Red Oak Independent School District

Russell P. Schupmann Elementary

2017-2018 Campus Improvement Plan

Mission Statement

The mission of Russell P. Schupmann 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!

Core Beliefs

At Russell P. Schupman 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.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Russell P. Schupmann Elementary currently serves students from Kindergarten to 5th Grade. Russell P. Schupmann Elementary began the 2017-2018 school year with 410 students enrolled.

Russell P. Schupmann Elemementary School is comprised of the following Ethnic Distribution As of 10/6/16:
- African American: 40%
- Hispanic: 27%
- White: 27%
- Asian: 2.4%
- American Indian: .24%
- Two or More Races: 3%
- Economically Disadvantaged: 53%
- English Learners: 10.7
- At - Risk: 37.5

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

Attendance rate has consistently been above 97%

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		
Index	**RPS**	**State Target**
Index 1 Student Achievement	72	60
Index 2 Student Progress	41	32
Index 3 Closing Performance Gaps	42	28
Index 4 Postsecondary Readiness	31	12

	2017			2016	
Test	**Approaches**	**Meets**	**Masters**	**Level II**	**Level III**
3rd Grade Reading	58%	37%	22%	76%	16%
3rd Grade Math	72%	31%	19%	77%	10%
4th Grade Reading	67%	40%	15%	64%	11%
4th Grade Math	67%	36%	17%	62%	5%
4th Grade Writing	64%	24%	4%	63%	5%
5th Grade Reading	85%	40%	15%	76%	
5th Grade Math	85%	36%		78%	
5th Grade Science	79%	35%	15%	72%	4%

Student Academic Achievement Strengths

Russell P. Schupmann Elementary increased our Masters level performance in math at all grade levels.

Russell P. SchupmannElementary increased our Masters level performance in reading at all grade levels.

Russell P. Schupman Elementary increased our Approaches level in 4th grade reading from 64% to 67%.

Russell P. Schupman Elementary increased our Approaches level in 4th math from 62% to 67%.

Russell P. Schupman Elementary increased our Approaches level in 4th grade writing from 63% to 64%.

Russell P. Schupman Elementary increased our Approaches level in 5th science from 72% to 79%

Russell P. Schupman Elementary increased our Approaches level in 5th reading from 76% to 85%

Russell P. Schupman Elementary increased our Approaches level in 5th math from 78% to 85%

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: Schupmann did not meet State AYP in African American 4th grade writing.

Problem Statement 3: Students in 3rd, 4th and 5th grade did not meet Federal AYP in Reading or Math

Problem Statement 4: 3rd Grade Reading scores on the STAAR test went down 18% points from 2016 - 2017.

Problem Statement 5: 3rd Grade Math scores on the STAAR test went down from 77% to 72% in approaches from 2016 - 2017.

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 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: 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 2017-2018 school year is Goals and Motivation Equal Success, # The Game isn't Over unless you quit". 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.

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.

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
FLag Patrol	Ongoing Professional Development	Music Performances
Safety Patrol	Mentors	Grandparents Luncheon
Schupmann Success Assemblies	Student Teachers	Book Fair (Fall & Spring)
Anti-bullying program	Education Foundation Partnership	Volunteer Appreciation Breakfast
Red Ribbon Week		Social Media
Recycling Club		Reading Under the Stars
UIL		STEAM Night/Multi - Cultural Awarness Night
Guidance Lessons		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
- 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
- Federal Report Card Data
- 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
- 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

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
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 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, 3, 4, 5, 8	Principal Assistant Principal Literacy Strategist 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			
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 2) Implementation of Guided Reading with ongoing professional development and the Leveled Literacy System (LLI) to support and intervene with identified struggling readers.	1, 2, 3, 4, 8, 9	Principal Assistant Principal Literacy Strategist Instructional Coach Classroom Teachers Special Education Teacher	DRA2 results TPRI RTI			

System Safeguard Strategy **Critical Success Factors** CSF 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 Fundations Writing Across Content Word Wall Activities/Grammar Actvitites Writing Stations ELL Consultant/PD ELAR Consultant/PD	1, 2, 4, 8, 9	Principal Assistant Principal Instructional Coach ELAR Teachers Special Education Teachers Dyslexia Therapist Literacy Strategist	Student progress on ELAR CBAs, formative and summative assessments, including STAAR tests, TELPAS, and writing assessments,.	◔		
System Safeguard Strategy **Critical Success Factors** CSF 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 TEKSing Toward STAAR Lone Star Math Think Through Math Target Time Dream Box	1, 2, 4, 8, 10	Principal Assistant Principal Instructional Coach Math Vertical Math Teachers	Curriculum Based Assessments STAAR Testing Pre-Assessments	◔		
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 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, 4, 5, 8, 9	Principal Assistant Principal Literacy Strategist Instructional Coach Classroom Teachers Special Education Teacher	Calendar and Notes from Planning	◔		
✔ = 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
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 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.	1, 2, 3, 4, 5, 8, 9	Principal Assistant Principal Counselor Instructional Coach Literacy Strategist Classroom Teachers Dyslexia Strategist Special Education Teacher	Eduphoria RTI progress monitoring			
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	1, 6, 7, 10	Principal Assistant Principal Counselor Instructional Coach Literacy Strategist Classroom Teachers Dyslexia Strategist Special Education Teacher	TTESS Pre-Kindergarten Report Card Teacher Feedback FrogStreet Pre-Assessment			

| System Safeguard Strategy

Critical Success Factors
CSF 1

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 2017-18 will be:
Balanced Literacy
Literacy Stations
DRA
TPRI
Eduphoria Aware
Benchmarks
Curriculum Based Assessments
TELPAS
STAAR 2017 Data | 1, 2, 3, 4, 5, 8 | All professional Staff Memebers | Students and staff will be more aware of their growth and will set goals for continued growth. | | | |

✔ = 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 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
Critical Success Factors CSF 6 CSF 7 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) Team Leaders will present a book study from the book " What Great Teachers Do Differently" by Todd Whitaker, once a month at a Learning Opportunity.	1, 2, 3	Team Leaders Instructional Coach Counselor Principal	Power Points/Notes			
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.	1, 2, 3, 4, 5, 8, 9	Principal Assistant Principal Instructional Coach Literacy Specialist Team Leads ROISD Curriculum Department				
✔ = 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: VIP's Safety Patrol Chess Club DI Choir Flag patrol GT Enrichment days Robotics STEAM Club	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			
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 6 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.			
	✔ = 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) Utilize FOCUS grant funds to provide high quality professional development and supplemental materials for students to improve reading and math foundational skills.		Executive Director of Elementary Services Principal Executive Director of Assessment and Accountability	Professional Development Logs WalkThroughs verifying use of new materials STAAR Scores and/or other assessments used as milestones to check for understanding			
Critical Success Factors CSF 1 2) Provide monthly school professional development that gives teachers with the tools to incorporate the technology provided at Russell P. Schupmann Elementary.	1, 2, 3, 4, 5, 8	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			
3) 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 Learning Opportunites			
4) 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			
Critical Success Factors CSF 1 CSF 3 CSF 7 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	Campus Administration	Eduphoria			

System Safeguard Strategy **Critical Success Factors** CSF 1 6) Participation in the Texas Regional Math Collaborative	1, 2, 3, 4, 5, 8, 9, 10	3rd Grade Representative 5th Grade Representative Instructional Coach Principal ROISD Math Coordinator	Professional Development logs Lessons PLCs			
System Safeguard Strategy **Critical Success Factors** CSF 1 7) Utilization of the Lead4ward webinar series and resources to provide ongoing professional development and supports	1, 2, 3, 4, 8	Campus Administration Instructional Coach Leadership Team	CBA data Team Lead Agendas Faculty meeting Agendas			
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 7 8) 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	1, 2, 3, 4	Principal Assistant Principal Instructional Coach Curriculum Dept.	Curriculum Based Assessments Benchmarks STAAR Testing TTESS Staff Development Reports			

System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 7 9) S taff 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		Principal Assistant Principal Instructional Coach Literacy Strategist	Curriculum Based Assessments Benchmarks STAAR Testing Staff Development Report	◔		
System Safeguard Strategy 10) 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	1, 2, 3, 4	Principal Assistant Principal Instructional Coach Science teachers Special Education Teacher	Curriculum Based Assessments Benchmarks STAAR Testing Staff Development Reports	◔		

✔ = 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
Critical Success Factors CSF 6 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	2, 4, 6	Principal Assistant Principal Counselor All of School Community	REACH card documentation. Office Referral Data			
2) Counselor lessons on character each 6 weeks Cyber safety Harassment Bullying	2, 4, 6	Principal Assistant Principal Counselor	Lesson plans			
Critical Success Factors CSF 6 3) Continue student recognition programs and student service groups.	1, 2, 4, 8	Campus Administrators Counselor Teachers	Monthly Campus Celebration Assemblies VIP Ambassadors			
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 REACH Card			

| 5) Monitor student attendance to attain targeted 97% campus attendance rate. | 1, 2 | Principal
Assistant Principal
Registrar
Teachers | Incentives
Attendance 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
Critical Success Factors CSF 6 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	🟠		
Critical Success Factors CSF 6 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	🟠		
Critical Success Factors CSF 6 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
Critical Success Factors CSF 6 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	2, 3, 4, 6, 8, 9	Campus Administration All professional staff	Discipline Referrals Positive incentives REACH Cards Monthly Celebration Assemblies	🟠		
Critical Success Factors CSF 5 CSF 6 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	Campus Administration	🟠		
Critical Success Factors CSF 5 CSF 6 3) 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.	1, 2, 4, 6, 8	Principal Assistant Principal Counselor PTA All Staff	Surveys Parent Conference Documentation Phone Calls/Emails	🟠		
✅ = 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
Critical Success Factors CSF 5 CSF 6 1) Participate in PTA_sponsored activities, Red Oak Education Foundation programs, and community activities.	6	Principal	Campus attendance Participation sign in sheets	◕		
Critical Success Factors CSF 5 CSF 6 2) Provide opportunities for volunteer support and leadership opportunities- including but not limited to WATCH Dogs Book Fairs Hawktoberfest ALL Pro Dad I Moms	6	Principal Professional Staff PTA board	PTA board Number of volunteers	◔		
Critical Success Factors CSF 5 CSF 6 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
Critical Success Factors CSF 6 1) Provide opportunities for students to do service projects: VIP's Safety Patrol Flag Crew Recycling Club Enrichment Days	1, 2, 10	Principal Assistant Principal Campus Officer	Completion of service projects.	◔		
Critical Success Factors CSF 6 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 REACH Cards Schupmann Success Assemblies	◔		
Critical Success Factors CSF 5 CSF 6 3) Provide opportunities for community members to participate in school events	1, 6, 7	Professional staff	Grandparents lunch Thanksgiving lunch Service opportunities Social media Mentor program	◕		
Critical Success Factors CSF 6 4) Create opportunities for families and staff to socialize and connect outside of school hours.	2, 4, 5, 6, 8, 9	Campus Administration Team Leaders Counselor	Social Media Reading Under The Stars STEAM Night Curriculum Night	◔		
✔ = 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	1	2	Implementation of Guided Reading with ongoing professional development and the Leveled Literacy System (LLI) to support and intervene with identified struggling readers.
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 Fundations Writing Across Content Word Wall Activities/Grammar Actvitites Writing Stations ELL Consultant/PD ELAR Consultant/PD
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 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.
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 2017-18 will be: Balanced Literacy Literacy Stations DRA TPRI Eduphoria Aware Benchmarks Curriculum Based Assessments TELPAS STAAR 2017 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).
2	2	6	Participation in the Texas Regional Math Collaborative
2	2	7	Utilization of the Lead4ward webinar series and resources to provide ongoing professional development and supports
2	2	8	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

Goal	Objective	Strategy	Description
2	2	9	S taff 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
2	2	10	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 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 philsophy 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.
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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 results 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 or the early childhood programs and experiences. All PK teachershave 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

Name	Position	Program	FTE
Ross, Mary Ann	Literacy Strategist	Title I	.5
Sauceda, Veronica	Para	Title I	.5

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	Shanna Wiley	Teacher
Classroom Teacher	Fernando Sanchez	Teacher
Classroom Teacher	Beth Lopez	Teacher
Non-classroom Professional	Marry Anne Ross	Literacy Strat.
Non-classroom Professional	Elizabeth McCullough	Instructional Coach
Paraprofessional	Veronica Sauceda	Paraprofessional
Parent	Dawn Killoren	Parent
District-level Professional	Nancy Toney	District Level
Community Representative	Gordon Toney	Community Member