Red Oak Independent School District

Donald T. Shields Elementary

2022-2023 Campus Improvement Plan

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"

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Shields Elementary currently serves students from ECSE to 5th Grade. Shields Elementary ended the 2020-2021 school year with 543 students enrolled.
Shields Elementary School is comprised of the following ethnic distribution:
African American: 26.15%
Hispanic: 36.99%
White: 30.39%
Asian: 1.10%
American Indian: 0.18%
Pacific Islander: 0.18%
Two or More Races: 4.97%
Economically Disadvantaged: 52.03%
English Learners:9.39%
At-Risk: 38.62
Mobility Rate: 3.252%
SPED: 16.21%
Foster Care: 5.34%
Gifted/Talented: 4.42%

Demographics Strengths

Attendance rate for 2020-2021 school year (virtual/in person) is 96.44%.

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

- Red Oak ISD has a reputation for being family-oriented, and for providing high-quality educational opportunities for its students.
- The average attendance rate for 2020-2021 was at or above 96% for each marking period.
- Campus attendance incentives implemented daily, such as the "ATTENDANCE" goal with rewards for each classroom.
- iCount attendance incentives implemented every 6 weeks, such as bicycles and iPads at the end of the year.
- Students and parents speak very highly of our campus staff, programs, and opportunities offered.

Problem Statements Identifying Demographics Needs

Problem Statement 1: For the 2020-2021 school year, 5.34% (29 total) students enrolled each grading period through temporary foster care and require additional resources to be successful on campus such as support staff, mentorship, social skills, basic needs such as clothing and school supplies. **Root Cause:** A Temporary Group Foster Home serves male

students in our attendance zones as a temporary shelter while awaiting permanent foster placement.

Student Learning

Student Learning Summary

Shields Elementary is committed to providing a safe and supportive learning environment for each of our students every day of the school year. The use of data helps teachers collaborate in Professional Learning Communities (PLC) to design quality instruction based on the needs of individual students. Our goal is to know where students are performing and to provide the appropriate level of challenge to move them to their highest potential. While academic performance is a top priority, so is the assurance that we are providing a safe and respectful learning environment for our students and staff. Lessons based on best practices provide opportunities for our children to be well-rounded and focus on leading a healthy lifestyle.

End of the year data displays regression in end of year testing across the campus as a result of COVID closures, quarantines, and gaps in instruction. ESSER funding will be used on campus to provided additional instructional coaching for teachers, and will also provide district wide Phonics Resources to streamline students reading at or above grade level. District grading policy has been updated to reflect reading levels in the six week report card grades including written and verbal communication to parents each six weeks.

Shields 20-21
STAAR Data at a Glance

Grade	Math	Reading	Science/Writing
3	77 Students DNM:35% Ap: 65% (2nd) Meets: 38% (1st) Mas: 12% (2nd)	79 Students DNM: 24% Ap: 76% (2nd) Meets: 42%(1st) Mas: 16% (2nd)	n/a
4	80 Students DNM: 40% Ap: 60% (3rd) Meets: 30% (3rd) Mas: 15% (3rd)	78 Students DNM:49% Ap: 51% (5th) Meets: 24% (3rd) Mas: 9% (4th)	77 Students DNM: 53% Ap: 47%(3rd) Meets: 17% (3rd) Mas:4% (3rd)
5	84 Students DNM: 35% Ap: 65% (5th) Meets: 31% (4th-tie) Mas: 12% (5th)	82 Students DNM: 23% Ap: 77% (2nd) Meets: 39% (3rd) Mas: 23% (4th)	84 Students DNM:40% Ap: 60% (5th) Meets: 25% (5th) Mas:12%(3rd)

Shields 20-21
DRA at a Glance

Grade	Total Students	Above Level	At Level	Below Level	Year's Growth	Some Growth	No Growth
K Level 4	53	19 35%	22 41%	9 16%	n/a	51	1
1 Level 18	69	17 24%	7 10%	27 39%	36 52%	13	2
2 Level 30	71	20 28%	17 23%	34 47%	48 67%	20	2

Kinder= 76% at or above grade level (met goal 75%)

1st= 34% at or above grade level

1st= 52% made a year's worth of progress (8) (did not meet goal 75%)

2nd=51% at or above grade level

2nd= 67% made a year's worth of progress (8) (did not meet goal 75%)

Student Learning Strengths

2020-2021

Shields Elementary increased our "Meets" level performance in 3rd, 4th, and 5th grade STAAR reading; and increased our "Masters" level performance in 3rd, 4th, and 5th grade STAAR math; increased our "Approaches" level performance in 4th grade STAAR writing from 61% to 76%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Shields was identified as needing targeted assistance (white demographic area). **Root Cause:** Systems for reviewing student data and protocols for increasing student performance in the classroom to meet ESSA requirements.

Problem Statement 2: While PLC processes have focused on post-assessment data in the past, PLC processes on a campus level have not been consistent in planning for instruction and TEK alignment through TRS. **Root Cause:** Student achievement data shows the need for deeper instruction to take place for students of all academic levels.

Problem Statement 3: Students across all grades have lost a semester of foundational skills during the 2019-2020 school year, including interrupted learning patterns through quarantines and virtual learning the 2020-2021 school year. **Root Cause:** COVID-19 has caused an instructional opportunity gap with all students.

Problem Statement 4: There is a large contrast in percentages of students performing in the meets and masters ratings compared to the approaches rating, indicating a misbalance of acceleration and enrichment for average and above average students. **Root Cause:** The percentage of students at the meets and masters rating in 4th grade writing indicate a need for vertical alignment, writing across content, and critical writing to be strengthened in all grade levels. 5th grade mathematics and science scores are underperforming across the district level in approaches, meets, and masters ratings.

Problem Statement 5: 2018-2019 STAAR data indicates a disproportionality between ethnicity groups and economically disadvantaged students across all subjects in the rating categories of approaches, meets, and masters. **Root Cause:** Different backgrounds both culturally and economically have different priorities, values, and education levels. Title 1 is leveling the playing field for students of all backgrounds.

Problem Statement 6: 16% of kindergarten students performing below grade level, 39% of first grade students performing below grade level at the end of the 2020-2021 school year. **Root Cause:** First grade students suffered learning gaps through COVID closures and interferences the end of their kindergarten year through their first grade year. The kindergarten students behaviors and class sizes, along staffing concerns interfered with learning.

School Processes & Programs

School Processes & Programs Summary

Shields Elementary uses multiple resources to help provide focus for curriculum, instruction, and assessment. The TEKS Resource System's scope and sequence and curriculum based assessments were utilized as a guide to providing and promoting critical thinking and problem solving skills, communication, creativity, and collaboration. Each week, grade level PLCs met for intensive data analysis and planning sessions to review the skills that had been taught, the skills that would be coming up in the next weeks, and to map out strategies and activities for reteaching to fill in the gap.

For each content area, assessment plays a vital role in driving instruction and making decisions. Shields Elementary is committed to provide opportunities for students to interact collaboratively, with hands-on activities, performance based assessments, open-ended questions and responses, and promoting the 21st Century Skills to ensure mastery. Students are encouraged and allowed to demonstrate their learning through authentic assessments, including project-based learning, student-created products, and presentations (group and individual). We utilize TPRI, DRA2, Fountas and Pinnell Guided Reading, STEM Scopes, TEKS Resource System, and campus/district benchmarks for formal assessments in kindergarten through 2nd grade. In addition to these assessments, we also utilize STAAR released items and Fountas and Pinnell LLI Resources for grades 3 through 5. All special courses and programs such as special education, dyslexia, ELL, fine arts, and physical education promote and provide support for the standard of assessment utilized by our campus and district. Our ELL students are also assessed formally each year by the Texas English Language Proficiency Assessment System (TELPAS). All assessment data, whether formal or informal, is disaggregated, analyzed, and fine-tuned to drive instructional needs.

Grade level PLCs are held with campus administrators and instructional coach. The PLCs focus is on upcoming lessons, data review, and strategic planning. Grade levels have a daily common planning and focused intervention time. Formal planning and data meetings occur within a week after a formal assessment has been given.

Student progress is monitored through informal and formal assessments, along with focused tutorials and interventions. The RTI committee meets 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 based 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.
- 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 notebooks. The students set goals and track their progress from assessment to assessment in data folders.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: While PLC processes have focused on post-assessment data in the past, PLC processes on a campus level have not been consistent in planning for instruction and TEK alignment through TRS. **Root Cause:** Student achievement data shows the need for deeper instruction to take place for students of all academic levels.

Problem Statement 2: There is a large contrast in percentages of students performing in the meets and masters ratings compared to the approaches rating, indicating a misbalance of acceleration and enrichment for average and above average students. **Root Cause:** The percentage of students at the meets and masters rating in 4th grade writing indicate a need for

vertical alignment, writing across content, and critical writing to be strengthened in all grade levels. 5th grade mathematics and science scores are underperforming across the district level in approaches, meets, and masters ratings.

Problem Statement 3: Kindergarten behavior concerns interrupted learning, and accounted for 83% of behavior related requests for assistance from support staff in the 2020-2021 school year. **Root Cause:** Kindergarten students are often in a structured learning environment for the first time, which creates adjustment needs. Staffing concerns and COVID protocols created inconsistency for students throughout the year, resulting in behavior concerns.

Perceptions

Perceptions Summary

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

Perceptions Strengths

We have a full time police officer who helps contribute to the feeling of safety and security at school. Our attendance rate was 96.47% for the 2020-2021 school year in spite of COVID. Most Students, parents, and staff describe the culture at Shields as being warm, welcoming, and family-oriented. We have programs such as Talon tickets and Shields Showcase, that promote and encourage positive student behaviors.

Staff Leadership Strengths

• Increased teacher leadership opportunities during weekly PLC planning and monthly professional development trainings on campus.

   • Campus Leadership Team being developed with leadership retreat for campus planning and developing strong teacher leaders on campus.

Safe and Orderly Schools Strengths

• Full-time, armed Red Oak ISD PD police officer on site during the school day and at after hours events.

Student Leadership Strengths

• Implementing House System for the 2021-2022 School Year
• Implementing "The Amazing Shake" Competition for the 2021-2022 School Year
• Student Ambassadors reinstated for the 2021-2022 School Year
• Safety Patrol reinstated for the 2021-2022 School Year
• UIL Academic Competitions

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Shields Elementary would like to bridge the connection between new families and continue to find innovative ways to increase parental and community involvement at the campus **Root Cause:** As Red Oak has grown in size, families have felt disconnected with the growing school community.

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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved 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
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- 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

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

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.

High Priority

Strategy 1 Details	Reviews			
Strategy 1: All teachers; including Special Education, Literacy Strategists, Dyslexia Therapists, and administrators will implement and maintain a systematic and continual data cycle of assessing students and analyzing multiple sources of data, while identifying student groups (Title I, ESL, 504, GT, SPED) and their related performance.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Evidence that Demonstrates Success: Student success on CBAs, formative assessments, summative assessments, STAAR tests, TELPAS, DRA2, TPRI, CLI, MAP and reduction of students in Tier 2 and Tier 3 intervention groups. **Staff Responsible for Monitoring:** Administration Leadership Team All Professional Staff Members **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Literacy Strategist (50% Salary) - 211 Title I - $35,000, Extra Duty Literacy Support - 211 Title I - $10,000				

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: English Language Arts and Reading instruction is guided and supported by research-based resources approved by the district. Balanced Literacy components, including guided reading/writing, and shared reading/writing are addressed across grade levels. The major activities used to support this strategy include:	**Nov**	**Jan**	**Mar**	**June**

Strategy 2: English Language Arts and Reading instruction is guided and supported by research-based resources approved by the district. Balanced Literacy components, including guided reading/writing, and shared reading/writing are addressed across grade levels. The major activities used to support this strategy include:
DRA2, MAP, Reading/Writing Journaling, Word Wall Activities/Genre Wall, Guided Reading, Writing Stations, Targeted Professional Development

Evidence that Demonstrates Success: Student progress on ELAR CBAs, formative and summative assessments, including DRA2, STAAR tests, TELPAS, writing assessments, and TPRI.

Staff Responsible for Monitoring: Principal and Assistant Principal
Instructional Coach
ELAR Teachers (SPED included)
Dyslexia Therapist
Literacy Strategist

Title I:
2.4, 2.5, 2.6
 - **ESF Levers:**
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Funding Sources: Think it Up!, Reading A-Z, Boardworks - 211 Title I - $2,000, Poster Maker to aide instruction - 211 Title I - $4,000

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy 3: Math instruction is guided and supported by research-based resources approved by the district. The major activities used to support this strategy include: Think Up! Number Talks Daily Math Fluency Guided Math Xtra Math TEKSing Toward STAAR Education Galaxy Use of Math Manipulatives Targeted Professional Development Boardworks **Evidence that Demonstrates Success:** Student progress on math CBAs, formative and summative assessments, including STAAR, teacher-made, and district benchmark assessments **Staff Responsible for Monitoring:** Principal and Assistant Principal Instructional Coach All Math Teachers (SPED included) **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy** **Funding Sources:** Think it Up! Mentoring Minds - 211 Title I - $6,000				

Strategy 4 Details	Reviews			
Strategy 4: The campus will increase Masters level scores in Index 3 on STAAR across all tested grade levels and content areas. The major activities used to support this strategy include: Gifted/Talented/SPED Push-in, Literacy Intervention Push-in, PLC extensions, Increased Higher Level Thinking activities, Talon Time, Collaboration with ICs, GT Teacher, Librarian, Dyslexia, SPED and Literacy Strategist	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Evidence that Demonstrates Success: Pre-Assessment Data, Curriculum Based Assessments, MAP Testing, STAAR Testing Data				
Staff Responsible for Monitoring: Administration GT Teacher Literacy Strategist Librarian Instructional Coach **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
Strategy 5: Shields elementary will work to increase the academic growth in targeted areas (white demographics) through effective PLCs and planning, formative assessments, aggressive monitoring, and specialized acceleration using state compensatory education. Teachers will be trained on engagement strategies and supplied with necessary resources such as timers, engagement kits, and other tools to utilize engagement training.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Evidence that Demonstrates Success: Increase in meets and masters performance (all students)				
Staff Responsible for Monitoring: Administration Instructional Coach Literacy Support Teachers **Title I:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy** **Funding Sources:** Compensatory Education , Acceleration - 199 24 ACC ED - $5,000				

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.

High Priority

Strategy 1 Details	Reviews			
Strategy 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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
DRA2				
Literacy Strategist (50% funded with Title I funds)				
TPRI				
RtI				
Education Galaxy				
Number Talks				
Daily Math Fluency				
Guided Math				
StarFall				
MAP Data				
TEKsing toward STAAR				
Eduphoria Aware				
Benchmarks				
Curriculum Based Assessments				
TELPAS				
Think it Up!				
Science Penguin				
STAAR 2019 Data				
Evidence that Demonstrates Success: Students and staff will become more aware of their growth and will set goals for continued growth.				
Staff Responsible for Monitoring: All professional staff				
Title I: 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
Strategy 2: Plans for assisting Pre-Kindergarten students in the transition from early childhood programs. The following activities will be used to support this strategy: Implement Pre-Kindergarten Guidelines Coordinate transition plan with PreK and Kindergarten teachers in the spring for PreK students to visit kinder classrooms Coordinate with Specials Teachers to provide a tour of the gym, music room, and art room **Evidence that Demonstrates Success:** TTESS Pre-Kindergarten Report Card Teacher Feedback Frog Street Pre-Assessment CLI Assessment ESGI Assessment **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach Teachers Support Teachers **Title I:** 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Hire a kindergarten instructional aide to support student growth and support classroom instruction in order to increase the number of students reading on grade level by first grade. **Evidence that Demonstrates Success:** DRA reading levels, MOY and EOY MAP scores, TPRI MOY and EOY **Staff Responsible for Monitoring:** Administration, Kindergarten teachers, Instructional Coaches, Reading Support Teacher **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June

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: Recruit from teacher certification programs, advertisements to ensure avenues for attracting highly qualified teachers.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Evidence that Demonstrates Success: Highly Qualified Staff Report Successfully filled staff vacancies **Staff Responsible for Monitoring:** District HR Team Principal **Title I:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
Strategy 2: Provide a campus mentor/ support for first and second year teachers (new to Shields Elementary and new to Red Oak ISD)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Evidence that Demonstrates Success: Meeting Notes Mentor log **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach **Title I:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
Strategy 3: Provide opportunities for teacher leaders to present best practices and research-based strategies they are using successfully in their classrooms with the entire staff.	Formative			Summative
	Nov	Jan	Mar	June
Evidence that Demonstrates Success: Teacher-leader presentation during monthly staff meeting **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				
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 Gifted and Talented students in K-5.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Evidence that Demonstrates Success: Student products **Staff Responsible for Monitoring:** GT Specialists **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Implement a "House System" where the entire campus body is divided into four sub-units based on the four talons to facilitate healthy competition and teamwork.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Evidence that Demonstrates Success: Increased motivation in students reflected in walk throughs and student achievement. **Staff Responsible for Monitoring:** Administration, House Committee, Leadership Team **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

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 personal and professional capacities of staff members.

Strategy 1 Details	Reviews			
Strategy 1: Staff development on this campus in Reading/English Language Arts (ELAR) includes the following:	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Balanced Literacy Strategies
Education Galaxy
DRA2
TPRI
Strategies for ELL Learners
Supporting struggling learners
Debbie Dillar: Vertical Alignment
Collaborate/Plan with Instructional Coach, Reading Support, Dyslexia Therapists, and Librarian
 	
    Evidence that Demonstrates Success: Curriculum Based Assessments
    Pre-Assessments
    STAAR Testing
    T-TESS
    Staff Development Logs
 	
    Staff Responsible for Monitoring: Principal
    Assistant Principal
    Instructional Coach
    Librarian
    Reading Support, Dyslexia Therapist,
    ELAR Teachers (SPED included)
 	
    Title I:
    2.4, 2.5, 2.6
    - ESF Levers:
    Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			

Strategy 2: Staff development on this campus in Math includes the following:
Minimum 3 hours training in math content area.
Math Team Meetings
Use of manipulatives
Supporting struggling learners
Campus/District math planning/training
 	
    Evidence that Demonstrates Success: Curriculum Based Assessments
    Pre-Assessments
    STAAR Testing
    T-TESS
    Staff Development Logs
 	
    Staff Responsible for Monitoring: Principal
    Assistant Principal
    Instructional Coach
    Math Teachers (SPED included)
 	
    Title I:
    2.4, 2.5, 2.6
    - **TEA Priorities:**
    Build a foundation of reading and math
    - **ESF Levers:**
    Lever 5: Effective Instruction
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Sustained and ongoing professional development will be aligned to campus needs identified in the Comprehensive Needs Assessment For Required Staff Development Days for 2020-2021 (18 hours), the following will be required: 9 hours of Content - Principal's choice and 9 hours of teacher choice for professional staff; 6 hours para choice and 12 hours Principal's choice for instructional paraprofessionals; 18 hours for non-instructional staff	**Nov**	**Jan**	**Mar**	**June**
Evidence that Demonstrates Success: Professional Development Reports Classroom Implementation Staff Development Logs

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach
Teachers

Title I:
2.4, 2.5, 2.6
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning | | | | |

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: Staff development on this campus in Science includes the following: Science Interactive Journaling Exploration through Stem Scopes Minimum 40% science experiences, hands-on interactions for students Lead4Ward Science CAST Science Conference	**Nov**	**Jan**	**Mar**	**June**

Evidence that Demonstrates Success: Curriculum Based Assessments
Pre-Assessments
STAAR Testing
T-TESS
Staff Development Logs

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach
Science Teachers

Title I:
2.4, 2.5, 2.6
 - **ESF Levers:**
Lever 5: Effective Instruction

Funding Sources: Science Penguin - 211 Title I - $400

Strategy 5 Details	Reviews			
	Formative			Summative
Strategy 5: Staff development on this campus in Social Studies includes the following: Academic Vocabulary Thinking Maps DBQ Binders Collaboration/Planning with Instructional Coach, Literacy Strategist, Librarian, and ELAR Team Supporting struggling learners	**Nov**	**Jan**	**Mar**	**June**
Evidence that Demonstrates Success: Pre-Assessments T-TESS Staff Development Logs				
Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Social Studies Teachers				
Title I: 2.4, 2.5, 2.6 - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

Strategy 6 Details	Reviews			
Strategy 6: Integrate technology into the daily curriculum. Technology will be utilized to improve and offer varied instruction in all classrooms. The following activities will be used to support this strategy: Seesaw (K-2) Google Classroom (3-5) Professional Development on integrating technology in the classroom Collaborate with Campus/District Technology Specialists Communicate and implement Lab, COW, tablet, Mimio, projector, and document camera usage expectations	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Evidence that Demonstrates Success: Walkthroughs **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach Campus Lab Specialist District Technology Specialists Campus Technology Trainer Librarian **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 3: Demonstrates Fair, Respectful, and 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: Meet with student groups/organizations to allow the opportunity for students to provide feedback to administrators on ways to improve the campus through character guidance lessons, student council, and school ambassadors; promote 4 Talons characteristics	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Evidence that Demonstrates Success: Decreased reports of bullying, harassment, and cyber safety. Student surveys **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor Campus Police Officer **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Monitor student attendance to attain targeted 97% campus attendance rate.	**Formative**			**Summative**
Evidence that Demonstrates Success: Incentives Attendance Awards	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Assistant Principal Registrar Teachers **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
Strategy 3: Create a campus culture that understands and celebrates students of students considered economically disadvantaged on campus through staff training, and reflection.	Formative			Summative
	Nov	Jan	Mar	June
Evidence that Demonstrates Success: Reduced discipline referrals of economically disadvantaged students, increased student achievement of economically disadvantaged students, and strengthened relationships of student families as evidenced in school parent surveys.				

Staff Responsible for Monitoring: Administration, Leadership Team, Counselor, Fine Arts Teacher: Admin Intern

Title I:
2.4, 4.1
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture
Funding Sources: Ruby Payne Emotional Poverty Seminar, Staff Books for Book Study - 211 Title I - $600

Strategy 4 Details	Reviews			
Strategy 4: Family Engagement Math/Literacy Night	Formative			Summative
	Nov	Jan	Mar	June
Evidence that Demonstrates Success: Parents and students will work together with staff to complete TEKS aligned activities to bridge the home/school learning gaps. May 9th, "Movie and learning night." Campus will read short story and the movie version of the book will be played for families. Families will watch movie and do thematic learning activities with the book/movie theme.				

Staff Responsible for Monitoring: Admin, leadership team, resource teacher, classroom teachers

ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum

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

Goal 3: Demonstrates Fair, Respectful, and 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: Campus conducts appropriate bus safety, tornado, fire/evacuation and lockdown drills as required and submits appropriate documentation as required.			Formative			Summative
			Nov	Jan	Mar	June
Evidence that Demonstrates Success: Campus Safety Reports Campus Safety Plan **Staff Responsible for Monitoring:** Principal Assistant Principal Crisis Management Coordinator Campus Police Officer **Title I:** 2.6						

Strategy 2 Details			Reviews			
Strategy 2: Campus staff are trained in the safety management plan.			Formative			Summative
Evidence that Demonstrates Success: Staff Training Sign-in Sheet			Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal Assistant Principal Crisis Management Coordinator Campus Police Officer **Title I:** 2.6						

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 calendars, Title I surveys, newsletters, Class Dojo, Facebook, Twitter and lesson plans on teacher websites, positive phone calls, the district website and scheduled parent conferences. **Evidence that Demonstrates Success:** Skyward Campus Website District Website Positive E-mails **Staff Responsible for Monitoring:** Principal Assistant Principal Counselors PTA All Staff **Title I:** 4.1	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Participate in PTA-sponsored activities, Red Oak Education Foundation programs, and community activities; Title I Family Literacy and Math Nights; Title I Spring Open House; Work with area businesses to promote opportunities to support students. **Evidence that Demonstrates Success:** Campus attendance/participation Sign-in sheets **Staff Responsible for Monitoring:** Principal Assistant Principal **Title I:** 4.1, 4.2	**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 2: Provide opportunities for all Red Oak ISD students to make meaningful relationships and connections that serve communities.

Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities for students to do service projects:	**Formative**			**Summative**
Student Council	**Nov**	**Jan**	**Mar**	**June**
Ambassadors				
Safety Patrol				
Partner PE				
Flag Patrol				
Evidence that Demonstrates Success: Service projects completed during the school year.				
Staff Responsible for Monitoring: Principal				
Assistant Principal				
Counselor				
Campus Police Officer				
Title I:				
2.4, 2.5, 2.6				
- **ESF Levers:**				
Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Develop school health programs that focus on promoting	**Formative**			**Summative**
healthy lifestyle choices and physical fitness such as Jump Rope	**Nov**	**Jan**	**Mar**	**June**
for Heart, and twirling. Review recommendations by SHAC Committee.				
Evidence that Demonstrates Success: Attendance in activities				
Fitness Gram Data				
Staff Responsible for Monitoring: Principal				
PE Teacher				
School Nurse				
PTA				
Title I:				
2.4, 2.5, 2.6, 4.2				

Strategy 3 Details	Reviews			
Strategy 3: Provide multiple opportunities for activities promoting trust, participation, and positive relationships with parents and community including:	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
PTA Activities Parent Conferences Meet the Teacher Fine Arts Programs Watch DOGS Character Assemblies Shields Showcase Assemblies Title 1 Parent Nights (Family Literacy and Math Nights) **Evidence that Demonstrates Success:** Parent surveys Parent participation Sign-in sheets **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor PTA Board **Title I:** 2.4, 2.5, 2.6, 4.2				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

State Compensatory

Budget for Donald T. Shields Elementary

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 211
Brief Description of SCE Services and/or Programs

Personnel for Donald T. Shields Elementary

Name	Position	FTE
Nancy Atkins	Literacy Strategist	211

Title I Personnel

Name	Position	Program	FTE
Nancy Atkins	Literacy Strategist	50% Title 1	211