

**Red Oak Independent School District**  
**Donald T. Shields Elementary**  
**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"**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Shields Elementary currently serves students from ECSE to 5th Grade. Enrollment has stayed consistently around 560 between 2018 and 2023. Fall 2022 enrollment was 563 and fall 2023 enrollment is 587.

Shields Elementary School is comprised of the following ethnic distribution:

- African American: 29.7%
- Hispanic: 37.2%
- White: 26.7%
- American Indian: 0.2%
- Asian: 1.4%
- Pacific Islander: 0.4%
- 2 or more races: 4.5%
- Economically Disadvantaged: 62.95%
- English Learners: 9.06%
- At-Risk: 46.54%
- Mobility Rate: 13.8%
- SPED: 25.4%
- Foster Care: 1.8%
- Gifted/Talented: 5.83%
- Homeless: 1.13%
- Dyslexia: 13.75%

### Special programs are growing in the areas of:

SPED (2018 14.52% to 2023 25.4% )

Dyslexia (2018 5.38% to 2023 10.30%)

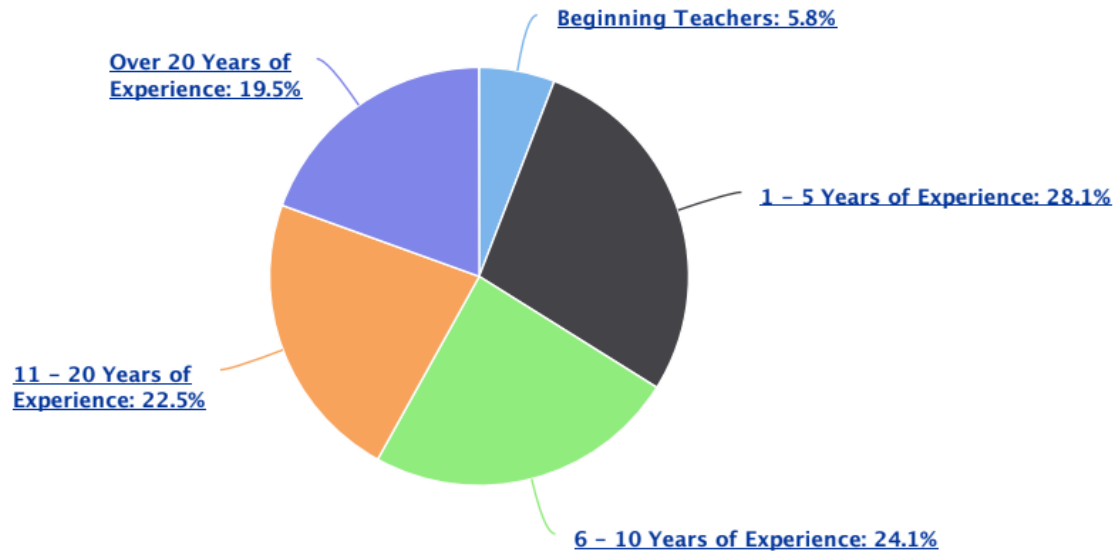
Eco Dis (2018 51.32% to 62.95%)

**Special programs are decreasing in the areas of:**

GT (2018 6.77% to 2023 5.83%)

504 (2018 8.09% to 2023 6.96%)

**Teacher FTE Percentage by Years of Experience for 2022 – 2023**



**Demographics Strengths**

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.
- Parent and staff surveys reflect positive impressions of the school and staff.
- Implementation of an effective house system and leadership program has made positive impacts instructionally and behaviorally on campus
- DTS has highest district retention rate for 2 years from 2021-2023 (80% or higher)

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** The district attendance goal of 97% has not been achieved. Average attendance percentage for the campus from 2016-2023 is 95.42% with the attendance percentage for the year 2023-2024 94.4% which is an improvement from 2022-2023. **Root Cause:** EE-1st grade attendance is significantly lower than 2nd grade and above. EE-85.48% PK-90.54% K-91.82% 1-93.15 2-94.53 3-95.65 4-95.38 5-95.24 2022-2023 Attendance during the 4th six weeks dropped significantly with a 92.2% attendance rate.

**Problem Statement 2:** The number of students receiving specialized instruction through SPED services has increased, DTS currently has 145 students identified with an IEP making up 24% of the population. This has led to 10 hours per week on average of ARD meetings, pulling administrators from campus needs, teachers from classroom instruction/planning, and disproportionate caseloads for teaching/ SPED staff. **Root Cause:** According to Education Week, "The total number of students in special education went from 3.6 million in the 1976-77 school year, to almost 7.3 million in 2021-22. These students now make up 15 percent of the K-12 student population across the country, nearly double what it was in the late 1970s."

# 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 PLC process includes strategies from Texas Instructional Leadership (TIL) including Data Driven Instruction (DDI) and formative assessments. 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.

### Campus Assessment Information

#### STAAR:

	Approaches	Meets	Masters	Summary
<b>5th Math</b>		75.81	53.88	18.29
District		80.08	55.39	20.54
State		78	49	19
<b>5th ELAR</b>		80.49	58.54	37.8
District		77.52	51.88	23.53
State		78	54	29
<b>5th Science</b>		75.81	38.59	13.41
District		65.42	27.92	8.96
State		57	28	11
<b>4th Math</b>		74.42	48.84	13.95
District		69.35	44.57	15.43
State		68	45	21
<b>4th ELAR</b>		88.21	51.72	18.09
District		82.89	48.71	18.42
State		81	51	23
<b>3rd Math</b>		67.01	38.14 (above district)	12.37 (above district)
District		68.39	37.2	9.98
State		69	41	15
<b>3rd ELAR</b>		78.35	46.39 (above district)	18.56 (above district)
District		75	45.13	18.81
State		75	49	21

### Extended Constructed Response (ECR)-Shields Above or at District, Region, State (2023)

3rd and 5th above district, state, region

4th above district average

Guided Reading Assessment (GRA)

## Shields 24-25 GRA at a Glance

Grade	Total Students	At or Above Level	Below Level
<b>K</b> Level C goal	<b>75</b>	<b>59 79%</b>	<b>16</b>
<b>1</b> Level J goal	<b>83</b>	<b>64 77%</b>	<b>19</b>
<b>2</b> Level N goal	<b>93</b>	<b>65 70%</b>	<b>28</b>
<b>3</b> Level P goal	<b>96</b>	<b>68 71%</b>	<b>28</b>

## Shields 23-24 GRA at a Glance



Grade	Total Students	At or Above Level	Below Level	Year's Growth	Some Growth
<b>K</b> Level C goal	<b>75</b>	<b>51 68%</b>	<b>24 32%</b>	<b>n/a</b>	<b>66 88%</b>



1 Level J goal	77	37 48%	40 52%	47 61%	77 100%
2 Level N goal	84	35 59%	49 41%	74 88%	84 100%
3 Level P goal	74	48 64%	26 36%	65 87%	72 97%

>80

<50

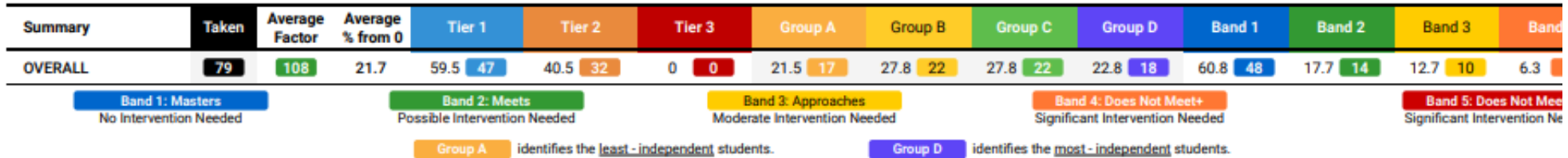
Kindergarten TPRI EOY 23-24

# TPRI Students Summary Sheet

## GKG TPRI EOY 2023-2024

SHIELDS EL

Tier, Group, and Band Summary



1st Grade TPRI EOY 23-24

# TPRI Students Summary Sheet

## G01 TPRI EOY 2023-2024

SHIELDS EL

Tier, Group, and Band Summary

Summary	Taken	Average Factor	Average % from 0	Tier 1	Tier 2	Tier 3	Group A	Group B	Group C	Group D	Band 1	Band 2	Band 3	Band 4	Band 5
OVERALL	83	129	19.9	59 49	41 34	0 0	19.3 16	25.3 21	25.3 21	30.1 25	65.1 54	14.5 12	14.5 12	6 6	0 0
				Band 1: Masters No Intervention Needed		Band 2: Meets Possible Intervention Needed		Band 3: Approaches Moderate Intervention Needed		Band 4: Does Not Meet+ Significant Intervention Needed		Band 5: Does Not Meet Significant Intervention Needed			
				Group A identifies the <u>least-independent</u> students.				Group D identifies the <u>most-independent</u> students.							

## 2nd Grade EOY TPRI 23-24

# TPRI Students Summary Sheet

## G02 TPRI EOY 2023-2024

L SHIELDS EL

### Tier, Group, and Band Summary

Summary	Taken	Average Factor	Average % from 0	Tier 1	Tier 2	Tier 3	Group A	Group B	Group C	Group D	Band 1	Band 2	Band 3	Band 4	Band 5
OVERALL	89	114	25.8	50.6 45	49.4 44	0 0	19.1 17	24.7 22	24.7 22	31.5 28	60.7 54	14.6 13	6.7 6	9 9	0 0
				Band 1: Masters No Intervention Needed		Band 2: Meets Possible Intervention Needed		Band 3: Approaches Moderate Intervention Needed		Band 4: Does Not Meet+ Significant Intervention Needed		Band 5: Does Not Meet Significant Intervention Needed			
				Group A identifies the <u>least-independent</u> students.				Group D identifies the <u>most-independent</u> students.							

### Student Learning Strengths

- 5th grade ELAR and science were significantly above district and state in all categories
- In 3rd grade, both ELAR and math were above district AND state in Approaches.
- In 4th grade, both math and ELAR were above both district and state in approaches and meets.
- TIL process implemented fully, PLC process deeper
- 77% of Kinder, 79% of 1st grade, and 76% of 2nd grade students ranking at meets or masters level on TPRI reading inventory
- GRA ([Guided Reading Levels](#)) growth of students at or above level increased in all grade levels
  - *Kinder 68% to 79%*
  - *1st 48% to 77%*
  - *2nd 59% to 70%*
  - *3rd 64% to 71%*

## **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** There is a contrast in percentages of students performing in the meets and masters ratings compared to the approaches rating, indicating an imbalance of acceleration and enrichment for average and above average students. **Root Cause:** In 5th grade, math was slightly below district and state in all categories. In 4th grade Math and ELAR they were both below district and state in masters. In Meets and Masters, both ELAR and math were below state but above district.

**Problem Statement 2:** 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 experiences. Title I is leveling the playing field for students of all backgrounds.

# 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 and implemented Texas Instructional Leadership strategies including learning standards breakdown, data analysis, formative assessment, and creating learning objectives and exit tickets. The 2024 school year brings new changes in both curriculum and scope and sequence (Texas Curriculum Management Program Cooperative).

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, GRA, Guided Reading, iReady, STEM Scopes, TCMPC, and campus/district benchmarks for formal assessments in kindergarten through 2nd grade. In addition to these assessments, we also utilize STAAR released items and Lead4ward. All special courses and programs such as special education, dyslexia, LPAC, technology lab, 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.

Student progress is monitored through informal and formal assessments, along with focused tutorials and interventions. The MTSS committee meets to provide support and academic strategies for teachers to utilize with identified students in need of academic, behavioral, or other supports.

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.
- 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 and tier 1 teaching based on this data.
- Progress is tracked for students by using Eduphoria and data notebooks.
- Student data folders are used across all grade levels, in which the students set goals and track their progress from assessment to assessment in data folders.
- Suite 360 has been implemented to provide behavior framework and intervention for all students
- Campus House system creates a sense of belonging across campus and celebrations of student success are held systematically on the campus and classroom level

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Improvements are being made at campus and district level in MTSS processes and SPED tracking programs, staff members are trained on new programs and systems to increase efficiency student support areas. **Root Cause:** New programs and systems are being introduced to increase efficiency, and staff are trained to overcome learning curves in the transition.

# 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, encourage others, and most importantly, to never give up.

## Perceptions Strengths

We have a full time police officer who helps contribute to the feeling of safety and security at school. Most students, parents, and staff describe the culture at Shields as being warm, welcoming, and family-oriented. We have programs such as Talon tickets, house assemblies, six week and end of year awards, and many engaging experiences that promote and encourage positive student behaviors.

Our campus PTA is active and continually growing and providing opportunities for families and students. Campus volunteers serve on campus daily, and the WATCH DOG program is bringing special attention to getting dads on campus.

## 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.
- Staff committees utilized to create and cultivate special opportunities for students

## 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.
- Campus holds monthly safety drills using the RAPTOR technology system

## Student Leadership Strengths

- House system implemented in the 2021-2022 school year
- "The Amazing Shake" Competition implemented in the 2022-2023 School Year
- Safety Patrol reinstated for the 2021-2022 School Year
- UIL Academic Competitions
- Hawk Helpers implemented during the 2023-2024 school year
- ROHS students volunteer on campus through pre-teacher program
- ROHS students from various teams and clubs volunteer at campus events and morning arrival

## 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, we are intentional in welcoming new families and sharing information through daily communication folders, grade level newsletters, campus newsletters, and positive communication.

# Priority Problem Statements

**Problem Statement 1:** The district attendance goal of 97% has not been achieved. Average attendance percentage for the campus from 2016-2023 is 95.42% with the attendance percentage for the year 2023-2024 94.4% which is an improvement from 2022-2023.

**Root Cause 1:** EE-1st grade attendance is significantly lower than 2nd grade and above. EE-85.48% PK-90.54% K-91.82% 1-93.15 2-94.53 3-95.65 4-95.38 5-95.24 2022-2023 Attendance during the 4th six weeks dropped significantly with a 92.2% attendance rate.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** There is a contrast in percentages of students performing in the meets and masters ratings compared to the approaches rating, indicating an imbalance of acceleration and enrichment for average and above average students.

**Root Cause 2:** In 5th grade, math was slightly below district and state in all categories. In 4th grade Math and ELAR they were both below district and state in masters. In Meets and Masters, both ELAR and math were below state but above district.

**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
- 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
- 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:** 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.

**High Priority**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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.</p> <p><b>Evidence that Demonstrates Success:</b> Student success on CBAs, formative assessments, summative assessments, STAAR tests, TELPAS, DRA2, TPRI, CLI, MAP and reduction of students in Tier II and Tier III intervention groups.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Leadership Team All Professional Staff</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Literacy Specialist (50% Salary) - 211 Title I - \$35,000, Extra Duty Literacy Support - 211 Title I - \$10,000</p>	Formative			Summative
	Dec	Feb	Apr	June


Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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: GRA, MAP, Reading/Writing Journaling, Word Wall Activities/Genre Wall, Guided Reading, Writing Stations, Targeted Professional Development, Think Up! (i ready), Saxon Phonics, word mapping resources, Literacy Footprints (shared reading), Boardworks, and Pearson My View.</p> <p>In addition, reading enrichment opportunities will be implemented on campus to increase a love of reading in students through Battle of the Books, Author visits, and Book vending machine.</p> <p><b>Evidence that Demonstrates Success:</b> Student progress on ELAR CBAs, formative and summative assessments, including GRA, STAAR tests, TELPAS, writing assessments, and TPRI.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coach ELAR Teachers (SPED included) Dyslexia Therapist Literacy Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 <b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Think it Up!, Reading A-Z, Boardworks, Saxon, Literacy Footprints, Progress Learning - 211 Title I - \$2,000</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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! (iReady)            Number Talks            Reflex: Daily Math Fluency            Guided Math            Xtra Math            Progress Learning            Use of Math Manipulatives            Targeted Professional Development            Boardworks</p> <p><b>Evidence that Demonstrates Success:</b> Student progress on math CBAs, formative and summative assessments, including STAAR, teacher-made, and district benchmark assessments</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators            Instructional Coach            All Math Teachers (SPED included)</p> <p><b>Title I:</b>            2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b>            Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> The campus will increase Masters level scores in Index 3 on STAAR across all tested grade levels and content areas.</p> <p>The major activities used to support this strategy include:            DDI, TIL, and LAFA processes during weekly PLCS, Gifted/Talented/SPED Push-in, Literacy Intervention, PLC extensions, Increased Higher Level Thinking activities, Talon Time, Collaboration with ICs, GT Teacher, Librarian, Dyslexia, SPED and Reading Support, contract interventionists, and data driven Talon Time (intervention/acceleration) planning each six weeks.</p> <p><b>Evidence that Demonstrates Success:</b> Pre-Assessment Data, Curriculum Based Assessments, MAP Testing, STAAR Testing Data</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators            Instructional Coach            Content Teachers            GT Teacher            Dyslexia Therapist            Librarian            SPED teachers</p> <p><b>Title I:</b>            2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b>            Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Shields elementary will work to increase the academic growth in targeted sub-populations 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.</p> <p><b>Evidence that Demonstrates Success:</b> Increase in meets and masters performance (all students)</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Content Teachers Instructional Coaches Literacy Specialist Contracted Interventionists</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Compensatory Education , Acceleration - 199 24 ACC ED - \$5,000</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> School wide communication folders will be implemented 23-24 school year and continued in 2023-2024 to provide frequent feedback to parents, academic resources to families, and information to connect families to school communities such as district yearly calendar and school monthly calendar with academic testing, assessment windows, engagement nights/activities, and campus events/programs.</p> <p>Grade 2-5 will include math grow journals with parent/student resources and activities to support learning in each math unit of instruction. Needs, composition books.</p> <p>Starting in the 2024-2025 school year, all students across every grade level will have a data folder and the teacher and students will have part in setting data goals and progress tracking. The instructional coaches supplied teachers with assessment trackers and goal setting templates to include in data tracking folders.</p> <p><b>Evidence that Demonstrates Success:</b> Teachers will send campus communication folders home daily.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Classroom Teachers Team Leads</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	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 2:** Equip students to be well-rounded with interpersonal skills to manage day-to-day challenges.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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, Hawk helpers, Amazing Shake, House System; promote 4 Talons characteristics</p> <p><b>Evidence that Demonstrates Success:</b> Discipline Reports Decreased reports of bullying, harassment, and cyber safety. Student/parent surveys</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor Campus Police Officer Campus staff Hawk Helper committee members</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 <b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide opportunities for students to do service projects:            Safety Patrol            Hawk Helpers            Partner PE            Flag Patrol            Shields Houses            GT</p> <p><b>Evidence that Demonstrates Success:</b> Service projects completed during the school year.  <b>Staff Responsible for Monitoring:</b> Campus Administrators            Counselor            Campus Police Officer            Campus Staff</p> <p><b>Title I:</b>            2.4, 2.5, 2.6  <b>- ESF Levers:</b>            Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Develop school health programs that focus on promoting healthy lifestyle choices and physical fitness such as Jump Rope for Heart or Boosterthon. The campus will review recommendations by SHAC Committee. The school nurse facilitates student instruction on healthy habits such as hand washing.</p> <p><b>Evidence that Demonstrates Success:</b> Attendance in activities            Fitness Gram Data</p> <p><b>Staff Responsible for Monitoring:</b> Principal            PE Teacher            School Nurse            PTA</p> <p><b>Title I:</b>            2.4, 2.5, 2.6, 4.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Increase curiosity, research techniques, and love for learning by participating in the Texas Performance Standards Projects or like curriculum for Gifted and Talented students in K-5. Build a community for GT students through activities, service projects, and field trips.</p> <p><b>Evidence that Demonstrates Success:</b> End of year projects, presentations, and artifacts</p> <p><b>Staff Responsible for Monitoring:</b> GT Teacher            Classroom Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> 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.</p> <p><b>Evidence that Demonstrates Success:</b> Increased motivation in students reflected in walk throughs and student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators House Committee Leadership Team</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Create a campus culture that understands and celebrates students of students considered economically disadvantaged on campus through staff training, and reflection. Implement the house system to create sense of belonging on campus for ALL students.</p> <p><b>Evidence that Demonstrates Success:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Leadership Team Counselor Campus Staff</p> <p><b>Title I:</b> 2.4, 4.1</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





**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.

**High Priority**





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</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) and in Content Area Vertical Alignment Teams.</p> <p>GRA                      Literacy Specialist (50% funded with Title I funds)                      TPRI                      MTSS                      Number Talks                      Daily Math Fluency                      Guided Math                      StarFall                      iReady                      Eduphoria Aware                      Benchmarks                      Curriculum Based Assessments                      TELPAS                      Think it Up!                      Science Penguin                      Previous STAAR data                      Heggerty                      Lowman</p> <p><b>Evidence that Demonstrates Success:</b> Students and staff will become 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</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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</p> <p><b>Evidence that Demonstrates Success:</b> TTESS            Pre-Kindergarten Report Card            Teacher Feedback            Frog Street Pre-Assessment            CLI Assessment            ESGI Assessment</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators            Instructional Coaches            Teachers            Specials Teachers</p> <p><b>Title I:</b>            2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June

 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			
<p><b>Strategy 1:</b> Provide a campus mentor/ support for first and second year teachers (new to Shields Elementary and new to Red Oak ISD)</p> <p><b>Evidence that Demonstrates Success:</b> Meeting Notes Mentor log</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coaches</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide opportunities for teacher leaders to present best practices and research-based strategies they are using successfully in their classrooms with the entire staff. Teacher leaders will attend specialized staff development sessions to share best practices with campus including Ron Clark Academy, Get Your Teach on, and TEPSA.</p> <p><b>Evidence that Demonstrates Success:</b> Teacher-leader presentation during monthly staff meeting</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coaches</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  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			
<p><b>Strategy 1:</b> Staff development on this campus in Reading/English Language Arts (ELAR) includes the following:                      Lead4ward Rocking Review                      Literacy Footprints                      Saxon Phonics                      GRA                      TPRI                      Strategies for EB Learners, Ellevation                      Supporting struggling learners                      Collaborate/Plan with Instructional Coach, Reading Support, Dyslexia Therapists, and Librarian                      Gretchen Bernabei (RACE writing strategy)                      Jeff Anderson (writing strategy)                      WINK: ELAR comprehension question strategy used campus wide                      Region 10 training and conferences</p> <p><b>Evidence that Demonstrates Success:</b> Curriculum Based Assessments                      Pre-Assessments                      STAAR Testing                      T-TESS                      Staff Development Sign in Sheets</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators                      Instructional Coach                      Librarian                      Literacy Specialist                      Dyslexia Therapist                      ELAR Teachers (SPED included)</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6                      - <b>ESF Levers:</b>                      Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Staff development on this campus in Math includes the following:  Lead4ward Rocking Review  Professional development in math content area  Math Team Meetings  Use of manipulatives  Supporting struggling learners  Campus/District math planning/training</p> <p><b>Evidence that Demonstrates Success:</b> Curriculum Based Assessments  Pre-Assessments  STAAR Testing  T-TESS  Staff Development Logs  MAP testing</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators  Instructional Coach  Math Teachers (SPED included)</p> <p><b>Title I:</b>  2.4, 2.5, 2.6  - <b>TEA Priorities:</b>  Build a foundation of reading and math  - <b>ESF Levers:</b>  Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Sustained and ongoing professional development will be aligned to campus needs identified in the Comprehensive Needs including summer staff development such as Get Your Teach On, Region 10 trainings, Educator Summit.</p> <p>Professional and para-professional staff participate in summer staff development through ROISD's exchange day program summer of 2024.</p> <p>6 Hour GT update required annually along with all classroom teachers to acquire GT certification.</p> <p><b>Evidence that Demonstrates Success:</b> Professional Development Reports Classroom Implementation Staff Development Logs</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coaches Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Dec	Feb	Apr	June
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



Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Staff development on this campus in Science includes the following:            Science Interactive Journaling            Exploration through Stem Scopes            HMH science curriculum implemented district wide in 2024            Minimum 1-2 science experiences, hands-on interactions for students weekly            Lead4Ward Science and Rocking Review            CAST Science Conference            Science Penguin</p> <p><b>Evidence that Demonstrates Success:</b> Curriculum Based Assessments            Pre-Assessments            STAAR Testing            T-TESS            Staff Development Logs</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators            Instructional Coach            Science Teachers</p> <p><b>Title I:</b>            2.4, 2.5, 2.6  <b>- ESF Levers:</b>            Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Science Penguin - 211 Title I - \$400</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Staff development on this campus in Social Studies includes the following:            Academic Vocabulary            Collaboration/Planning with Instructional Coach, Literacy Strategist, Librarian, and ELAR Team            Supporting struggling learners            Social Studies weekly (paper and online)            Graphic organizers</p> <p><b>Evidence that Demonstrates Success:</b> Pre-Assessments            T-TESS            Staff Development Logs            lesson plans</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators            Instructional Coach            Social Studies Teachers</p> <p><b>Title I:</b>            2.4, 2.5, 2.6  <b>- ESF Levers:</b>            Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> 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:</p> <p>Seesaw (K-2)  Canvas (3-5)  Professional Development on integrating technology in the classroom  Collaborate with Campus/District Technology Specialists  Communicate and implement Lab, COW, tablet, projector, and document camera usage expectations  Xtra Math  Typing.com  Brain Pop  Starfall  SORA  Epic  Pebble Go  Ebsco search (Gale and Britannica)  National Geographic Kids  Reflex Math  New Tech Apps Curriculum</p> <p><b>Evidence that Demonstrates Success:</b> Walkthroughs  Lesson Plans  Computer lab  Student work samples</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators  Instructional Coaches  Campus Lab Specialist  District Technology Specialists  Campus Technology Trainer  Librarian</p> <p><b>Title I:</b>  2.4, 2.5, 2.6  - <b>ESF Levers:</b>  Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </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			
<p><b>Strategy 1:</b> Recruit from teacher certification programs, advertisements to ensure avenues for attracting highly qualified teachers.</p> <p><b>Evidence that Demonstrates Success:</b> Highly Qualified Staff Report Successfully filled staff vacancies</p> <p><b>Staff Responsible for Monitoring:</b> HR Department Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  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			
<p><b>Strategy 1:</b> Utilize campus Title I funds to support tutoring for grades K-5 and other specified resources related to the area of math, reading, and science.</p> <p><b>Evidence that Demonstrates Success:</b> Focus on Reading, Math, and Science                      Student Sign-up Sheets                      Tutorial Letters                      Goal Setting                      Parent informational letters</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators                      Instructional Coaches                      Teachers</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June

 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> Monitor the usage of funds and anticipated yearly spending using prior record for analysis. <b>Evidence that Demonstrates Success:</b> Skyward Financial Records <b>Staff Responsible for Monitoring:</b> Secretary Principal	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  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			
<p><b>Strategy 1:</b> Monitor student attendance to attain targeted 97% campus attendance rate. Monitor student attendance to attain targeted 97% campus attendance rate and provide engaging academic experiences to incentivize perfect attendance and excellent attendance (1 absence/tardy per grading period)</p> <p><b>Evidence that Demonstrates Success:</b> Incentives Attendance Awards Classroom celebrations</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Registrar Teachers/staff</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**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> Review and analyze student programs and facility needs <b>Evidence that Demonstrates Success:</b> Full utilization of available facilities <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  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			
<p><b>Strategy 1:</b> Campus conducts appropriate bus safety, tornado, fire/evacuation and lockdown drills as required and submits appropriate documentation as required.</p> <p><b>Evidence that Demonstrates Success:</b> Campus Safety Reports Campus Safety Plan RAPTOR reporting</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Crisis Management Coordinator Campus Police Officer</p> <p><b>Title I:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campus staff are trained in the safety management plan.</p> <p><b>Evidence that Demonstrates Success:</b> Staff Training Sign-in Sheet RAPTOR reporting</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Crisis Management Coordinator Campus Police Officer</p> <p><b>Title I:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  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			
<p><b>Strategy 1:</b> We will ensure our facilities meet at least minimum standards for all programs in order for students to be successful.</p> <p><b>Evidence that Demonstrates Success:</b> Janitors Maintenance and Upkeep</p> <p><b>Staff Responsible for Monitoring:</b> Secretary Assistant Principal Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  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			
<p><b>Strategy 1:</b> Communicate with parents on a regular basis through calendars, Title I surveys, newsletters, Class Dojo, Facebook, teacher websites, positive phone calls, the district website and scheduled parent conferences.</p> <p><b>Evidence that Demonstrates Success:</b> Skyward Campus Website District Website Positive E-mails</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Counselors PTA All Staff</p> <p><b>Title I:</b> 4.1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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. Invite community members to support various programs such as Amazing Shake, House assemblies, fire department for fire safety week, etc.</p> <p><b>Evidence that Demonstrates Success:</b> Campus attendance/participation Sign-in sheets</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Instructional Coach</p> <p><b>Title I:</b> 4.1, 4.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  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 2:** Provide opportunities to foster positive relationships between students, parents, schools and staff, and the community.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide multiple opportunities for activities promoting trust, participation, and positive relationships with parents and community including:</p> <ul style="list-style-type: none"> <li>PTA Activities</li> <li>Parent Conferences</li> <li>Meet the Teacher</li> <li>Fine Arts Programs</li> <li>Watch DOGS</li> <li>House Program (family sorting night)</li> <li>Title 1 Parent Nights (Family Literacy and Math Nights)</li> <li>Districtwide Coffee with the Superintendent</li> <li>Social Media communications</li> </ul> <p><b>Evidence that Demonstrates Success:</b> Parent surveys Parent participation Sign-in sheets</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Counselor PTA Board Campus Staff</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.2</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Family Engagement Math/Literacy Night</p> <p><b>Evidence that Demonstrates Success:</b> Parents and students will work together with staff to complete TEKS aligned activities to bridge the home/school learning gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Leadership Team, Resource Teacher Classroom Teachers</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June

 No Progress

 Accomplished

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# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Nancy Atkins	Literacy Specilaist	Title I	.5
Sara Stewart Brown	Instructional Coach	Title I	.5
Tiffany Munoz	Instructional Coach	Title I	.5

# Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Parent	Alissa Gonsoulin	Parent
Non-classroom Professional	Kelsie Reeves	Nurse
Classroom Teacher	Dorthea Herndon	PE/Crisis team lead
Non-classroom Professional	Melanie Dixon	Librarian
Parent	Dayna White	Parent
Classroom Teacher	Rebekah Santos	4th Grade Teacher
Classroom Teacher	Sonya Rivera	3rd Grade Teacher/New Teacher Mentor
Classroom Teacher	Cindy Graber	3rd Grade Teacher
Classroom Teacher	Kristen Simpson	2nd Grade Teacher
Parent	Justin Tucker	Parent
District-level Professional	Melody Hawkins	Student and Family Services
Non-classroom Professional	Tyler Tucker	Counselor
Classroom Teacher	Emily Bravenec	1st grade teacher/new teacher mentor
Administrator	Amanda Simone	Assistant Principal
Business Representative	Alan Baker	Business Representative
Administrator	Allyson Bell	Principal
Parent	Tiffany Munoz	ELAR IC
Classroom Teacher	Jana Franco	SPED Teacher
District-level Professional	Melody Hawkins	Student Services
Classroom Teacher	Rileigh Lewis	1st Grade Teacher
Classroom Teacher	Sara Stewart	Math Instructional Coach
Non-classroom Professional	Mendi Scott	GT Teacher
Business Representative	Mandey Pandey	Community Member