

Red Oak Independent School District
Donald T. Shields Elementary
2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Science



Mission Statement

The mission of Shields 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

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

Shields Elementary currently serves students from PPCD to 5th Grade. Shields Elementary ended the 2016-2017 school year with 546 students enrolled.

Shields Elementary School is comprised of the following Ethnic Distribution:

African American: 22.1%

Hispanic: 24.9%

White: 48.5%

Asian: 1.2%

American Indian: 0.8%

Pacific Islander: 0.0%

Two or More Races: 2.5%

Economically Disadvantaged: 42.7%

English Learners: 8.7%

At-Risk: 28.5%

Mobility Rate: 12.3%

Demographics Strengths

Attendance rate has been consistently at or above 97%.

Shields Elementary has many strengths. Some of the most notable demographic strengths include:

- Red Oak ISD has a reputation for being family-oriented, and for providing high-quality educational opportunities for its students. We have given several tours of our school since August 21, 2017.
- The average attendance rate for 2016-2017 was at or above 97% for each marking period. This has been a trend for the last 5 years.
- Campus attendance incentives implemented daily, such as the "ATTENDANCE" goal with rewards for each classroom.
- iCount attendance incentives implemented every 6 weeks, such as bicycles, iPads, and t-shirt drawings.
- No students were reported for truancy for 2016-2017.
- No students withdrew during the 2016-2017 school year because they were unhappy with our campus.
- Students and parents speak very highly of our campus staff, programs, and opportunities offered.

Problem Statements Identifying Demographics Needs

Problem Statement 1: As our campus becomes more diverse, we will be intentional about providing dedicated, effective intervention and enrichment for all students during Target Time and small group instruction.

Student Academic Achievement

Student Academic Achievement Summary

Shields 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 76%, Math 83%

4th grade...Reading 68% , Math 74%, Writing 63%

5th grade...Reading 86% , Math 90% , Science 80%

2017 STAAR Mastered GL Percentages:

3rd grade.... Reading 25%, Math 25%

4th grade....Reading 17%, Math 21%, Writing 6%

5th grade....Reading 29%, Math 27%, Science 28%

Student Academic Achievement Strengths

Shields Elementary increased our "Approaches" level performance in 3rd grade reading and math; and increased our "Approaches and Masters" level performance in 5th grade science.

Shields Elementary earned one distinction during the 2016-2017 school year:

Distinction earned for Academic Achievement in Science

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: While our 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: We did not meet system safeguards in reading and math with our SPED students, nor with our Economically Disadvantaged students in writing.

School Processes & Programs

School Processes & Programs Summary

Shields 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. Shields 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 project-based learning, student-created products, and presentations (group and individual). We utilize TPRI, DRA2, 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 twice a month, after school, 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 to promote growth for all students.

Perceptions

Perceptions Summary

Our core values at Shields are honesty, trust, and respect. The culture at Shields Elementary is one that embraces family and high expectations for all. The staff, parents, and students are committed to growth and success in each student as evidenced by our commitment to the 4 Talons. Our school is a safe environment where students can freely express themselves, highlighting their individuality and setting a standard for learning. Students are taught to make plans, set goals, make adjustments as needed, and most importantly, to never give up. Our staff knows and believes that "Our Students' Success Is Our Success".

Perceptions Strengths

We have a full time police officer who helps contribute to the feeling of safety and security at school. Shields also has several after school clubs, including Chess Club, Twirlers, and the Running Club. Our attendance rate was 97.4% for the 2016-2017 school year. Students, parents, and staff describe the culture at Shields as being warm, welcoming, and family-oriented. We have programs such as Safety Patrol and incentives such as Talon tickets, that promote and encourage positive student behaviors.

Staff Leadership Strengths

- Increased club sponsors resulting in more student leadership and participation opportunities.
- Increased teacher leadership opportunities during weekly PLC planning and monthly professional development trainings on campus.

Safe and Orderly Schools Strengths

- Full-time, armed Red Oak ISD PD police officer on site during the school day and at after hours events.
- Safety Patrol students trained and utilized to monitor/support during arrival and dismissal times with staff support.

Student Leadership Strengths

- Student Council
- Student Ambassadors
- Safety Patrol and Flag Patrol with 3rd, 4th, and 5th grade students
- Officer Smith's lunch bunch with 5th grade students
- Project Garden and Project Aquatic Success with all grade levels
- 4th and 5th grade choir participation in regional competition

- 4th and 5th grade steel drum bands
- Destination Imagination
- UIL Academic Competitions

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Shields 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:

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 | Apr | Aug |
| <p>System Safeguard Strategy PBMAS</p> <p>1) All teachers, including Special Education, Literacy Strategists and Dyslexia Therapists, and administrators will implement and maintain a systematic and continual data cycle of assessing students and analyzing multiple sources of data, while identifying student groups (Title I, ESL, 504, GT, SPED) and their related performance.</p> | 1, 2, 3, 4, 5, 8, 9 | Principal Assistant Principal All Professional Staff Members | Students success on CBAs, formative assessments, summative assessments, STAAR tests, TELPAS, DRA2, TPRI, and reduction of students in Tier 2 and Tier 3 intervention groups. | | | |
| <p>System Safeguard Strategy 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: DRA2 Thinking Maps Foundations Reading/Writing Journaling Word Wall Activities Guided Reading Writing Stations ELL Consultant/PD</p> | 1, 2, 4, 8, 9 | Principal and Assistant Principal Instructional Coach ELAR Teachers (SPED included) Dyslexia Therapist Literacy Strategist | Student progress on ELAR CBAs, formative and summative assessments, including DRA2, STAAR tests, TELPAS, writing assessments, and TPRI. | | | |

| | | | | | | |
|---|---------------|---|---|--|--|--|
| <p align="center">System Safeguard Strategy</p> <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:</p> <p>First in Math TEKSing Toward STAAR Lone Star Math Dream Box Sweet 16/Banana Splits Use of Math Manipulatives</p> | 1, 2, 4, 8, 9 | Principal and Assistant Principal Instructional Coach All Math Teachers (SPED included) | Student progress on math CBAs, formative and summative assessments, including STAAR, teacher-made, and district benchmark assessments | | | |
| <p align="center">PBMAS</p> <p>4) The campus will increase Level III Advanced scores in Index 3 on STAAR across all tested grade levels and content areas. The major activities used to support this strategy include:</p> <p>Gifted/Talented Push-in Literacy Intervention Push-in Thinking Maps Increased Higher Level Thinking activities Focused Tutorials and Intervention Collaboration with GT Teacher, Librarian, and Literacy Strategist</p> | 2, 9 | Principal Assistant Principal GT Teacher Literacy Strategist Librarian Instructional Coach | Pre-Assessment Data Curriculum Based Assessments STAAR Testing Data | | | |
| <p align="center">  = 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 | Apr | Aug |
| <p>System Safeguard Strategy PBMAS</p> <p>1) 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 and Math Literacy and Math Stations DRA2 TPRI Dreambox First in Math TEKsing toward STAAR Eduphoria Aware Benchmarks Curriculum Based Assessments TELPAS STAAR 2017 Data</p> | 1, 2, 3, 4, 5, 8, 9 | All professional staff | Students and staff will become more aware of their growth and will set goals for continued growth. | | | |
| <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 Coordinate with Specials Teachers to provide a tour of the gym, music room, and art room Coordinate with Cafeteria Manager to provide tour of cafeteria and snack for PreK students in the spring</p> | 1, 6, 7, 10 | Principal Assistant Principal Instructional Coach Teachers Support Teachers | TTESS Pre-Kindergarten Report Card Teacher Feedback Frog Street Pre-Assessment | | | |


 = 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 | Apr | Aug |
| 1) Recruit from teacher certification programs, advertisements to ensure avenues for attracting highly qualified teachers. | 1, 5 | District HR Team Principal | Highly Qualified Staff Report Successfully filled staff vacancies | | | |
| 2) Provide a campus mentor/ support for first and second year teachers (new to Shields Elementary and new to Red Oak ISD) | | Principal Assistant Principal Instructional Coach | Meeting Notes | | | |
| 3) Provide opportunities for teacher leaders to present best practices and research-based strategies they are using successfully in their classrooms with the entire staff. | 1, 2, 3, 4 | Principal Assistant Principal Instructional Coach | Teacher-leader presentation during monthly staff meeting | | | |
|  | | | | | | |

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 | Apr | Aug |
| 1) Provide opportunities for students to participate in extracurricular activities such as: Student Council Ambassadors Safety Patrol Chess Club Running Club Steel Drum Band Choir Flag patrol Twirlers GT Destination Imagination Enrichment days Partner PE Project Garden/Aquatic Success | 2 | Principal Assistant Principal Counselor GT Teacher Fine Arts Teacher PE Teacher Police Officer Teachers/Staff | Program Participation | | | |
| 2) Participate in the Texas Performance Standards Projects or like curriculum for Gifted and Talented students in K-5. | 1, 2, 3, 4, 8, 9 | GT Specialists | Student products | | | |
|  | | | | | | |






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 | Apr | Aug |
| <p>System Safeguard Strategy</p> <p>1) Staff development on this campus in Reading/English Language Arts (ELAR) includes the following: Balanced Literacy Strategies Write From the Beginning/Empowering Writers Foundations DRA2 TPRI Strategies for ELL Learners Supporting struggling learners Collaborate/Plan with Instructional Coach, Literacy Strategist, and Librarian</p> | 1, 2, 3, 4 | Principal Assistant Principal Instructional Coach Librarian Literacy Strategist ELAR Teachers (SPED included) | Curriculum Based Assessments Pre-Assessments STAAR Testing T-TESS Staff Development Logs | | | |
| <p>System Safeguard Strategy</p> <p>2) Staff development on this campus in Math includes the following: Minimum 3 hours training in math content area. Math Team Meetings Use of manipulatives Supporting struggling learners Campus/District math planning/training</p> | 1, 2, 3, 4 | Principal Assistant Principal Instructional Coach Math Teachers (SPED included) | Curriculum Based Assessments Pre-Assessments STAAR Testing T-TESS Staff Development Logs | | | |
| <p>3) Sustained and ongoing professional development will be aligned to campus needs identified in the Comprehensive Needs Assessment . For Required Staff Development Days for 2017-2018 (18 hours), the following will be required: at least 9 hours of Content - Principal's Choice; at least 3 hours of Teacher Choice; and at least 6 hours of Technology.</p> | 1, 4 | Principal Assistant Principal Instructional Coach Teachers | Professional Development Reports Classroom Implementation Staff Development Logs | | | |


| | | | | | | |
|--|----------------------|---|--|--|--|--|
| <p>4) 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 Lead4Ward Science CAST Science Conference</p> | 1, 2, 3, 4 | Principal Assistant Principal Instructional Coach Science Teachers | Curriculum Based Assessments Pre-Assessments STAAR Testing T-TESS Staff Development Logs | | | |
| <p>5) Staff development on this campus in Social Studies includes the following: Academic Vocabulary Thinking Maps DBQ Binders Collaboration/Planning with Instructional Coach, Literacy Strategist, Librarian, and ELAR Team Supporting struggling learners</p> | 1, 2, 3, 4 | Principal Assistant Principal Instructional Coach Social Studies Teachers | Curriculum Based Assessments Pre-Assessments T-TESS Staff Development Logs | | | |
| <p>6) Integrate technology into the daily curriculum. Technology will be utilized to improve and offer varied instruction in all classrooms. The following activities will be used to support this strategy: Professional Development on integrating technology in the classroom Collaborate with Campus/District Technology Specialists Communicate and implement Lab, COW, tablet, Mimio, projector, and document camera usage expectations</p> | 1, 2, 3, 4, 8, 9, 10 | Principal Assistant Principal Instructional Coach Campus Lab Specialist District Technology Specialists Campus Technology Trainer Librarian | Walkthroughs | | | |
| <p style="text-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 | Apr | Aug |
| 1) Meet with student groups/organizations to allow the opportunity for students to provide feedback to administrators on ways to improve the campus through character guidance lessons, student council, and school ambassadors | 1, 2 | Principal Assistant Principal Counselor Campus Police Officer | Decreased reports of bullying, harassment, and cyber safety. Student surveys | | | |
| 2) Monitor student attendance to attain targeted 97% campus attendance rate. | 1, 2 | Principal Assistant Principal Registrar Teachers | Incentives Attendance Awards | | | |
|  | | | | | | |

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 | Apr | Aug |
| 1) Campus conducts appropriate bus safety, tornado, fire/evacuation and lockdown drills as required and submits appropriate documentation as required. | 1, 10 | Principal Assistant Principal Crisis Management Coordinator Campus Police Officer | Campus Safety Reports Campus Safety Plan | | | |
| 2) Campus staff are trained in the safety management plan. | 1, 10 | Principal Assistant Principal Crisis Management Coordinator Campus Police Officer | Staff Training Sign-in Sheet | | | |
|  | | | | | | |

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 | Apr | Aug |
| 1) Provide multiple opportunities for activities promoting trust, participation, and positive relationships with parents and community including: PTA Activities Parent Conferences Meet the Teacher Fine Arts Programs Watch DOGS Character Assemblies Shields Showcase Assemblies | 1, 6 | Principal Assistant Principal Counselor PTA Board | Parent surveys Parent participation Sign-in sheets | | | |
| 2) Opportunities for Parents, Teachers, and Students to work together to promote a cohesive relationship: Title 1 Parent Involvement Night Parent Night to promote literacy, math, science, and technology | 4, 6 | Principal Assistant Principal | Attendance Sign-in sheets | | | |
| 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 | | | |
|  | | | | | | |

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 | Apr | Aug |
| 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 | Principal Assistant Principal Counselors PTA All Staff | Skyward Campus Website District Website Positive E-mails | | | |
| 2) Participate in PTA-sponsored activities, Red Oak Education Foundation programs, and Community activities; Work with area businesses to promote opportunities to support students. | 6 | Principal | Campus attendance/participation 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 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 | Apr | Aug |
| 1) Provide opportunities for students to do service projects: Student Council Ambassadors Safety Patrol Partner PE Flag Patrol Project Success Group | 1, 2 | Principal Assistant Principal Counselor Campus Police Officer | Service projects completed during the school year. | | | |
| 2) Develop school health programs that focus on promoting healthy lifestyle choices and physical fitness such as Jump Rope for Heart and Running Club. Review recommendations by SHAC Committee. | 1 | Principal PE Teacher School Nurse PTA | Attendance in activities | | | |
| 3) Provide multiple opportunities for activities promoting trust, participation, and positive relationships with parents and community including: PTA Activities Parent Conferences Meet the Teacher Fine Arts Programs Watch DOGS Character Assemblies Shields Showcase Assemblies | 1, 6 | Principal Assistant Principal Counselor PTA Board | Parent surveys Parent participation Sign-in sheets | | | |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | |

System Safeguard Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|--|
| 1 | 1 | 1 | All teachers, including Special Education, Literacy Strategists and Dyslexia Therapists, and administrators will implement and maintain a systematic and continual data cycle of assessing students and analyzing multiple sources of data, while identifying student groups (Title I, ESL, 504, GT, SPED) and their related performance. |
| 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: DRA2 Thinking Maps Foundations Reading/Writing Journaling Word Wall Activities Guided Reading Writing Stations ELL Consultant/PD |
| 1 | 1 | 3 | Math instruction is guided and supported by research-based resources approved by the district. The major activities used to support this strategy include: First in Math TEKSing Toward STAAR Lone Star Math Dream Box Sweet 16/Banana Splits Use of Math Manipulatives |
| 1 | 2 | 1 | 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 and Math Literacy and Math Stations DRA2 TPRI Dreambox First in Math TEKSing toward STAAR Eduphoria Aware Benchmarks Curriculum Based Assessments TELPAS STAAR 2017 Data |
| 2 | 2 | 1 | Staff development on this campus in Reading/English Language Arts (ELAR) includes the following: Balanced Literacy Strategies Write From the Beginning/Empowering Writers Foundations DRA2 TPRI Strategies for ELL Learners Supporting struggling learners Collaborate/Plan with Instructional Coach, Literacy Strategist, and Librarian |
| 2 | 2 | 2 | Staff development on this campus in Math includes the following: Minimum 3 hours training in math content area. Math Team Meetings Use of manipulatives Supporting struggling learners Campus/District math planning/training |

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> |
|---------------|---------------------|----------------|------------|
| Atkins, Nancy | Literacy Strategist | Title I | .5 |
| Lopez, Gracie | Para | Title I | .5 |

2017-2018 Campus Site-Based Committee

| Committee Role | Name | Position |
|-----------------------|--------------------|----------------------|
| Administrator | Shondra Jones | Principal |
| Administrator | Melissa Cunningham | Assistant Principal |
| Classroom Teacher | Cindy McGregor | Kindergarten Teacher |
| Classroom Teacher | Tammy Worsham | 1st Grade Teacher |
| Classroom Teacher | Tiffany Munoz | 2nd Grade Teacher |
| Classroom Teacher | Angela Griffin | 3rd Grade Teacher |
| Classroom Teacher | Emily Bravenec | 4th Grade Teacher |
| Classroom Teacher | Mendi Scott | 5th Grade Teacher |
| Classroom Teacher | Cindy Belote | GT Teacher |
| Classroom Teacher | Lisa Ingram | SPED Teacher |