

**Red Oak Independent School District
Eastridge Elementary School
2024-2025 Campus Improvement Plan**



Mission Statement

The Mission of Red Oak ISD:

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

The Vision of Red Oak ISD:

"Realizing Our Individual Students' Dreams"

Table of Contents

Comprehensive Needs Assessment 4

Demographics 4

Student Learning 6

School Processes & Programs 8

Perceptions 9

Priority Problem Statements 10

Comprehensive Needs Assessment Data Documentation 11

Goals 13

Goal 1: Academics: Develop critical thinkers that will transcend college and career goals by excelling in the 4 Talons. 13

Goal 2: Human Resources: Intentional progress to hire and retain high-quality staff to ensure best learning. 21

Goal 3: Finance: Maintain fiscal stewardship and accountability to ensure financial stability and transparency. 24

Goal 4: Growth, Facilities, Security: Prioritize and allocate resources to ensure safety and security and appropriate facilities. 27

Goal 5: Communications: Ensure District is connected to the community in partnerships to further student success while communicating transparently and effectively. 30

Title I Personnel 32

Comprehensive Needs Assessment

Demographics

Demographics Summary

Eastridge Elementary currently serves students from Pre -Kindergarten to 5th Grade. Eastridge Elementary ended the 2023-2024 school year with approximately 585 students enrolled. Our current classrooms include: 1 Pre Kindergarten, 4 Kindergarten, 4 first grade, 4 second grade, 4 third grade, 5 fourth grade, and 4 fifth grade. In addition, we have two self contained classroom - Total Language Communication (TLC), as well as, a resource math and resource reading classroom. Our students identified are provided services or classes from our specialists in dyslexia therapy, GT & speech. Eastridge finds great value in our two instructional coaches - one focused on Math and the other on RLA. They help support our teachers and their instruction in the classroom, as well as, being knowledgeable about the content material and resources being used to instruct our students. We also have one reading interventionist to support students in reading development.

Eastridge Elementary School is comprised of the following Ethnic Distribution (Summer dashboard - file uploaded from 7/24/2024)

African American: 25%

Hispanic: 46%

White: 25%

American Indian: 0%

Asian: 1 %

Two or More Races: 4%

Economically Disadvantaged: 67%

English Learners: 8%

At-Risk: 41% (Fall Dashboard of information)

Teachers Years of Experience

34% of the teaching staff has 0-5 years of experience

11% of the teaching staff has 6-10 years of experience

43% of the teaching staff has 11-20 years of experience

13% of the teaching staff has over 20 years of experience

Demographics Strengths

Eastridge 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.
- Eastridge Elementary includes a variety of demographics and services students who speak 6 different languages.
- Our campus offers character programs through our House program and the use of Suite 360.
- Surveys show that students and parents have a favorable opinion of our campus staff, programs, and opportunities offered.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our campus has not met the 97% attendance rate goal in the last few years. **Root Cause:** Eastridge has a rate of 95%; however, have noticed trends that lower grade levels (Prek-1) students have a lower rate of attendance than other grades. 3rd six weeks attendance rate declines due to sickness and holiday travel.

Student Learning

Student Learning Summary

23-24 STAAR Data:

RLA:

Grade 3 ELA						
Campus	Student Count	Average Score	Did Not Meet	Approaches	Meets	Masters
State	359437	1461	25%	26%	28%	21%
ESC	55553	1470	24%	25%	27%	24%
District	452	1445	25%	30%	28%	17%
EASTRIDGE EL	98	1489	15%	28%	28%	30%

Grade 4 ELA						
Campus	Student Count	Average Score	Did Not Meet	Approaches	Meets	Masters
State	368132	1554	19%	31%	28%	23%
ESC	57501	1564	18%	29%	27%	26%
District	457	1542	17%	36%	28%	18%
EASTRIDGE EL	89	1533	25%	30%	24%	21%

Grade 5 ELA						
Campus	Student Count	Average Score	Did Not Meet	Approaches	Meets	Masters
State	375143	1606	22%	24%	25%	29%
ESC	59339	1622	20%	23%	24%	33%
District	474	1591	22%	26%	28%	23%
EASTRIDGE EL	104	1580	22%	31%	24%	23%

Math:

Grade 3 Math						
Campus	Student Count	Average Score	Did Not Meet	Approaches	Meets	Masters
State	373123	1451	31%	28%	26%	15%
ESC	61017	1462	30%	26%	26%	18%
District	465	1434	32%	31%	27%	10%
EASTRIDGE EL	99	1440	26%	32%	32%	9%

Grade 4 Math						
Campus	Student Count	Average Score	Did Not Meet	Approaches	Meets	Masters
State	377576	1557	32%	23%	24%	21%
ESC	61903	1569	31%	22%	24%	23%
District	461	1548	31%	25%	29%	15%
EASTRIDGE EL	88	1539	36%	17%	33%	14%

Grade 5 Math						
Campus	Student Count	Average Score	Did Not Meet	Approaches	Meets	Masters
State	380419	1640	24%	27%	30%	19%
ESC	62559	1656	23%	25%	29%	23%
District	480	1653	20%	25%	35%	20%
EASTRIDGE EL	104	1637	21%	31%	32%	16%

Science:

Grade 5 Science						
Campus	Student Count	Average Score	Did Not Meet	Approaches	Meets	Masters
State	380691	3690	43%	31%	15%	11%
ESC	61366	3703	43%	30%	16%	12%
District	478	3748	35%	38%	19%	9%
EASTRIDGE EL	104	3745	39%	37%	13%	11%

Student Learning Strengths

- * 3rd Grade Reading had 30% of students master
- * 3rd Reading above the state average in all areas.
- * 3rd Math is above state average in approaches and meets.
- * 5th Math is above state average in approaches and meets.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Reading STAAR scores in the area of the Extended Constructed Response is below the state and region for grades 4, & 5. **Root Cause:** Creating an awareness with staff on how the ECR are scored and determine our writing focus with our students based on the provided rubric for the ECR and SCR.

Problem Statement 2: Reading difficulties and below reading levels are observed in all grade levels which directly impacts reading and math success. **Root Cause:** Previous years situations has provided instructional opportunity gaps for us to work on to develop our students levels.

Problem Statement 3 (Prioritized): Foundational math fact fluency is impacting students ability to complete computation efficiently. **Root Cause:** Students are lacking the recall of basic facts for all operations.

Problem Statement 4: Foundational word problem skills are preventing students from being successful on word problems. **Root Cause:** Students are missing foundational skills to break down and correctly solve word problems across all grade levels.

School Processes & Programs

School Processes & Programs Summary

Eastridge Elementary uses multiple resources to help provide focus for curriculum, instruction, and assessment. The TEKS Resource System's scope and sequence and curriculum based assessments were utilized as a guide to providing and promoting critical thinking and problem solving skills, communication, creativity, and collaboration. Each week, grade level PLCs meet for intensive data analysis, analyzing TEKS coming up in the next unit and planning out a formative assessment to check for student understanding.

For each content area, assessment plays a vital role in driving instruction and making decisions. Eastridge Elementary is committed to providing 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, GRA, Literacy Footprints Guided Reading, STEM Scopes, TEKS Resource System, i Ready diagnostics for reading and math K-5th, and campus/district benchmarks and curriculum based assessments for formal assessments 2nd -5th grade. In addition to these assessments, we also utilize STAAR released items and MyView Literacy for grades 2 through 5. All special courses and programs such as special education, dyslexia, fine arts, and physical education promote and provide support for the standard of assessment utilized by our campus and district. Our EB 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 weekly with campus administrators and both instructional coaches (Math focus & Reading Focus). The PLCs focus on analyzing and breaking down student expectations and instructions, data review, and strategic planning. Grade levels have a daily common planning and focused intervention time. Collaborative data meetings occur within a week after a formal assessment (CBA) has been given.

Student progress is monitored through informal and formal assessments, along with focused tutorials and interventions. The RtI committee meets each six weeks & routinely 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

- Staff will also utilize common formative assessments (CBA) and teacher created formative assessments to track student growth and progress.
- Each student has an individualized data folder to track their personal data and growth after each CBA and Reading Level check. PreK, Kindergarten and 1st grade have additional components they track such as letters, sounds, number recognition, sight words and various other foundational skills.
- 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.
- Instructional Coaches with a designed focus of reading and math will be utilized to provide resources and guidance to strengthen learning in the classroom.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Utilizing our PLC process for purposeful, intentional planning time to internalize lesson materials. The focus will be student growth & alignment with TRS.

Root Cause: Student achievement data shows the need for deeper instruction to take place for students of all academic levels.

Problem Statement 2 (Prioritized): Students having foundational learning gaps - we must ensure intentional intervention groups to help fill the gaps and provide enrichment. **Root Cause:** Students are showing significant gaps and need intervention based on their individual needs.

Perceptions

Perceptions Summary

Eastridge Elementary is a student-centered learning family. Students and staff are focused on teamwork, working together to grow as lifelong learners and focusing on individual student success. Student activities, staff leadership roles and the overall safety of the campus is driven by the ROISD 4 talons.

Each 6 weeks, students and staff are awarded recognition for displaying the characteristics of the 4 Talons.

Each week, we have a weekly drawing of Talon Cards for student exemplifying one of the 4 Talons through the week - 10 students are drawn each week to spin the prize wheel and be recognized for their exceptional behavior and choices.

To recognize our hard working teachers - teachers are nominated for "Heart of Teacher" monthly awards.

Safe and Orderly Schools Summary

- Campus participated in regular drills, Safety Week, and uses RAPTOR digital kiosk to screen all persons entering the building
- Eastridge Elementary has a full-time, armed Red Oak ISD PD police officer on campus for safety and support daily.
- Eastridge Elementary maintains a serious and progressive attitude towards all safety drills and precautions.

Perceptions Strengths

At Eastridge Elementary, we are proud to offer a variety of opportunities to support our staff and students to help them grow, not only academically, but socially and emotionally as well. We are also proud of our ongoing partnership with parents and community members. Our goal is to model the four talons in every area of our school year and through a variety of opportunities.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Eastridge 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. **Root Cause:** The several years during Covid with less activities has made the progress of implementing more parent involvement a slow process.

Problem Statement 2 (Prioritized): Communication is key and vital for partnership- it is our job to keep an open line of communication between home and school. **Root Cause:** Determining the best mode of communication with each family. Therefore, we send it in a variety of modes.

Priority Problem Statements

Problem Statement 1: Our campus has not met the 97% attendance rate goal in the last few years.

Root Cause 1: Eastridge has a rate of 95%; however, have noticed trends that lower grade levels (Prek-1) students have a lower rate of attendance than other grades. 3rd six weeks attendance rate declines due to sickness and holiday travel.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Reading STAAR scores in the area of the Extended Constructed Response is below the state and region for grades 4, & 5.

Root Cause 2: Creating an awareness with staff on how the ECR are scored and determine our writing focus with our students based on the provided rubric for the ECR and SCR.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Foundational math fact fluency is impacting students ability to complete computation efficiently.

Root Cause 3: Students are lacking the recall of basic facts for all operations.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Students having foundational learning gaps - we must ensure intentional intervention groups to help fill the gaps and provide enrichment.

Root Cause 4: Students are showing significant gaps and need intervention based on their individual needs.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Communication is key and vital for partnership- it is our job to keep an open line of communication between home and school.

Root Cause 5: Determining the best mode of communication with each family. Therefore, we send it in a variety of modes.

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- 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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff 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
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement 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: Academics: Develop critical thinkers that will transcend college and career goals by excelling in the 4 Talons.

Performance Objective 1: Develop students who are college, career, and military ready that possess the academic skills for post-secondary success.

Strategy 1 Details	Reviews			
Strategy 1: Promote College & Career Ready opportunities for our students Evidence that Demonstrates Success: Monthly college & career ready Thursday Live announcements including a teacher sharing their college story with students Career Fair Staff Responsible for Monitoring: Principal Counselor TEA Priorities: Connect high school to career and college	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 1: Academics: Develop critical thinkers that will transcend college and career goals by excelling in the 4 Talons.

Performance Objective 2: Equip students to be well-rounded with interpersonal skills to manage day-to-day challenges.

Strategy 1 Details	Reviews			
Strategy 1: The counselor gives lessons on character throughout the year. Lessons include: Healthy Choices and Growth Mindset, Drug Awareness, Bullying, Gratitude, Personal Safety, Respect, Responsibility, Emotions Trustworthy/Integrity/Honesty, and Resilience. Teachers do a weekly lesson covering the same topics. Evidence that Demonstrates Success: Lesson Plans Staff Responsible for Monitoring: Campus Administrators Counselor Title I: 2.6	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Implement and use district-approved health services. Evidence that Demonstrates Success: Referrals to outside sources. Staff Responsible for Monitoring: Counselor Principal Title I: 2.6, 4.1	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> Continue/Modify <div><div><div></div></div><div></div></div> Discontinue				

Goal 1: Academics: Develop critical thinkers that will transcend college and career goals by excelling in the 4 Talons.





Performance Objective 3: Engage students in meaningful learning that includes a variety of instructional strategies.

Evaluation Data Sources: Strive report of TTESS walkthroughs, Meeting agendas, Strive Report

Strategy 1 Details	Reviews			
Strategy 1: Teams will meet in Professional Learning Communities weekly for appropriate staff to understand the use of teaching methodologies that: identify, interpret, analyze, foster and encourage different types of thinking in students, identify learning needs and utilize understanding of implementing practice for the new item types. For the 24-25 school year our PLC meeting focus will be the process of internalizing lesson plans. Teachers will attend Rockin' Review for Math & Reading to help support STAAR review plan 2nd semester. Evidence that Demonstrates Success: Agendas TIL Weekly Tracking document Lesson Plans Attending Rockin' Review Staff Responsible for Monitoring: Campus Administrators Instructional Coaches Campus teachers Title I: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Campus staff will be trained throughout the year in using data to drive instructional decisions. Staff will participate in focused Professional Learning Communities (PLCs). Areas of focus for 2024-2025 school year will be: internalizing lesson plans to unpack TEKS; planning for instruction and assessment with the new item types, Literacy Stations, GRA TPRI, LLI, Guided Math, Eduphoria Aware, Benchmarks, Curriculum Based Assessments, TELPAS, STAAR 2024 Data, iReady Assessment Math & Reading and utilizing the Instructional Coaches (Reading & Math). Evidence that Demonstrates Success: Curriculum Based Assessments Pre-Assessments Training agendas/Sign in Sheets Staff Development Reports Running Records STAAR Data TELPAS Data DRA data TPRI data Student Data folders; iReady reports from pre and post test Staff Responsible for Monitoring: Campus Administrators Instructional Coach Librarian Team Leads Classroom Teachers Title I: 2.4, 2.5, 2.6 Funding Sources: Literacy library resources - 199 PIC 11 Reg Ed - \$1,000	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: The Gifted and Talented program is a pull out program serving all students who meet the district criteria for GT. GT teachers will work with classroom teachers to increase the identification of gifted students. Through year GT testing will be included this year to help identify more frequently. Evidence that Demonstrates Success: Number of GT students identified will increase. Staff Responsible for Monitoring: GT Teacher Title I: 2.4, 2.5	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Utilize a reading interventionist to work with students in 1st - 5th grade to provide targeted intervention fluidly throughout the year. Evidence that Demonstrates Success: CBA Data Benchmark Data STAAR Data Reading Level Data Staff Responsible for Monitoring: Campus Administrators Title I: 2.6	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: Staff development on this campus in Math includes the following: Guided Math Use of manipulatives Supporting struggling learners Horizontal team meetings across the district and/or area Vertical team meetings Math Fact Fluency- Reflex iReady Digital Assessment tool Lead4ward Evidence that Demonstrates Success: Curriculum Based Assessments Benchmarks Interims STAAR Testing TTESS Staff Development Reports Reflex Math PLC Staff Responsible for Monitoring: Campus Administrators Instructional Coach Math Vertical Alignment Team Curriculum and Instruction Department Title I: 2.4, 2.5, 2.6 Funding Sources: - 199 PIC 11 Reg Ed - \$600	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Minimum 40% science experiences, hands-on interactions for students. Horizontal team planning across the campus and district. One teacher will attend the CAST conference and present back to the staff. Evidence that Demonstrates Success: Curriculum Based Assessments Benchmarks STAAR Testing Staff Development Reports TTAP Staff Responsible for Monitoring: Campus Administrators Instructional Coach Science Vertical Alignment Team Title I: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Apr	June

Strategy 7 Details	Reviews			
Strategy 7: Staff development on this campus in Reading Language Arts (RLA) includes the following: Strategies for ELL Learners Supporting struggling learners Collaborate/Plan with Instructional Coach and reading interventionist. Lead4ward Guided Reading Literacy Stations GRA TPRI Evidence that Demonstrates Success: Curriculum Based Assessments Benchmarks STAAR Testing Staff Development Report Staff Responsible for Monitoring: Campus Administrators Instructional Coach Reading Vertical Alignment Team Literacy Specialist Title I: 2.4, 2.5, 2.6 Funding Sources: Literacy station materials - 199 PIC 11 Reg Ed - \$2,000	Formative			Summative
	Dec	Feb	Apr	June
<div> <div>  No Progress <div>  Accomplished <div>  Continue/Modify <div>  Discontinue </div> </div> </div> </div> </div>				





Goal 1: Academics: Develop critical thinkers that will transcend college and career goals by excelling in the 4 Talons.

Performance Objective 4: Equip students with the knowledge and skills for high levels of academic achievement and success in their post-secondary life.

HB3 Goal

Evaluation Data Sources: State of Texas Assessment of Academic Readiness results, Advanced Placement results

Strategy 1 Details	Reviews			
Strategy 1: Staff will develop plans for enrichment to increase masters level scores & maintain meets level in grades 3-5 to address the student achievement domain, school progress domain, and the closing the gaps domain. This will include student tracking their own data using individual digital student trackers for their progress and celebrating success / growth through LEVEL UP cart. Evidence that Demonstrates Success: Increased masters & meets level scores on curriculum based assessments and STAAR. Staff Responsible for Monitoring: Teachers Instructional Coaches GT Teacher Campus Administrators	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: The percent of 3rd grade students that score MEETS grade level or above on STAAR Reading will increase from 28% to 40% by June 2025. If obtained will maintain the 40% meets level each year. Staff will have PLCs using data from district created assessments to create plans for intervention and enrichment during Talon Time. Evidence that Demonstrates Success: CBA Data Benchmark Data STAAR Data Staff Responsible for Monitoring: Classroom Teachers Campus Administrators Instructional Coach Title I: 2.4	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: The percent of 3rd grade students that score MEETS grade level or above on STAAR Math will increase from 32% to 50% by June 2025. Staff will have PLCs using data from district created assessments to create plans for intervention and enrichment during Talon Time. Evidence that Demonstrates Success: CBA Data Benchmark Data STAAR Data Staff Responsible for Monitoring: Classroom Teachers Campus Administrators Instructional Coach Title I: 2.6	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Provide opportunities for students to participate in extracurricular activities such as: Student Council, Safety Patrol, Broadcasting, Yearbook club, UIL, and ASL. Evidence that Demonstrates Success: Participation in programs Staff Responsible for Monitoring: Principal Assistant Counselor Campus Professional Staff Title I: 2.5	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Participate in the Texas Performance Standards Projects or like curriculum for identified Gifted and Talented students in K-5 Evidence that Demonstrates Success: Lesson Plans Staff Responsible for Monitoring: GT Teachers Title I: 2.5, 2.6	Formative			Summative
	Dec	Feb	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 2: Human Resources: Intentional progress to hire and retain high-quality staff to ensure best learning.

Performance Objective 1: Attract, engage, and retain top talent through competitive compensation packages.

Strategy 1 Details	Reviews			
Strategy 1: Maintain a welcoming campus environment that staff take pride in. Evidence that Demonstrates Success: Customer Service Appreciation opportunities Culture and Climate Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

Goal 2: Human Resources: Intentional progress to hire and retain high-quality staff to ensure best learning.

Performance Objective 2: Foster a supportive and inclusive work environment through differentiated strategies that promotes employee retention.

Strategy 1 Details	Reviews			
Strategy 1: Provide a campus mentor/ support for first and second year teachers (new to Eastridge Elementary and new to Red Oak ISD) Evidence that Demonstrates Success: Meeting Notes/Agenda Staff Responsible for Monitoring: Campus Administrators Instructional Coaches Mentor Teachers Coordinator of Mentors for ROISD	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> Continue/Modify <div><div><div></div></div><div></div></div> Discontinue				

Goal 2: Human Resources: Intentional progress to hire and retain high-quality staff to ensure best learning.

Performance Objective 3: Develop innovative and targeted recruitment practices that meet the diverse District needs of all employees.

Strategy 1 Details	Reviews			
Strategy 1: Promote scholarships to paraprofessional/support staff to complete a degree in education and become certified. Evidence that Demonstrates Success: Number of staff members attending college/completing degree/certification. Staff Responsible for Monitoring: Human Resources Department Campus Administrators	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 3: Finance: Maintain fiscal stewardship and accountability to ensure financial stability and transparency.

Performance Objective 1: Ensure fiscal accountability and responsibility of resources to support the District's mission.

Strategy 1 Details	Reviews			
Strategy 1: Utilize campus Title I funds to support tutoring for grades K-5 and other specified resources related to the area of math and reading. Evidence that Demonstrates Success: Focus on Reading, Math, and Science Student Sign-up Sheets Tutorial Letters Goal Setting Parent informational letters Staff Responsible for Monitoring: Campus Administrators Instructional Coaches Teachers Title I: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 3: Finance: Maintain fiscal stewardship and accountability to ensure financial stability and transparency.

Performance Objective 2: Ensure fiscal integrity by creating and maintaining a sufficient operating budget for the everyday operations of the District.

Strategy 1 Details	Reviews			
Strategy 1: Monitor the usage of funds and anticipated yearly spending using prior record for analysis. Evidence that Demonstrates Success: Skyward Financial Records Staff Responsible for Monitoring: Secretary Principal	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 3: Finance: Maintain fiscal stewardship and accountability to ensure financial stability and transparency.

Performance Objective 3: Educate stakeholders about the public education financial system and the funding of Red Oak ISD through regular and transparent communication.

Strategy 1 Details	Reviews			
Strategy 1: Monitor student attendance to targeted campus attendance rate. Assemble an Attendance committee that meets periodically to review weekly attendance data and students in danger of violating the 10% rule. Provide student incentives for attendance. Evidence that Demonstrates Success: Attendance meetings, contracts, and plans with parents Attendance phone calls Staff Responsible for Monitoring: Counselor Campus Adminsitrators Registrar Teachers	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div></div><div>0%</div></div>No Progress</div> <div><div><div></div><div>100%</div></div>Accomplished</div> <div><div><div></div></div>Continue/Modify</div> <div><div><div></div></div>Discontinue</div>				

Goal 4: Growth, Facilities, Security: Prioritize and allocate resources to ensure safety and security and appropriate facilities.

Performance Objective 1: Review and analyze student programs and facility needs.

Strategy 1 Details	Reviews			
Strategy 1: Additional classroom space to accommodate growth at Eastridge. Evidence that Demonstrates Success: Portable buildings Staff Responsible for Monitoring: Campus Administrators Assistant Superintendent of District Operations	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 4: Growth, Facilities, Security: Prioritize and allocate resources to ensure safety and security and appropriate facilities.

Performance Objective 2: Ensure District facilities meet or exceed safety and security standards for physical requirements, technology systems, and implementation of procedures and protocols.

Strategy 1 Details	Reviews			
Strategy 1: The campus will conduct regular drills practicing Hold, Shelter, Lockout, Lockdown and Evacuate. Each six weeks all drills will be conducted. Evidence that Demonstrates Success: Documentation of drills Staff Responsible for Monitoring: Campus Administrators Campus Police officer Title I: 2.6	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Campus Safety training will take place during preservice week and emergency teams will be created in the Campus Crisis Handbook. Evidence that Demonstrates Success: Documentation of training Crisis Handbook Staff Responsible for Monitoring: Assistant Principal Campus Police Officer Title I: 2.6	Formative			Summative
	Dec	Feb	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 4: Growth, Facilities, Security: Prioritize and allocate resources to ensure safety and security and appropriate facilities.

Performance Objective 3: Attempt to have facilities meet or exceed minimum standards for all programs to provide opportunities for student participation.

Strategy 1 Details	Reviews			
Strategy 1: We will ensure our facilities meet at least minimum standards for all programs in order for students to be successful. Evidence that Demonstrates Success: Custodians Maintenance and Upkeep Staff Responsible for Monitoring: Secretary Assistant Principal Teachers	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div><div></div></div><div>0%</div></div> No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> → Continue/Modify <div><div><div></div></div><div></div></div> ✖ Discontinue				

Goal 5: Communications: Ensure District is connected to the community in partnerships to further student success while communicating transparently and effectively.

Performance Objective 1: Prioritize and enhance parent and teacher communications.

Strategy 1 Details	Reviews			
Strategy 1: Participate in PTA_sponsored activities, Red Oak Education Foundation programs, and community activities. Evidence that Demonstrates Success: Campus Attendance Participation sign in sheets Staff Responsible for Monitoring: Principal Title I: 4.1, 4.2	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide current data on events and school information on our website, weekly newsletters, and social media outlets. Evidence that Demonstrates Success: Number of posts on website and social media outlets. Staff Responsible for Monitoring: Campus Administrators Title I: 4.1, 4.2	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

Goal 5: Communications: Ensure District is connected to the community in partnerships to further student success while communicating transparently and effectively.

Performance Objective 2: Provide opportunities to foster positive relationships between students, parents, schools and staff, and the community.

Evaluation Data Sources: Parent/community surveys, number of events held, external communication methods

Strategy 1 Details	Reviews			
Strategy 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 Evidence that Demonstrates Success: Attendance Sign In sheets Title I parent survey Staff Responsible for Monitoring: Campus Administrators Title I: 2.6, 4.1, 4.2	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide opportunities for volunteer support and leadership opportunities- including but not limited to Book Fairs, making copies, Field Trip chaperones, Christmas & EOY parties, etc.) Evidence that Demonstrates Success: Number of participants Staff Responsible for Monitoring: Principal All Professional Staff PTA board Title I: 4.1, 4.2	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angeli Johnson	Instructional Coach	Title I	.5
Ashley Graves	Literacy Specialist	Title I	.5
Jennifer Rucks	Instructional Coach	Title I	.5