge to move them to their highest potential. While academic performance is a top priority, so is the assurance that we are providing a safe and respectful learning environment for our students and staff. Lessons based on the Graduate Profile provide opportunities to allow our children to be well-rounded and focus on leading a healthy lifestyle.

2017 STAAR Approaches GL Percentages:

3rd grade....Reading 79%, Math 76%

4th grade...Reading 83% , Math 96%, Writing 69%

5th grade...Reading 88% , Math 94% , Science 76%

2017 STAAR Mastered GL Percentages:

3rd grade.... Reading 33%, Math 28%

4th grade....Reading 38%, Math 52%, Writing 6%

5th grade....Reading 28%, Math 31%, Science 13%

Student Academic Achievement Strengths

Eastridge Elementary increased our Masters level performance in reading and math in all grade levels.

Eastridge Elementary earned five distinctions during the 2016-2017 school year:

Top 25% in Student Progress

Top 25% in Closing Achievement Gaps

Distinction Designation in Math

Distinction Designation in Reading

Distinction Designation in Post Secondary Readiness

School Processes & Programs

School Processes & Programs Summary

Eastridge Elementary uses multiple resources to help provide focus for curriculum, instruction, and assessment. The TEKS Resource System's scope and sequence and curriculum based assessments were utilized as a guide to providing and promoting critical thinking and problem solving skills, communication, creativity, and collaboration. Each week, grade level PLCs met for intensive data analysis and planning sessions to review the skills that had been taught, the skills that would be coming up in the next weeks, and to map out strategies and activities for reteaching to fill in the gap. For each content area, assessment plays a vital role in driving instruction and making decisions. Eastridge Elementary is committed to provide opportunities for students to interact collaboratively, with hands-on activities, performance based assessments, open-ended questions and responses, and promoting the 21st Century Skills to ensure mastery. Students are encouraged and allowed to demonstrate their learning through authentic assessments, including projectbased learning, student-created products, and presentations (group and individual). We utilize Istation, Texas Treasures, STEM Scopes, TEKS Resource System, and campus/district benchmarks for formal assessments in kindergarten through 2nd grade. In addition to these assessments, we also utilize STAAR released items and Fountas and Pinnell LLI Resources for grades 3 through 5. All special courses and programs such as special education, dyslexia, ELL, fine arts, and physical education promote and provide support for the standard of assessment utilized by our campus and district. Our ELL students are also assessed formally each year by the Texas English Language Proficiency Assessment System (TELPAS). All assessment data, whether formal or informal, is disaggregated, analyzed, and fine-tuned to drive instructional needs. Grade level PLCs are held with campus administrators and instructional coach. The PLCs focus is on upcoming lessons, data review, and strategic planning. Grade levels have a daily common planning and focused intervention time. Formal planning and data meetings occur within a week after a formal assessment has been given. Student progress is monitored through informal and formal assessments, along with focused tutorials and interventions. The RTI committee meets every six weeks, to provide support and academic strategies for teachers to utilize with identified students. All staff, professional and para-professional, have many opportunities throughout the school year and summer, to attend professional development sessions, on and off campus, to enhance the teaching and learning environment for our students, and addressing the needs of our campus as identified in the plan.

School Processes & Programs Strengths

- The district curriculum bases assessments (CBA's) are created with teacher input. There is a process in place for teachers to review the assessments and give feedback as to what they feel should be changed.
- CBA's use multiple representations such as graphs, diagrams, tables, charts, etc. They also include higher order thinking and multi-step processing.
- Every week teachers hold a PLC meeting to discuss the data as a group, and develop a plan for intervention based on this data.
- Progress is tracked for students by using the Level Up campaign. The students set goals and track their progress from assessment to assessment.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: While we are working on our PLC process we need to continue to not only utilize data for intervention, but also for enrichment.

Perceptions

Perceptions Summary

Eastridge Elementary theme this year is "Happy Campers" The positive, safe environment at Eastridge Elementary is very welcoming for students, parents, and staff. The Four Talons are embedded in all aspects of the school day.

Talon 1 - 1% better...We challenge our students and staff to commit to being one percent better each day. Through loving tough and holding each other accountable, we hope to be one percent better every day.

Talon 2 - Seeks Opportunities and Challenges of Learning. GRIT: Growth, Resilience, Integrity, Tenacity

Talon 3 - Demonstrates Fair, Respectful, and Well Rounded Characteristics. REACH: Respect, Encourage, Appreciate, Communicate, Honor

Talon 4 - Leaves a Legacy Through Service. We before Me

Perceptions Strengths

At Eastridge Elementary we are proud to offer a variety of opportunities to support our students and help them grow, not only academically, but socially and emotionally as well. The opportunities include, but are not limited to:

- Eastridge Student Council
- Safety Patrol
- Flag Patrol
- Running Club
- Choir
- Eastridge Excellence Assemblies
- Grandparent's Day
- Thanksgiving Lunch Feasts
- Book Fair
- PTA
- Volunteers
- Class parties
- Heart of a Teacher award
- Staff member of the month
- Watch Dogs

- Art Club
- Maker Space
- Family Literacy Night
- Family STEAM Night
- Grade level performances
- Guidance Lessons
- Project Success lessons

Problem Statements Identifying Perceptions Needs

Problem Statement 1: In a growing age of working families, we would like to help bridge the family - school connection to work together to provide the best opportunities for our students to be successful.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- 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
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating 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
- 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
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- 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
- Migrant 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.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- 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
- Highly qualified 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
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Study of best practices
- Action research results
- Other additional data

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>PBMAS</p> <p>1) Utilize district common assessments, DRA2, TPRI, 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	Student success on six weeks assessments, formative assessments, STAAR, TPRI, DRA2, and summative assessments			
<p>System Safeguard Strategy</p> <p>PBMAS</p> <p>2) English Language Arts and Reading instruction is guided and supported by research-based resources approved by the district. Balanced Literacy components, including guided reading/writing, and shared reading/writing are addressed across grade levels. The major activities used to support this strategy include: Istation Thinking Maps Write from the Beginning Reading/Writing Journaling Word Wall Activities Empowering Writers Reading A-Z Target Time After school tutoring</p>	1, 2, 4, 8, 10	Principal and Assistant Principal Instructional Coach ELAR Vertical Alignment Team Literacy Strategist	Curriculum Based Assessments Istation Reports Running Records STAAR Testing DRA2 Benchmarks			

<p align="center">PBMAS</p> <p>3) Math instruction is guided and supported by research-based resources approved by the district. The major activities used to support this strategy include: Manipulatives TEKSing Toward STAAR Lone Star Math Think Through Math Target Time Dream Box</p>	<p>1, 2, 4, 8, 10</p>	<p>Principal and Assistant Principal Instructional Coach Math Vertical Alignment Team</p>	<p>Curriculum Based Assessments STAAR Testing Pre-Assessments</p>			
<p align="center">PBMAS</p> <p>4) Science instruction is guided and supported by research-based resources approved by the district. The major activities used to support this strategy include: Investigative Labs (minimum 40%) Science Interactive Journaling Stem Scopes online and hands-on explorations Two campus science labs Post Lab Discussions</p>	<p>1, 2, 4, 8, 10</p>	<p>Principal and Assistant Principal Instructional Coach Science Vertical Alignment Team</p>	<p>Curriculum Based Assessments STAAR Testing Benchmark</p>			
<p align="center">PBMAS</p> <p>5) Social Studies instruction is guided and supported by research-based resources approved by the district. The major activities used to support this strategy include: Community Speakers Constitution Day Incorporation of ELA TEKS Connections Open-ended inquiry and responses</p>	<p>1, 2, 4, 8</p>	<p>Principal and Assistant Principal Instructional Coach Social Studies Vertical Alignment Team</p>	<p>Curriculum Based Assessments STAAR Testing from secondary campuses</p>			
<p align="center">System Safeguard Strategy</p> <p align="center">PBMAS</p> <p>6) The campus will increase Masters level scores in on STAAR across all tested grade levels and content areas. The major activities used to support this strategy include: Gifted/Talented Push-in Literacy Strategist Push in Thinking Maps Increased Higher Level Thinking activities Focused Tutorials and Intervention Collaboration with GT Teacher Librarian Collaboration Targeted Intervention Focused Tutoring Literacy Strategist Documentation of interventions.</p>	<p>2, 9</p>	<p>Principal Assistant Principal GT Teacher Literacy Strategist Librarian Instructional Coach</p>	<p>Curriculum Based Assessments STAAR Testing Data Benchmark</p>			











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

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 PBMAS</p> <p>1) Campus staff will be trained throughout the year in using data to drive instructional decisions. Staff will participate in focused Professional Learning Communities (PLCs) and in Content Area Vertical Alignment Teams. Areas of focus for 2017-18 will be: Balanced Literacy Literacy Stations DRA TPRI Eduphoria Aware Benchmarks Curriculum Based Assessments TELPAS STAAR 2017 Data</p>	1, 2, 3, 4, 8, 9	Principal Assistant Principal Instructional Coach Librarian Team Leaders Classroom Teachers	Curriculum Based Assessments Pre-Assessments Training agendas/Sign in Sheets Staff Development Reports Istation Data Running Records STAAR Data TELPAS Data			
<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 PreK and Kindergarten teachers in the spring for PreK students to visit kinder classrooms</p>	1, 6, 7, 10	Principal Instructional Coach Teachers Support Teachers	TTESS Pre-Kindergarten Report Card Teacher Feedback FrogStreet Pre-Assessment			
<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 Eastridge Elementary and new to Red Oak ISD)		Principal Assistant Principal Instructional Coach	Meeting Notes			
2) Teacher leaders will present current strategies being used in their classrooms at staff meetings for others to learn. A minimum of one presenter per staff meeting.	1, 2, 3	Principal Assistant Principal Instructional Coach	Meeting Notes			
= 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) Provide opportunities for students to participate in extracurricular activities such as: Student Council Safety Patrol Chess Club Running Club Choir Flag patrol GT Enrichment days Partner PE	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.	1, 2, 3, 4, 8, 9	GT Specialists	Open House 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 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) Sustained and ongoing professional development will be aligned to campus needs identified in the Comprehensive Needs Assessment . For Required Staff Development Days for 2017-18 (18 hours), the following will be required: at least 9 hours of Content - Principal's Choice; at least 6 hours of Teacher Choice; and at least 3 hours of Technology.	1, 4	Principal Assistant Principal Instructional Coach Teachers	Professional Development Reports and Classroom Implementation Staff Development reports			
2) Staff development on this campus in Math includes the following: Use of manipulatives Supporting struggling learners Horizontal team meetings across the district and/or area CAMT conference Vertical team meetings	1, 2, 3, 4	Principal Assistant Principal Instructional Coach Math Vertical Alignment Team Curriculum Dept.	Curriculum Based Assessments Benchmarks STAAR Testing TTESS Staff Development Reports			
3) 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 CAST conference	1, 2, 3, 4	Principal Assistant Principal Instructional Coach Science Vertical Alignment Team	Curriculum Based Assessments Benchmarks STAAR Testing Staff Development Reports			








<p align="center">System Safeguard Strategy</p> <p align="center">PBMAS</p> <p>4) 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 Edit Gretchen Bernabei Writing training DRA TPRI Genre notebooking Comprehension Toolkit</p>	1, 2, 3, 4	Principal Assistant Principal Instructional Coach Reading Vertical Alignment Team Literacy Strategist	Curriculum Based Assessments Benchmarks STAAR Testing Staff Development Report			
<p>5) Staff Development on this campus in Social Studies includes the following:</p> <p>Academic Vocabulary Social Studies Weekly Training Thinking Maps Collaboration/Planning with Instructional Coach and Librarian Supporting struggling learners DBQ notebook for 4th and 5th grade</p>	1, 2, 3, 4	Principal Assistant Principal Instructional Coach Librarian Literacy Strategist Social Studies Vertical Alignment Team	Curriculum Based Assessments Staff Development Report			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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) Counselor lessons on character each 6 weeks Cyber safety Harassment Bullying	2, 4, 6	Principal Assistant Principal Counselor	Lesson plans			
 = 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) The campus will conduct regular drills practicing evacuation, lockout, fire, and tornado drills.		Principal Assistant Principal Campus Police officer	Documentation of drills			
2) Campus Safety training will take place during preservice week and emergency teams will be created in the Campus Crisis Handbook.		Assistant Principal Campus Police Officer	Documentation of training Crisis Handbook			
= 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) Opportunities for Parents, Teachers, and Students to work together to promote a cohesive relationship: Title I Parent Involvement Night Parent Night to promote literacy, math, science, and technology	4, 6	Principal Assistant Principal	Attendance Sign In sheets	✓	✓	✓

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) Participate in PTA_sponsored activities, Red Oak Education Foundation programs, and community activities.	6	Principal	Campus attendance Participation sign in sheets			
2) Provide opportunities for volunteer support and leadership opportunities- including but not limited to WATCH Dogs, Book Fairs, etc.)	6	Principal Professional Staff PTA board	Number of volunteers			
3) Provide current data on events and school information on our website and social media outlets.	6	Principal Assistant Principal	Number of posts on website and social media outlets.			
 = 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) Provide opportunities for students to do service projects: Student Council Safety Patrol Recycling Club Partner PE	1, 2, 10	Principal Assistant Principal Campus Officer	Completion of service projects.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	2	English Language Arts and Reading instruction is guided and supported by research-based resources approved by the district. Balanced Literacy components, including guided reading/writing, and shared reading/writing are addressed across grade levels. The major activities used to support this strategy include: Istation Thinking Maps Write from the Beginning Reading/Writing Journaling Word Wall Activities Empowering Writers Reading A-Z Target Time After school tutoring
1	1	6	The campus will increase Masters level scores in on STAAR across all tested grade levels and content areas. The major activities used to support this strategy include: Gifted/Talented Push-in Literacy Strategist Push in Thinking Maps Increased Higher Level Thinking activities Focused Tutorials and Intervention Collaboration with GT Teacher Librarian Collaboration Targeted Intervention Focused Tutoring Literacy Strategist Documentation of interventions.
1	2	1	Campus staff will be trained throughout the year in using data to drive instructional decisions. Staff will participate in focused Professional Learning Communities (PLCs) and in Content Area Vertical Alignment Teams. Areas of focus for 2017-18 will be: Balanced Literacy Literacy Stations DRA TPRI Eduphoria Aware Benchmarks Curriculum Based Assessments TELPAS STAAR 2017 Data
2	2	4	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 Edit Gretchen Bernabei Writing training DRA TPRI Genre notebooking Comprehension Toolkit

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>
Grigsby, Christine	Literacy Strategist	Title I	.5
Mancha, Elizabeth	Para	Title I	.5

2017-2018 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Michelle Owen	
Community Representative	Joseph Fitzgerald	Community representative
Administrator	Stefani Foster	
District-level Professional	Lindsey Cadenhead	
Classroom Teacher	Carolyn Brown	
Parent	Audrey Enloe	
Non-classroom Professional	Kim Pevehouse	
Classroom Teacher	Kaitlin Giallanza	
Classroom Teacher	Jeanne Powers	
Classroom Teacher	Kimberly Rogers	