Red Oak Independent School District

H.A. Wooden Elementary School

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in Science
Top 25 Percent: Comparative Academic Growth
Postsecondary Readiness

Mission Statement

4 Talons of the Hawk

Exhibits Academic Readiness: 1% Better Daily & Love Tough

Seeks Opportunities and Challenges of Learning: Growth, Resilience, Integrity, Tenacity (G.R.I.T.)

Demonstrates Fair, Respectful, and Well-Rounded Characteristics: Respect, Encourage, Appreciate, Communicate, Honor (R.E.A.C.H.)

Leaves a Legacy Through Service: "We Before Me"

Vision

"Realizing Our Individual Students' Dreams"

Value Statement

We believe that:

each student is equally important.

every student has value.

students are responsible for their decisions and actions.

each student deserves to be loved and respected.

all students can learn.

all students have the right to a safe school environment.

parental and community involvement strengthens the school environment.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Wooden Elementary is a Title I campus currently serving 502 students from PK to 5th grade. In the 2022-2023 school year, Wooden houses a Functional Living specialized classroom, two resource teachers, and 1 special education para-professional. Additionally, Wooden Elementary has 7 bilingual classrooms with 5 bilingual para-professionals. There are 30 general education staff, 1 gifted and talented teacher, 2 teachers trained in dyslexia, 1 bilingual instructional coach, 1 ELAR and 1 Math instructional coach, and 1 bilingual reading interventionist. Teachers are trained in and utilize guided reading, Number Talks, Lead4Ward, TIL, Professional Learning Communities, and the TEKS Resource System. Wooden utilizes a built-in intervention/enrichment time (Talon Time) to provide on going support for all students within the school day.

Wooden Elementary is comprised of the following Ethnic Distribution:

African American: 8.4%

Hispanic: 55.7%

White: 37.2%

American Indian: 0%

Asian: .4%

Two of More Races: 3.3%

English Language Learners: 33.64%

At-Risk: 54.6%

Mobility Rate: 9.75%

Data used was from 2021-2022 school year during the end of the COVID-19 pandemic. Students were served through face-to-face learning.

Demographics Strengths

Our attendance rate dipped some last year. The average was 93.94% which was a decrease from 96% 2020-2021 school year.

31 of 34 teachers are ESL certified.

31 of 34 teachers have completed the GT certification process.

In 2020-2021, Wooden has 14 teachers with 10 or more years experience.

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 Learning

Student Learning 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

2021 and 2022 STAAR Approaches GL Percentages:

3rd grade Math	**2021 - 52%**	**2022 - 81.69%**
3rd grade Reading	2021 - 68%	2022 - 80.33%
4th grade Math	2021 - 69%	2022 - 74.71%
4th grade Reading	2021 - 73%	2022 - 80.52%
5th grade Math	2021 - 77%	2022 - 89.13%
5th grade Reading	2021 - 64%	2022 - 89.29%
5th grade Science	2021 - 66%	2022- 73.91%

2021/2022 STAAR Meets GL Percentages:

3rd grade Math	**2021 - 28%**	**2022 - 52.53%**
3rd grade Reading	2021 - 29%	2022 - 55.74%
4th grade Math	2021 - 40%	2022 - 49.43%
4th grade Reading	2021 - 42%	2022 - 57.14%
5th grade Math	2021 - 56%	2022 -67.38%
5th grade Reading	2021 - 37%	2022 - 64.29%
5th grade Science	2021 - 33%	2022 - 45.65%

2021/2022STAAR Mastered GL Percentages:

3rd grade Math	**2021 - 9%**	**2022 - 25.35%**
3rd grade Reading	2021 - 29%	2022 - 55.74%
4th grade Math	2021 - 24%	2022 - 49.43%

3rd grade Math   2021 - 9%   2022 - 25.35%
4th grade Reading 2021 - 23% 2022 - 57.14%
5th grade Math   2021 - 39% 2022 -67.38%
5th grade Reading 2021 - 28% 2022 - 64.29%
5th grade Science   2021 - 13% 2022 - 45.65%

Student Learning Strengths

2022 Strengths

<u>3rd Math</u>

Approaches - 82%

Meets - 54%

Masters - 25%

<u>3rd Reading</u>

Meets - 56%

Masters - 28%

<u>4th Reading</u>

Approaches Grade Level - 81%

Meets Grade Level - 57%

<u>5th Grade Math</u>

Approaches Grade Level -89%

<u>5th Grade Reading</u>

Approaches Grade Level - 89%

Meets - 64%

2021 Strengths:

<u>3rd Grade Reading</u>

Masters Grade Level -29%

<u>4th Grade Writing</u>

Masters Grade Level - 23%

<u>4th Reading</u>

Meets Grade Level-42%

<u>5th Math</u>

Masters Grade Level -39%

<u>5th Grade Reading</u>

Masters Grade Level- 28%

Problem Statements Identifying Student Learning 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.

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.

- Staff will also utilize common formative assessments (campus-based) to track student growth and progress.
- 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 Eduphoria and data folders. The students set goals and track their progress from assessment to assessment in data folders.

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 TPRI, MAP Assessment, 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, EB, 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 has ongoing meetings, 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 and enrichment based on this data.
- Progress is tracked for students by using goal setting and data binders. 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 identify the essential TEK that needs to be taught and to utilize data for intervention and enrichment.

Problem Statement 2: As our school continues to become more and more diverse, meeting the needs of all students will continue to be our laser focus.

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.

Parents indicated in the Title I survey given in 2020-21 that "Wooden does an excellent job at making us fell welcome and loved like family" even during remote learning. Parents noted that staff are very friendly and personable. Parents feel like they are well informed of activities and events held by the campus.

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 student council and guitar club. Our attendance rate was above 96% for the 2020-2021 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, Student Council, and Partner PE.   Student discipline referrals are low. Discipline policies and procedures are both proactive and reactive. We use a program called Connect with Kids to reduce bullying and promote social skills.

- 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.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- State-developed online interim assessments

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Discipline records

Employee Data

- 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

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: Exhibits Academic Readiness: Equip all students for high levels of academic achievement and continuous growth and development.

Performance Objective 1: Ensure that all students can access an engaging instructional environment that promotes high levels of achievement.

Strategy 1 Details	Reviews			
Strategy 1: Grade level teams will meet in Professional Learning Communities (PLC) once per week to analyze readiness TEKS to guide instruction to ensure student growth.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Evidence that Demonstrates Success: PLC notes, Student success on CBAs, formative and summative assessments, TPRI, GRA, and STAAR assessments. **Staff Responsible for Monitoring:** Admin, team leaders, and teachers **Title I:** 2.4, 2.5, 2.6				
Strategy 2 Details	**Reviews**			
Strategy 2: Teachers will have access to instructional resources and strategies, including online resources, to promote engagement in the classroom. Instructional resources will include, but not limited to, Progress Learning online, iReady and ThinkUp! in Reading and Math, Brain Pop, and Boom Cards. Instructional strategies will include practices gained through professional development and shared amongst teams.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Evidence that Demonstrates Success: Students and staff will utilize the programs to show growth. **Staff Responsible for Monitoring:** Administrators (Instructional Technology) will monitor through planning and WT's. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** iReady/ThinkUp! - 211 Title I				

Strategy 3 Details	Reviews			
Strategy 3: Utilize campus Title I funds to split-fund a paraprofessional to work with students.	Formative			Summative
Evidence that Demonstrates Success: Paraprofessional will work with a variety of students. **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Students will have core content skills reinforced through challenges in science through experiments and hands on labs.	Formative			Summative
	Nov	Jan	Mar	June
Evidence that Demonstrates Success: Teachers collaborating to bring critical thinking Science skills will improve as evidenced by number of times the science lab is utilized over the course of the school year and/or how often hands on labs/activities are documented in lesson plans/ **Staff Responsible for Monitoring:** Math/Science Instructional Coach, Teachers, Adminsitrators **Title I:** 2.5, 2.6 -	0%			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

Goal 1: Exhibits Academic Readiness: Equip all students for high levels of academic achievement and continuous growth and development.

Performance Objective 2: Utilize a variety of processes to monitor and foster measurable growth in students and staff.

Strategy 1 Details	Reviews			
Strategy 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 to increase the number of students at the meets and exceeds expectations.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Reading Academy GRA TPRI Eduphoria Aware Benchmarks Curriculum Based Assessments TELPAS MAP THINK IT UP/IReady **Evidence that Demonstrates Success:** Students and staff will be more aware of their growth and will set goals for continued growth. **Staff Responsible for Monitoring:** All professional staff members **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
Strategy 2: 2) Implement Student Learning Objectives to focus teachers on a specific fundamental skill.	**Formative**			**Summative**
Evidence that Demonstrates Success: TTESS	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administrators Teachers **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1: Exhibits Academic Readiness: Equip all students for high levels of academic achievement and continuous growth and development.

Performance Objective 3: Recruit, support, retain and reward quality personnel while providing ongoing and relevant professional development that translates to student engagement and success.

Strategy 1 Details			Reviews		
Strategy 1: Teacher leaders will present current strategies and best practices being used in their classrooms at staff meetings for others to learn. The focus will be on classroom instruction and the T-TESS rubric Instruction Domain will be used as a guide.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Evidence that Demonstrates Success: A minimum of one "teacher share" per month during staff meetings. **Staff Responsible for Monitoring:** Campus Administration Instructional Coaches Team Leaders **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy**					

Strategy 2 Details			Reviews		
Strategy 2: Provide a campus mentor/support for first and second year teachers (new to Red Oak and new to Wooden).		**Formative**			**Summative**
Evidence that Demonstrates Success: Meeting Notes/ Agenda		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administration Mentor Teachers Instructional Coaches Director of Human Resources **Title I:** 2.4, 2.5, 2.6					

Strategy 3 Details	Reviews			
Strategy 3: Administrators will commit to two walkthroughs/observations per week.	Formative			Summative
Evidence that Demonstrates Success: T-TESS documentation, Fundamental Five documentation, and ongoing communication with each professional staff member.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Campus Administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 2: Seek Opportunities and Challenges of Learning: Promote and support an environment that inspires high levels of student growth, resilience, integrity, and tenacity.

Performance Objective 1: Encourage students to explore, identify and develop their strengths and passions through multiple pathways that are appropriate to each individual.

Strategy 1 Details		Reviews			
Strategy 1: Participate in the Texas Performance Standards Projects or like curriculum for identified Gifted and Talented students in K-5.		**Formative**			**Summative**
Evidence that Demonstrates Success: Student produced products Open House and/or curriculum nights **Staff Responsible for Monitoring:** Campus GT Specialists **Title I:** 2.4, 2.5, 2.6, 4.2 - **ESF Levers:** Lever 4: High-Quality Curriculum		**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details		Reviews			
Strategy 2: General education and special education teachers collaborate to implement the individual learning plans based on student needs.		**Formative**			**Summative**
Evidence that Demonstrates Success: Increased performance on assessments **Staff Responsible for Monitoring:** Campus Administrators **Title I:** 2.4, 2.5, 2.6		**Nov**	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Grade level teams will use Professional Learning Communities (PLC), Texas Instructional Leadership (TIL), Response to Intervention (RtI), Curriculum Based Assessments (CBAs), and data from Eduphoria to know the needs of each student at any given time including general education students, EB students, 504 students, and GT students. Grade level teams (4-5) will also use HB4545 interventions during aid week and beyond.	Formative			Summative
	Nov	Jan	Mar	June
Evidence that Demonstrates Success: 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. Tracking of interventions with RtI and HB4545 documentation. **Staff Responsible for Monitoring:** Campus Administrators All professional staff members **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers				

Strategy 4 Details	Reviews			
Strategy 4: Students will participate in the Fitnessgram assessment each Spring to promote overall health and function.	Formative			Summative
	Nov	Jan	Mar	June
Evidence that Demonstrates Success: 75 % of students will meet the minimum requirements **Staff Responsible for Monitoring:** Campus Administration PE teacher and aide				

Strategy 5 Details	Reviews			
Strategy 5: Special Education teacher(s) will push into classrooms to provide identified students with additional support in the general education setting.	Formative			Summative
	Nov	Jan	Mar	June
Evidence that Demonstrates Success: Increased performance on assessments. **Staff Responsible for Monitoring:** Campus Administrators **TEA Priorities:** Improve low-performing schools **- Targeted Support Strategy - Additional Targeted Support Strategy**				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: Seek Opportunities and Challenges of Learning: Promote and support an environment that inspires high levels of student growth, resilience, integrity, and tenacity.

Performance Objective 2: Design and implement professional learning opportunities that grow the personal and professional capacities of staff members.

Strategy 1 Details		Reviews			
Strategy 1: Provide monthly school professional development that gives teachers strategies and tools to facilitate student engagement.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Evidence that Demonstrates Success: Teacher use of strategies during walk-through data. Parent & Staff Newsletters					
Staff Responsible for Monitoring: Campus Administration					
Librarian					
All professional staff					
Title I:					
2.4, 2.5, 2.6					

Strategy 2 Details		Reviews			
Strategy 2: Administrators will use the T-Tess evaluation system to conduct goal progress monitoring of staff. Goal progress will be monitored and communicated between the staff member and administrator during the year.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Evidence that Demonstrates Success: Eduphoria					
Staff Responsible for Monitoring: Campus Administration					
Title I:					
2.5					

Strategy 3 Details		Reviews			
Strategy 3: Utilize technological tools including Chrome-books, and iPads along with web tools and apps to support engagement of learners. Implement plans to support online assessments in preparation for online testing.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Evidence that Demonstrates Success: Lesson plans					
Observations and walk-through data					
Faculty Meetings					
Staff Responsible for Monitoring: Campus Administration					
All teaching staff					
Title I:					
2.4, 2.5					

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

Performance Objective 1: Provide a safe and positive environment to establish transparent, open, honest, and trusting relationships. Parents, students, teachers, and staff are valued and equipped with strategies necessary to overcome challenges.

Strategy 1 Details	Reviews			
Strategy 1: Wooden Elementary will utilize support programs that prevent violence and bullying, and programs for character building and student success.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Evidence that Demonstrates Success: Bullying Reports Unity Week Reach Council Red Ribbon Week Classroom Observations Guidance Lessons Assemblies **Staff Responsible for Monitoring:** Campus Administrators Counselor Teachers ROISD Police Dept **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2				
Strategy 2 Details	Reviews			
Strategy 2: Continue student recognition programs and student service groups like student council.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Evidence that Demonstrates Success: 6 week Campus Celebration Assemblies Student of the Month Mathematicians of the Month Wooden Warrior Tickets **Staff Responsible for Monitoring:** Campus Administrators Counselor Teachers **Title I:** 2.4, 2.5, 2.6, 4.2				

Strategy 3 Details				Reviews			
Strategy 3: Ensuring a learning environment that is safe, drug-free, and conducive to learning and leads to graduation for all students.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
Evidence that Demonstrates Success: District Safety Audits PEIMS Reports At-Risk Reports **Staff Responsible for Monitoring:** Superintendents Director of Transportation ROISD Police Department Campus Administrators Counselor Teachers **Title I:** 2.5, 2.6							

Strategy 4 Details				Reviews			
Strategy 4: Maintain a welcoming campus environment that students, parents, staff, and community take pride in.				**Formative**			**Summative**
Evidence that Demonstrates Success: Customer Care				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: All Wooden Staff **Title I:** 4.1, 4.2							

Strategy 5 Details				Reviews			
Strategy 5: Monitor student attendance to attain targeted 97% campus attendance rate.				**Formative**			**Summative**
Evidence that Demonstrates Success: Attendance Incentives and Awards				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administrators Counselor Registrar Teachers **Title I:** 2.6							

Strategy 6 Details		Reviews			
Strategy 6: Utilize restorative practices to create and build positive classroom environments and teach behavior expectations. Reduce the number of out of placements for all students.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Evidence that Demonstrates Success: Discipline referrals **Staff Responsible for Monitoring:** Campus Administration Teachers **Title I:** 2.4, 2.5 - **Results Driven Accountability**					

Strategy 7 Details		Reviews			
Strategy 7: Hold yearly parent-teacher conferences utilizing a digital sign up to allow for parents to select their own time slot.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Evidence that Demonstrates Success: Parent conferences held **Staff Responsible for Monitoring:** Campus Administration Classroom teachers **Title I:** 4.1, 4.2					

Strategy 8 Details		Reviews			
Strategy 8: Utilize the House System to create a positive climate and culture for students and staff.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Evidence that Demonstrates Success: House Parties Class Dojo Wooden Warrior Tickets **Staff Responsible for Monitoring:** Campus Administration Campus Staff **ESF Levers:** Lever 3: Positive School Culture					

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

Performance Objective 2: Implement consistent district-wide training programs for students, staff, and parents that address physical safety and security protocols in collaboration with the Red Oak ISD Police and local authorities.

Strategy 1 Details	Reviews			
Strategy 1: Review the campus crisis plans and ensure that various drills are conducted in accordance with city and state requirements. **Evidence that Demonstrates Success:** Drill Schedule After action reports **Staff Responsible for Monitoring:** ROISD Chief of Police Campus Administration **Title I:** 2.5, 2.6	**Formative**			**Summative**
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Have Red Oak Fire Department present to the Wooden Elementary students on fire and life safety one time during the school year. **Evidence that Demonstrates Success:** Campus Calendar Photos of the event on social media **Staff Responsible for Monitoring:** Campus Administration Counselor **Title I:** 2.5, 2.6	**Formative**			**Summative**
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Provide CPI (Crisis Prevention Intervention) Training for the prevention and intervention campus based teams. **Evidence that Demonstrates Success:** Certificates and Documentation of Training uploaded in Eduphoria **Staff Responsible for Monitoring:** Campus Administration District Trainer Director of Special Ed **Title I:** 2.4, 2.5, 2.6	**Formative**			**Summative**
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			

Strategy 4: Implement Connect with Kids program to address violence prevention and intervention; as well as, emotional growth counseling lessons.
 	
    Evidence that Demonstrates Success: Discipline reports
    Staff Responsible for Monitoring: Campus Administration
Classroom teachers
Counselor
 	
    ESF Levers:
Lever 3: Positive School Culture
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 4: Leaves a Legacy Through Service: Actively engage all stakeholders to model and support servant-leadership.

Performance Objective 1: Foster partnerships with businesses, community organizations, local government, and higher education institutions.

Strategy 1 Details	Reviews			
Strategy 1: Communicate with parents on a regular basis through student planners, calendars, newsletters, positive phone calls, the district website and scheduled parent conferences.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Evidence that Demonstrates Success: Skyward Campus Website District Website Positive E-mails **Staff Responsible for Monitoring:** Campus Administrators Counselors PTA All Staff **Title I:** 4.1, 4.2				

Strategy 2 Details	Reviews			
Strategy 2: Provide opportunities for parents and the community to visit, volunteer and celebrate with students and staff.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Evidence that Demonstrates Success: Facebook 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 Instagram Twitter Hispanic Heritage Night **Staff Responsible for Monitoring:** Campus Administrators Counselor Team Leaders PTA Staff **Title I:** 4.1, 4.2				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 4: Leaves a Legacy Through Service: Actively engage all stakeholders to model and support servant-leadership.

Performance Objective 2: Provide opportunities for all Red Oak ISD students to develop meaningful relationships and connections that serve communities.

Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities for students to do service projects: Student Council Partner PE	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Evidence that Demonstrates Success: Students will complete service projects during the school year.
    Staff Responsible for Monitoring: Campus Administrators
Counselor
Teachers
 	
    Title I:
2.5, 2.6				

Strategy 2 Details	Reviews			
Strategy 2: Create opportunities for families and staff to socialize and connect outside of school hours.	**Formative**			**Summative**
Evidence that Demonstrates Success: Social Media	**Nov**	**Jan**	**Mar**	**June**

Family Nights
PTA Nights
Math/Science family night
Literacy family night
    Staff Responsible for Monitoring: Campus Administration
Team Leaders
Counselor
 	
    Title I:
2.4, 4.2				

Strategy 3 Details	Reviews			
Strategy 3: Develop school clubs to allow students opportunities to explore special interests and foster positive learning experiences.	Formative			Summative
	Nov	Jan	Mar	June
Evidence that Demonstrates Success: Partner PE Robotics Student Council Library helpers Flag patrol UIL/Academic Events **Staff Responsible for Monitoring:** Campus Administration All professional staff **Title I:** 2.4, 4.2				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Title I Personnel

Name	Position	Program	FTE
Andrea Swords	Reading Specialist	Title 1	50%
Donna Little	Instructional Coach	Title 1/ESSER/199	25%/25%/50%
Griselda Hernandez	Instructional Coach	Title 1/ESSER	50%/50%
Janette Reyes	Bilingual Aide	Title 1/Title 3	50%/50%

2022-2023 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Jessica Trezza	Principal
Administrator	Aimee Friesenhahn	Assistant Principal
Instructional Coach	Donna Little	Instructional Coach
Classroom Teacher	Taylor Morris	5th grade Teacher
Classroom Teacher	Dominique Rodgers	4th grade teacher
Classroom Teacher	Heidi Weidendorf	3rd grade Teacher
Classroom Teacher	Elizabeth Rose	2nd grade teacher
Classroom Teacher	Clarissa Lopez	1st grade bilingual
Classroom Teacher	Lori Mentzel	Kindergarten Teacher
Counselor	Jill Bowers	Counselor
Parent	Yessenia Lopez	Aide/Parent
Paraprofessional	Michelle Carson	Paraprofessional