Red Oak Independent School District

H.A. Wooden Elementary School

2017-2018 Campus Improvement Plan

Mission Statement

The mission of Wooden 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.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Wooden Elementary currently serves students from PK to 5th grade. Wooden Elementary ended the 2016-2017 school year with 540 students enrolled. Wooden Elementary is comprised of the following Ethnic Distribution:

African American: 4.6%

Hispanic: 49.4%

White: 40.8%

American Indian: 1.3%

Asian: .6%

Two of More Races: 3.3%

English Language Learners: 31.4%

At-Risk: 56.3%

Mobility Rate: 9.2%

Demographics Strengths

Our attendance rate has consistently been above 95%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: As our school continues to become more and more diverse, meeting the needs of all students will continue to be our laser focus.

Student Academic Achievement

Student Academic Achievement Summary

Wooden 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 Math - 79.27%

3rd Grade Reading - 78%

4th Grade Math - 91.4%

4th Grade Reading - 83%

4th Grade Writing - 73%

5th Grade Math - 96.3%

5th Grade Reading - 78.4%

5th Grade Science - 87.6%

2017 STAAR Mastered GL Percentages:

3rd Grade Math - 23%

3rd Grade Reading - 29.4%

4th Grade Math - 44%

4th Grade Reading - 31%

4th Grade Writing - 12.8%

5th Grade Math - 24.6%

5th Grade Reading - 29.1%

5th Grade Science - 19.7%

Student Academic Achievement Strengths

<u>4th Math</u>

Approaches Grade Level - 91%

Masters Grade Level - 44%

<u>5th Grade Math</u>

Approaches Grade Level - 96%

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.

School Processes & Programs

School Processes & Programs Summary

Wooden 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. Wooden 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 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 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.

Perceptions

Perceptions Summary

The culture at Wooden Elementary is one of family and learning. The staff and students are committed to growth in each student. The school is a safe environment where students feel they can freely express themselves. Visits to the office for major discipline events are not frequent, and these events do not effect student achievement.

Perceptions Strengths

We have a full time police officer who helps contribute to the feeling of safety and security at school. Wooden has several after school clubs including the art club, music club, and chess club. Our attendance rate was above 96% for the 2016-2017 school year. Students and staff describe the culture at Wooden as family oriented. We have programs such as Wooden Warrior and Personal Best that promote and encourage positive student behaviors. Student leadership opportunities include Flag Patrol, Safety Patrol, and Partner PE, and Project Success. Student discipline referrals are low. Discipline policies and procedures are both proactive and reactive. We use a program called R-time to reduce bullying and promote social skills. No students were sent to DAEP during the 2016-2017 school year.

- Safety drills are conducted monthly on our campus. The are orderly, well-coordinated, and well-supervised.

- Accountability is fast and accurate.

- Having an armed police officer on campus daily helps everyone feel more secure so that we can continue to educate our students without worry.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Wooden Elementary would like to bridge the connection between new families and continue to find innovative ways to increase parental and community involvement at the campus.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data

- PSAT and/or ASPIRE
- 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)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

- 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
- Budgets/entitlements and expenditures 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	Apr	Aug
1) 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, 3, 4, 5, 8, 9	Admin, team leaders, and teachers	Calendar and PLC notes			
✔ = 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	Apr	Aug
1) 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 Literacy Stations DRA TPRI Eduphoria Aware Benchmarks Curriculum Based Assessments TELPAS STAAR 2017 Data	1, 2, 3, 4, 5, 8, 9	All professional staff members	Students and staff will be more aware of their growth and will set goals for continued growth.			
2) 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	7	Campus Administrators PK 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) 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	Campus Administration Librarian Team Leaders	A minimum of one "teacher share" per month during staff meetings.			
2) Provide a campus mentor/support for first and second year teachers (new to Red Oak and new to Wooden).	1, 4, 5	Campus Administration Director of Human Resources	Meeting Notes/ Agenda			
3) Administrators will commit to three walkthroughs/observations per week.	1, 2, 3, 5	Campus Administration	T-TESS documentation and ongoing communication with each professional staff member.			
✔ = 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	Apr	Aug
1) Participate in the Texas Performance Standards Projects or like curriculum for identified Gifted and Talented students in K-5.	1, 2, 3, 4, 8, 9	Campus GT Specialists	Student produced products Open House and/or curriculum nights			
2) General education and special education teachers collaborate to implement the individual learning plans based on student needs.	1, 2, 3, 4, 8, 9	Campus Administrators	Increased performance on assessments			
3) Grade level teams will use Professional Learning Communities (PLC), Response to Intervention (RtI), Curriculum Based Assessments (CBAs) to know the needs to each student at any given time including general education students, LEP students, 504 students, and GT students.	1, 2, 3, 4, 8, 9	Campus Administrators 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	Apr	Aug
1) Provide monthly school professional development that gives teachers strategies and tools to facilitate student engagement.	1, 2, 3, 4, 5, 8	Campus Administration Librarian All professional staff	Teacher use of strategies during walk-through data.			
✔ = 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	Apr	Aug
1) Wooden Elementary will utilize support programs that prevent violence and bullying, and programs for character building and student success.	1, 2, 4, 8	Campus Administrators Counselor Teachers ROISD Police Dept	Bullying Reports Red Ribbon Week Project Success Classroom Observations Guidance Lessons Assemblies			
2) Continue student recognition programs and student service groups.	1, 2, 5, 6	Campus Administrators Counselor Teachers	Monthly Campus Celebration Assemblies			
3) Ensuring a learning environment that is safe, drug-free, and conducive to learning and leads to graduation for all students.	1, 2, 4, 8, 10	Superintendents Director of Transportation ROISD Police Department Campus Administrators Counselor Teachers	District Safety Audits PEIMS Reports			
4) Maintain a welcoming campus environment that students, parents, staff, and community take pride in.	1, 2, 6, 8	All Wooden Staff	Safety Patrol Customer Care			
5) Monitor student attendance to attain targeted 97% campus attendance rate.	1, 2	Campus Administrators Counselor Registrar Teachers	Attendance Incentives and Awards			
✔ = Accomplished ◔ = Considerable ◔ = Some Progress ◯ = No Progress ✘ = Discontinue						

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

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

      Evaluation Data Source(s) 2:

      Summative Evaluation 2:

Strategy Description	Title I	Monitor	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Apr	Aug
1) Review the campus crisis plans and ensure that various drills are conducted in accordance with city and state requirements.	1, 2, 4	ROISD Chief of Police Campus Administration	Drill Schedule After action reports			
2) Have Red Oak Fire Department present to the Wooden Elementary 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			
3) Provide CPI (Crisis Prevention Intervention) Training for the prevention and intervention campus based teams.	1, 2, 4	Campus Administration District Trainer Director of Special Ed	Certificates and Documentation of Training uploaded in Eduphoria			
✔ = 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	Apr	Aug
1) 1) 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	1, 2, 6, 8, 10	Campus Administration Teachers	Sign-In Sheets from Events Photos documented on social media			
✔ = 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	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	Campus Administrators Counselors PTA All Staff	Skyward Campus Website District Website Positive E-mails			
2) Provide opportunities for parents and the community to visit, volunteer and celebrate with students and staff.	1, 2, 4, 6	Campus Administrators Counselor Team Leaders PTA Staff	Twitter feed Photos of events Newspaper Articles PTA Meetings Events Assemblies Principal's Newsletter Book Fair Open House Parent Info Nights Meet the Teacher Night Literacy Night			
✔ = 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	Apr	Aug
1) 1) Provide opportunities for students to do service projects: Student Council Safety Patrol Partner PE	1, 2, 10	Campus Administrators Counselor Teachers	Students will complete service projects during the school year.			
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue						

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
Cottrell, Julie	Literacy Strategist	Title I	.5
Mendoza, Carolina	Para	Title I	.5

Campus Instructional Leadership Team

Committee Role	Name	Position
Administrator	Rebecca Vega	Principal
Administrator	Amy Weis	Assistant Principal
Classroom Teacher	Tiffany Morales	5th teacher
Classroom Teacher	Donna Little	4th Teacher
Classroom Teacher	Katie Gullett	3rd Grade Teacher
Classroom Teacher	Candy Lindsey	2nd Grade Teacher
Counselor	Jill Bowers	Counselor
Classroom Teacher	Claudia Villanueva	1st Grade
Classroom Teacher	Shirley Jones	Kinder Teacher
Classroom Teacher	Melissa Hancock	GT Teacher
Classroom Teacher	Deborah Wooley	Resource Teacher