

**Red Oak Independent School District**  
**H.A. Wooden Elementary School**  
**2023-2024 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	9
Perceptions	10
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	12
Goals	14
Goal 1: Academics: Develop critical thinkers that will transcend college and career goals by excelling in the 4 Talons.	14
Goal 2: Human Resources: Intentional progress to hire and retain high-quality staff to ensure best learning.	22
Goal 3: Finance: Maintain fiscal stewardship and accountability to ensure financial stability and transparency.	27
Goal 4: Growth, Facilities, Security: Prioritize and allocate resources to ensure safety and security and appropriate facilities.	30
Goal 5: Communications: Ensure District is connected to the community in partnerships to further student success while communicating transparently and effectively.	33
Title I Personnel	36
Campus Funding Summary	37

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Wooden Elementary is a Title I campus currently serving 510 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: 7.94%

Hispanic: 62.10%

White: 26.19%

American Indian: 0%

Asian: .4%

Two of More Races: 3.37%

Emergent Bilingual: 36.31%

At-Risk: 57.94%

Mobility Rate: 11.94%

Data used was from 2022-2023 school year.

### Demographics Strengths

Our attendance rate dipped some last year. The average was 94.96% which was a slight increase from 93.94% 2021-2022 school year.

30 of 37 teachers are ESL certified.

30 of 37 teachers have completed the GT certification process.

In 2022-2023, Wooden has 16 teachers with more than 10 years experience.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Our student attendance rate has been low the past few years, not meeting the 97% goal for the district. **Root Cause:** Post-COVID, PreK and Kindergarten attendance has decreased 3% in the past three years.

# 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

	2022 Approaches	2023 Approaches	2022 Meets	2023 Meets	2022 Masters	2023 Masters
3rd grade Math	81.69%	66.25%	52.53%	36.25%	25.35%	13.75%
3rd grade Reading	80.23%	80.82%	55.74%	50.62%	55.74%	19.18%
3rd grade Spanish Math	100%	NA	100%	NA	0%	NA
3rd grade Spanish Reading	72.73%	28.57%	36.36%	28.57%	27.27%	0%
4th grade Math	74.71%	83%	49.43%	58%	49.43%	25%
4th grade Reading	80.52%	86.15%	57.14%	49.23%	57.14%	12.31%
4th grade Spanish Reading	20%	83.33%	20%	66.67%	10%	33.33%
4th grade Spanish Math	NA	50%	NA	50%	NA	50%
5th grade Math	89.13%	93%	69%	66%	39%	27%
5th grade Reading	85%	81.82%	62%	56.82%	38%	30.68%
5th grade science	69%	73%	40%	38%	18%	9%
5th grade Spanish Math	NA	100%	NA	0%	NA	0%
5th grade Spanish Reading	44.44%	67%	33.33%	33%	11.11%	0%
5th grade Spanish Science	100%	0%	0%	0%	0%	0%

## Student Learning Strengths

2023 Strengths

### 3rd Math

Increased two percentage points in masters from 11.3% to 13.75%

### 3rd Reading

Even with the change in reading STAAR, Wooden maintained an 80% passing rate.

### 4th Reading

Our Spanish testers scored on average well above state, region and district, as well as our ECR scores were also very high. (averaging 6/10)

4th grade Spanish improved in all areas (approaches, meets and masters).

Increase in approaches by 6% over 2022.

### 4th math

Our approaches scores improved from 74% to 83%

Meets approved from 49% - 58% in meets

### 5th Grade Math

Approaches Grade Level -93%

### 5th Grade Reading

Approaches Grade Level - 82%

Masters 30.68%

### 5th grade Science

Improved in approaches from 69% to 73%

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** We have seen a significant decrease in our 3rd grade math scores from 2022 to 2023 in all areas of approaches, meets and masters. **Root**

**Cause:** COVID



# 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. 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 coaches. 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 MTSS 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. 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 TEKS that need to be taught and to utilize data for intervention and 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.

Parents indicated in the Strategic Planning Survey given in 2022-2023 that parents believe that academics are a high priority in the district. 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, ballet folklorico, and guitar club. 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 compared other campuses. Discipline policies and procedures are both proactive and reactive. We will use a new program in 2023-2024 to reduce bullying and promote social skills. We also use the StopIt app to report bullying on campus.

- Safety drills are conducted monthly on our campus. They 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 improve the ongoing communication between teachers, staff and parents.

# Priority Problem Statements

**Problem Statement 1:** Our student attendance rate has been low the past few years, not meeting the 97% goal for the district.

**Root Cause 1:** Post-COVID, PreK and Kindergarten attendance has decreased 3% in the past three years.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** We have seen a significant decrease in our 3rd grade math scores from 2022 to 2023 in all areas of approaches, meets and masters.

**Root Cause 2:** COVID

**Problem Statement 2 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain

## **Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- 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
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- 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**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Gifted and talented data
- Dyslexia data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- School safety data

- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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

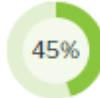
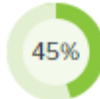




### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data

# Goals



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

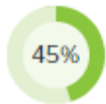






**Performance Objective 1:** Develop students who are college, career, and military ready that possess the academic skills for post-secondary success.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Special Education teacher(s) will push into classrooms to provide identified students with additional support in the general education setting. <b>Evidence that Demonstrates Success:</b> Increased performance on assessments. <b>Staff Responsible for Monitoring:</b> Campus Administrators  <b>TEA Priorities:</b> Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Ensuring a learning environment that is safe, drug-free, and conducive to learning and leads to graduation for all students. <b>Evidence that Demonstrates Success:</b> District Safety Audits PEIMS Reports At-Risk Reports <b>Staff Responsible for Monitoring:</b> Superintendents Director of Transportation ROISD Police Department Campus Administrators Counselor Teachers  <b>Title I:</b> 2.5, 2.6	Formative			Summative
	Dec	Feb	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </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			
<b>Strategy 1:</b> Wooden Elementary will utilize support programs that prevent violence and bullying, and programs for character building and student success. <b>Evidence that Demonstrates Success:</b> Bullying Reports Unity Week Reach Council Red Ribbon Week Classroom Observations Guidance Lessons Assemblies <b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor Teachers ROISD Police Dept  <b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide opportunities for students to do service projects: Student Council Partner PE Houses (Community Service each 6 weeks) <b>Evidence that Demonstrates Success:</b> Students will complete service projects during the school year. <b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor Teachers  <b>Title I:</b> 2.5, 2.6	Formative			Summative
	Dec	Feb	Apr	June
				



Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Continue student recognition programs and student service groups like student council, Wooden Warrior and math/readers of the month. <b>Evidence that Demonstrates Success:</b> Attendance Incentives Mathematicians/Readers of the Month Personal Best <b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor Teachers  <b>Title I:</b> 2.4, 2.5, 2.6, 4.2	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Utilize Suite360 to build conflict resolution skills and teacher behavior expectations. Reduce the number of out of placement days for all students. <b>Evidence that Demonstrates Success:</b> Discipline Referrals <b>Staff Responsible for Monitoring:</b> Campus Administrators Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Develop school clubs to allow students opportunities to explore special interests and foster positive learning experiences. <b>Evidence that Demonstrates Success:</b> Partner PE Robotics Student Council Library helpers Flag patrol UIL/Academic Events <b>Staff Responsible for Monitoring:</b> Campus Administrators All Professional Staff  <b>Title I:</b> 2.4, 4.2	Formative			Summative
	Dec	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  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.






Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p><b>Strategy 1:</b> 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.</p> <p><b>Evidence that Demonstrates Success:</b> Students and staff will utilize the programs to show growth.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Technology</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> iReady/ThinkUp! - 211 Title I</p>				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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) , Data Driven Instruction, and in Content Area Vertical Alignment Teams to increase the number of students at the meets and exceeds expectations.</p> <p>Reading Academy GRA TPRI Eduphoria Aware Benchmarks Curriculum Based Assessments TELPAS MAP THINK IT UP/iReady</p> <p><b>Evidence that Demonstrates Success:</b> Students and staff will be more aware of their growth and will set goals for continued growth.</p> <p><b>Staff Responsible for Monitoring:</b> All Professional Staff</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> - 211 Title I</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Students will have core content skills reinforced through challenges in science through experiments and hands on labs.</p> <p><b>Evidence that Demonstrates Success:</b> Teachers collaborating to bring critical thinking Science skills will improve as evidenced by the number of times labs are included in class over the course of the school year and /or how often hands on labs/activities are documented in lesson plans.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teachers Instructional Coach</p> <p><b>Title I:</b> 2.5, 2.6 <b>Funding Sources:</b> - 211 Title I</p>	Formative			Summative
	Dec	Feb	Apr	June
				

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> 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. <b>Evidence that Demonstrates Success:</b> Lesson plans Observations and walk-through data Faculty Meetings <b>Staff Responsible for Monitoring:</b> Campus Administrators Teachers  <b>Title I:</b> 2.4, 2.5	Formative			Summative
	Dec	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







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

**Performance Objective 4:** Ensure that all students can access an engaging instructional environment that promotes high levels of achievement.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement Student Learning Objectives with fidelity to focus teachers on a specific fundamental skill, helping to target individual student growth and learning. <b>Evidence that Demonstrates Success:</b> TTESS <b>Staff Responsible for Monitoring:</b> Campus Administrators Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Dec	Feb	Apr	June
	 45%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






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

**Performance Objective 5:** Encourage students to explore, identify and develop their strengths and passions through multiple pathways that are appropriate to each individual.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students will participate in the Fitnessgram assessment each Spring to promote overall health and function. <b>Evidence that Demonstrates Success:</b> 75 % of students will meet the minimum requirements <b>Staff Responsible for Monitoring:</b> Campus Administrators PE Teacher and Aide	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Participate in the Texas Performance Standards Projects or like curriculum for identified Gifted and Talented students in K-5. <b>Evidence that Demonstrates Success:</b> Student produced products Open House and/or curriculum nights <b>Staff Responsible for Monitoring:</b> Campus GT Specialists  <b>Title I:</b> 2.4, 2.5, 2.6, 4.2 -	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Student will participate in academic UIL activities in the spring. <b>Evidence that Demonstrates Success:</b> Number of 4th & 5th grade students <b>Staff Responsible for Monitoring:</b> UIL Sponsor, Administrators	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
 No Progress  Accomplished  Continue/Modify  Discontinue				



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

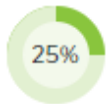
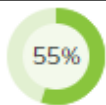

**Performance Objective 1:** Attract, engage, and retain top talent through competitive compensation packages.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Maintain a welcoming campus environment that students, parents, staff, and community take pride in. <b>Evidence that Demonstrates Success:</b> Customer Care <b>Staff Responsible for Monitoring:</b> All Campus Staff	Formative			Summative
	Dec	Feb	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

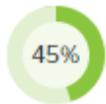
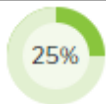




**Goal 2:** Human Resources: Intentional progress to hire and retain high-quality staff to ensure best learning.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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.  <b>Evidence that Demonstrates Success:</b> A minimum of one "teacher share" per month during staff meetings. <b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coaches Team Leaders  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide a campus mentor/support for first and second year teachers (new to Red Oak and new to Wooden).  <b>Evidence that Demonstrates Success:</b> Meeting Notes/ Agenda <b>Staff Responsible for Monitoring:</b> Campus Administrators Mentor Teachers Instructional Coaches Executive Director of Human Resources  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Apr	June
				






Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Administrators will commit to one walkthrough/observation per week. <b>Evidence that Demonstrates Success:</b> T-TESS documentation and ongoing communication with each professional staff member. <b>Staff Responsible for Monitoring:</b> Campus Administrators  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals -	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide monthly school professional development that gives teachers strategies and tools to facilitate student engagement. Professional Development days are built into the school calendar as well. <b>Evidence that Demonstrates Success:</b> Teacher use of strategies during walk-through data. Parent & Staff Newsletters <b>Staff Responsible for Monitoring:</b> Campus Administrators Librarian All Professional Staff  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> 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. <b>Evidence that Demonstrates Success:</b> Eduphoria <b>Staff Responsible for Monitoring:</b> Campus Administrators  <b>Title I:</b> 2.5	Formative			Summative
	Dec	Feb	Apr	June
				



Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Grade level teams will use Professional Learning Communities (PLC), Texas Instructional Leadership (TIL), Multi-Tiered System of Supports (MTSS), 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 HB4545/1416 interventions.  <b>Evidence that Demonstrates Success:</b> 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 MTSS and HB4545/HB1416 documentation.  <b>Staff Responsible for Monitoring:</b> Campus Administrators All Professional Staff  <b>Title I:</b> 2.4, 2.5, 2.6 -	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Conduct employee incentives/recognition for attendance, performance/employee of the month recognition.  <b>Evidence that Demonstrates Success:</b> Google form for nomination, monthly calendar for staff appreciation.  <b>Staff Responsible for Monitoring:</b> Campus Administrators Sunshine committee  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				








**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			
<b>Strategy 1:</b> Promote scholarships to paraprofessional/support staff to complete a degree in education and become certified. <b>Evidence that Demonstrates Success:</b> Number of staff members attending college/completing degree/certification. <b>Staff Responsible for Monitoring:</b> Human Resources Department Campus Administrators  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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			
<b>Strategy 1:</b> Utilize campus Title I funds to split-fund a paraprofessional to work with students. <b>Evidence that Demonstrates Success:</b> Paraprofessional will work with a variety of students. <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Create tracking system to account for type of spending monthly. <b>Evidence that Demonstrates Success:</b> Create better budgets yearly without as many budget transfers. <b>Staff Responsible for Monitoring:</b> Team Leaders Secretary Principal Finance Department	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
 No Progress  Accomplished  Continue/Modify  Discontinue				









**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			
<b>Strategy 1:</b> Preplan/Anticipate yearly spending using previous year's spending records. <b>Evidence that Demonstrates Success:</b> Skyward Financial Records <b>Staff Responsible for Monitoring:</b> Secretary Principal	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
<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			
<b>Strategy 1:</b> Monitor student attendance to attain targeted 97% campus attendance rate. <b>Evidence that Demonstrates Success:</b> Attendance Incentives and Awards <b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor Registrar Teachers  <b>Title I:</b> 2.6	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Share information about financial system through website, social media, email. etc. <b>Evidence that Demonstrates Success:</b> Documented on above resources <b>Staff Responsible for Monitoring:</b> Principal LMS	Formative			Summative
	Dec	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









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

**Performance Objective 1:** Provide facilities to accommodate current and future growth across the District.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Additional classroom space to accommodate growth at Wooden. <b>Evidence that Demonstrates Success:</b> Portable buildings <b>Staff Responsible for Monitoring:</b> Campus Administrators Assistant Superintendent of District Operations	Formative			Summative
	Dec	Feb	Apr	June
				
<div>  No Progress                          Accomplished                          Continue/Modify                          Discontinue                     </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			
<b>Strategy 1:</b> Review the campus crisis plans and ensure that various drills are conducted in accordance with city and state requirements. <b>Evidence that Demonstrates Success:</b> Drill Schedule After action reports <b>Staff Responsible for Monitoring:</b> ROISD Chief of Police Campus Administrators  <b>Title I:</b> 2.5, 2.6	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide CPI (Crisis Prevention Intervention) Training for the prevention and intervention campus based teams. <b>Evidence that Demonstrates Success:</b> Certificates and Documentation of Training uploaded in Eduphoria <b>Staff Responsible for Monitoring:</b> Campus Administrators District Trainer Director of Specialized Learning  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**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			
<b>Strategy 1:</b> Create more opportunities for clubs to reach more students outside of the school day, while maintaining building security. <b>Evidence that Demonstrates Success:</b> Student cub offerings and sign in sheets <b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coaches Counselor Teachers	Formative			Summative
	Dec	Feb	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</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 1:** Prioritize and enhance parent and teacher communications.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Communicate with parents on a regular basis through student planners, calendars, newsletters, positive phone calls, the district website and scheduled parent conferences. <b>Evidence that Demonstrates Success:</b> Skyward Campus Website District Website Positive E-mails <b>Staff Responsible for Monitoring:</b> Campus Administrators Counselors PTA All Staff  <b>Title I:</b> 4.1, 4.2	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Hold yearly parent-teacher conferences utilizing a digital sign up to allow for parents to select their own time slot. <b>Evidence that Demonstrates Success:</b> Parent conferences held <b>Staff Responsible for Monitoring:</b> Campus Administrators Classroom Teachers  <b>Title I:</b> 4.1, 4.2	Formative			Summative
	Dec	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**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.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide opportunities for parents and the community to visit, volunteer and celebrate with students and staff. <b>Evidence that Demonstrates Success:</b> 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 <b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor Team Leaders PTA All Campus Staff  <b>Title I:</b> 4.1, 4.2	Formative			Summative
	Dec	Feb	Apr	June
				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Create opportunities for families and staff to socialize and connect outside of school hours. <b>Evidence that Demonstrates Success:</b> Social Media Family Nights PTA Nights Sweetheart Dance Math/Science family night Literacy family night <b>Staff Responsible for Monitoring:</b> Campus Administrators Team Leaders Counselor  <b>Title I:</b> 2.4, 4.2		Formative			Summative
		Dec	Feb	Apr	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Andrea Swords	Literacy Specialist	Title I	.5
Donna Little	Instructional Coach	Title I	.25
Griselda Hernandez	Instructional Coach	Title I	.5
Janette Reyes	Bilingual Aide	Title I	.5
Jasmine Harrott	Instructional Coach	Title I	.5

# Campus Funding Summary

211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	iReady/ThinkUp!		\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$19,860.00
+/- Difference					\$19,860.00
Grand Total Budgeted					\$19,860.00
Grand Total Spent					\$0.00
+/- Difference					\$19,860.00