Red Oak Independent School District

Eastridge Elementary School

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

Eastridge Elementary currently serves students from Pre -Kindergarten to 5th Grade. Eastridge Elementary ended the 2021-2022 school year with 500 students enrolled. Eastridge Elementary School is comprised of the following Ethnic Distribution:

African American: 13.3%

Hispanic: 45.7%

White: 37.5%

American Indian: 0.2%

Asian: 0.5 %

Two or More Races: 2.8 %

Economically Disadvantaged: 57.1%

English Learners: 8.7%

At-Risk: 39/07%

Mobility Rate: ??

Teachers Years of Experience

50% of the teaching staff has 0-5 years of experience

10.4% of the teaching staff has 6-10 years of experience

26.1 of the teaching staff has 11-20 years of experience

13.1% of the teaching staff has over 20 years of experience

Demographics Strengths

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

- Red Oak ISD has a reputation for being family-oriented, and for providing high-quality educational opportunities for its students.
- Campus attendance incentives implemented daily, such as the "ATTENDANCE" goal with rewards for each classroom.
- Students and parents speak very highly of our campus staff, programs, and opportunities offered.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Eastridge Elementary serves a diverse populations of students with the following ethnicities making up the majority of our student population. We are consistently working to meet the needs of our diverse population. African American: 14% Hispanic: 47 % White: 36 % **Root Cause:** The city of Red Oak has experienced growth and changing diversity over the past year.

Student Learning

Student Learning Summary

2021-2022 STAAR Data:

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		86	**B**
Student Achievement		80	**B**
STAAR Performance	53	80	
College, Career and Military Readiness			
Graduation Rate			
School Progress		90	**A**
Academic Growth	82	90	**A**
Relative Performance (Eco Dis: 57.1%)	53	83	**B**
Closing the Gaps	81	78	**C**

Eastridge Elementary earned 2 distinctions: Distinction Designation in Science & Postsecondary Readiness.

2020-2021 Data : Eastridge Elementary earned an 85 out of 100 in Student Achievement, 86 out of 100 in School Progress and 96 out of 100 in Closing the Gaps on the 2019 State Accountability Ratings. Eastridge Elementary earned an overall rating of 89% which equals a B.

Eastridge Elementary earned 5 distinctions: Academic Achievement in Math, Academic Achievement in ELAR, Top 25% in Comparative Academic Growth, Post Secondary Readiness, and Top 25% in Closing the Gaps.

2021-2022 - STAAR data provides a baseline to grow and strenghten the gaps.

Eastridge Elementary is committed to providing a safe and supportive learning environment for each of our students every day of the school year. The use of data helps teachers collaborate in Professional Learning Communities (PLC) to design quality instruction based on the needs of individual students. Our goal is to know where students are performing and to provide the appropriate level of challenge to move them to their highest potential. While academic performance is a top priority, so is the assurance that we are providing a safe and respectful learning environment for our students and staff. Lessons based on the Graduate Profile (4 Talons) provide opportunities to allow 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.

2019 STAAR Approaches GL Percentages:

3rd grade....Reading 73%, Math 77%

4th grade...Reading 60% , Math 75%

5th grade...Reading 73% , Math 96% , Science 70%

2019 STAAR Meets GL Percentages:

3rd grade...Reading 38%, Math 33%

4th grade.... Reading 20%, Math 54%

5th grade.... Reading 45%, Math 66%, Science 36%

2019 STAAR Mastered GL Percentages:

3rd grade.... Reading 15%, Math 6%

4th grade....Reading 15%, Math 41%,

5th grade....Reading 26 %, Math 31%, Science 7%

Attendance rate for 2020-2021   - Approximately 97%

Student Learning Strengths

* 3rd , 4th 5th Reading (Meets & Masters) - almost to 30/60 mark of goal for meets and masters

* 4th & 5th Grade Math (Meets & Masters)

* 5th Science

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students in grades 1 and 2 have lost a semester of foundational skills. **Root Cause:** COVID 19 - has caused an instructional opportunity gap.

Problem Statement 2: Reading STAAR scores in the meets range for white students are below the state expectation for the past 3 years. **Root Cause:** Creating an awareness with staff that the state has established different targets for different subpopulations in the accountability system.

Problem Statement 3: Reading difficulties and below reading levels are observed in all grade levels. **Root Cause:** COVID - 19 has caused an instructional opportunity gap.

School Processes & Programs

School Processes & Programs Summary

Eastridge Elementary uses multiple resources to help provide focus for curriculum, instruction, and assessment. The TEKS Resource System's scope and sequence and curriculum based assessments were utilized as a guide to providing and promoting critical thinking and problem solving skills, communication, creativity, and collaboration. Each week, grade level PLCs meet for intensive data analysis 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. Eastridge Elementary is committed to providing opportunities for students to interact collaboratively, with hands-on activities, performance based assessments, open-ended questions and responses, and promoting the 21st Century Skills to ensure mastery. Students are encouraged and allowed to demonstrate their learning through authentic assessments, including project-based learning, student-created products, and presentations (group and individual). We utilize TPRI, DRA2, Fountas and Pinnell Guided Reading, STEM Scopes, TEKS Resource System, NWEA MAP math test for students in K-5, NWEA MAP reading test for grades 3-5, and campus/district benchmarks and curriculum based assessments 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 weekly with campus administrators and both instructional coaches (Math focus & Reading Focus). 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 regularly & routinely to provide support and academic strategies for teachers to utilize with identified students.

All staff, professional and para-professional, have many opportunities throughout the school year and summer, to attend professional development sessions, on and off campus, to enhance the teaching and learning environment for our students, and addressing the needs of our campus as identified in the plan.

School Processes & Programs Strengths

- Staff will also utilize common formative assessments (campus-based) to track student growth and progress.
- Every week, teachers hold a PLC meeting to discuss the data as a group, and develop a plan for intervention based on this data.
- Progress is tracked for students by using Eduphoria and data folders. The students set goals and track their progress from assessment to assessment in data folders.
- Instructional Coaches with a designed focus of reading and math will be utilized to provide resources and guidance to strengthen learning in the classroom.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The attendance rate indicates that we need to promote the benefits of attendance and healthy habits campus wide. **Root Cause:** Attendance rate has declined due to COVID-19 quarantine protocols.

Problem Statement 2: Utilizing our PLC process to for purposeful, intentional planning time where the focus is student growth & alignment with TRS. **Root Cause:** Student achievement data shows the need for deeper instruction to take place for students of all academic levels.

Problem Statement 3: Students having foundational learning gaps - we must ensure intentional intervention groups to help fill the gaps and provide enrichment. **Root Cause:** Due to COVID-19 pandemic and lack of access to in-person learning.

Perceptions

Perceptions Summary

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

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

Safe and Orderly Schools Summary

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

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Eastridge Elementary would like to bridge the connection between new families and continue to find innovative ways to increase parental and community involvement at the campus. Finding creative outlets to allow parent involvement from a distance. **Root Cause:** Parents not being allowed to be on campus the last 2 years due to COVID.

Problem Statement 2: Students attending school for the first time ever or in a number of months acclimating back into the school setting and the social / emotional impact it has caused. **Root Cause:** Students being virtual last school year.

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
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

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

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

Strategy 1 Details	Reviews			
Strategy 1: Teams will meet in Professional Learning Communities weekly for appropriate staff to understand the use of teaching methodologies that: identify, interpret, analyze, foster and encourage different types of thinking in students, identify learning needs and utilize rubrics for assessment. Texas Instructional Leadership process will be utilized to develop the framework of 3 of the 6 PLC meetings. **Evidence that Demonstrates Success:** Agendas TIL Weekly Tracking document Lesson Plans **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach **Title I:** 2.4, 2.5, 2.6	**Formative**			**Summative**
	Nov	Jan	Mar	June
	35%			
Strategy 2 Details	Reviews			
Strategy 2: The Gifted and Talented program is a pull out program serving all students who meet the district criteria for GT. GT teachers will work with classroom teachers to increase the identification of gifted students. Through year GT testing will be included this year to help identify more frequently. **Evidence that Demonstrates Success:** Number of GT students identified will increase. **Staff Responsible for Monitoring:** GT teacher **Title I:** 2.4, 2.5 **Funding Sources:** supplies - 199 PIC 21 GT - $1,500	**Formative**			**Summative**
	Nov	Jan	Mar	June
	50%			

Strategy 3 Details	Reviews			
Strategy 3: Staff will develop plans for enrichment to increase masters level scores & maintain meets level in grades 3-5 to address the student achievement domain, school progress domain, and the closing the gaps domain.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Evidence that Demonstrates Success: Increased masters & meets level scores on curriculum based assessments and STAAR. **Staff Responsible for Monitoring:** Teachers Instructional Coach GT teacher Principal Assistant Principal **Funding Sources:** iReady - 211 Title I - $12,000, Tutoring and Enrichment supplies - 199 24 ACC ED - $7,000	40%			

Strategy 4 Details	Reviews			
Strategy 4: The percent of 3rd grade students that score MEETS grade level or above on STAAR Reading will increase from 36% to 50% by June 2024. If obtained will maintain the 50% meets level each year. Staff will have PLCs using data from district created assessments to create plans for intervention and enrichment during Talon Time.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Evidence that Demonstrates Success: CBA data Benchmark data STAAR data **Staff Responsible for Monitoring:** Classroom Teachers Principal Assistant Principal Instructional Coach **Title I:** 2.4	60%			

Strategy 5 Details	Reviews			
	Formative			**Summative**
Strategy 5: The percent of 3rd grade students that score MEETS grade level or above on STAAR Math will increase from 57% to 60% by June 2024. Staff will have PLCs using data from district created assessments to create plans for intervention and enrichment during Talon Time.	**Nov**	**Jan**	**Mar**	**June**
Evidence that Demonstrates Success: CBA data Benchmark data STAAR data **Staff Responsible for Monitoring:** Classroom Teachers Instructional Coach Principal Assistant Principal **Title I:** 2.6	40%			

Strategy 6 Details	Reviews			
	Formative			**Summative**
Strategy 6: Utilize a reading interventionist to work with students in 1st - 5th grade to provide targeted intervention fluidly throughout the year.	**Nov**	**Jan**	**Mar**	**June**
Evidence that Demonstrates Success: cba data, benchmark data, STAAR data, reading level data **Staff Responsible for Monitoring:** Principal Assistant Principal **Title I:** 2.6	50%			

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Campus staff will be trained throughout the year in using data to drive instructional decisions. Staff will participate in focused Professional Learning Communities (PLCs). Areas of focus for 2022-23 will be: utilizing TIL process for unpacking TEKS; planning for instruction and assessment with the new item types, Literacy Stations, GRA TPRI, LLI, Guided Math, Eduphoria Aware, Benchmarks, Curriculum Based Assessments, TELPAS, STAAR 2021 Data, and utilizing the Instructional Coaches (Reading & Math).	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Evidence that Demonstrates Success: Curriculum Based Assessments Pre-Assessments Training agendas/Sign in Sheets Staff Development Reports Running Records STAAR Data TELPAS Data DRA data TPRI data Student Data folders **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach Librarian Team Leaders Classroom Teachers **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Literacy library resources - 199 PIC 11 Reg Ed - $1,000	50%			

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. Circle Inventory	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Evidence that Demonstrates Success: TTESS Pre-Kindergarten Report Card Teacher Feedback FrogStreet Pre-Assessment CLI data **Staff Responsible for Monitoring:** Principal Instructional Coach Teachers Support Teachers **Title I:** 2.4, 2.5, 2.6	30%			

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

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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: Provide a campus mentor/ support for first and second year teachers		**Formative**			**Summative**
Evidence that Demonstrates Success: Meeting Notes **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach **Title I:** 2.4, 2.5, 2.6		Nov	Jan	Mar	June
		100%	100%	100%	
Strategy 2 Details		Reviews			
Strategy 2: Instructional support in planning and delivering instruction is provided by the Instructional Coaches (Math & Reading).		**Formative**			**Summative**
Evidence that Demonstrates Success: Lesson plans **Staff Responsible for Monitoring:** Principal Instructional Coaches **Title I:** 2.4, 2.5, 2.6		Nov	Jan	Mar	June
		100%	100%	100%	

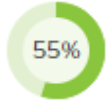|			
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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: Provide opportunities for students to participate in extracurricular activities such as: Student Council, Safety Patrol, Rubik's cube, Broadcasting crew and Coding Club.		**Formative**			**Summative**
Evidence that Demonstrates Success: Participation in programs		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Assistant, Counselor& Professional Staff **Title I:** 2.5		50%			

Strategy 2 Details		Reviews			
Strategy 2: Participate in the Texas Performance Standards Projects or like curriculum for identified Gifted and Talented students in K-5		**Formative**			**Summative**
Evidence that Demonstrates Success: Lesson Plans		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: GT Teachers **Title I:** 2.5, 2.6		50%			

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

Goal 2: Seek Opportunities and Challenges of Learning: Promote and support an environment that inspires high levels of student growth, resilience, integrity, and tenacity.
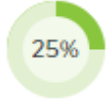
Performance Objective 2: Design and implement professional learning opportunities that grow the personal and professional capacities of staff members.

Strategy 1 Details	Reviews			
Strategy 1: Staff development on this campus in Math includes the following: Guided Math Use of manipulatives Supporting struggling learners Horizontal team meetings across the district and/or area Vertical team meetings Math Fact Fluency- Reflex Interpreting MAP data iReady Digital Assessment tool Lead4ward **Evidence that Demonstrates Success:** Curriculum Based Assessments, Benchmarks, Interims, STAAR Testing TTESS Staff Development Reports , Reflex Math, PLC- TIL **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach Math Vertical Alignment Team Curriculum Dept. **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** - 199 PIC 11 Reg Ed - $600	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	40%			

Strategy 2 Details	Reviews			
Strategy 2: Minimum 40% science experiences, hands-on interactions for students. Horizontal team planning across the campus and district. CAST conference. **Evidence that Demonstrates Success:** Curriculum Based Assessments, Benchmarks STAAR Testing Staff Development Reports, TTAP **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach Science Vertical Alignment Team **Title I:** 2.4, 2.5, 2.6	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	55%			

Strategy 3 Details	Reviews			
Strategy 3: Staff development on this campus in Reading Language Arts (RLA) includes the following:	Formative			Summative
	Nov	Jan	Mar	June

Strategies for ELL Learners
Supporting struggling learners
Collaborate/Plan with Instructional Coach and reading interventionist.
Lead4ward
  Guided Reading
  Literacy Stations
GRA
TPRI
 	
Evidence that Demonstrates Success: Curriculum Based Assessments Benchmarks STAAR Testing Staff Development Report
 	
Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Reading Vertical Alignment Team Literacy Strategist
 	
Title I:
2.4, 2.5, 2.6
Funding Sources: Literacy station materials - 199 PIC 11 Reg Ed - $2,000
	50%			

	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: The counselor gives lessons on character throughout the year. Lessons include: Healthy Choices and Growth Mindset, Drug Awareness, Bullying, Gratitude, Personal Safety, Respect, Responsibility, Emotions Trustworthy/Integrity/ Honesty, and Resilience	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Evidence that Demonstrates Success: Lesson Plans **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor **Title I:** 2.6	25%			

Strategy 2 Details	Reviews			
Strategy 2: Opportunities for Parents, Teachers, and Students to work together to promote a cohesive relationship: Title 1 Parent Involvement Night Parent Night to promote literacy, math, science, and technology	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Evidence that Demonstrates Success: Attendance Sign In sheets Title 1 parent survey **Staff Responsible for Monitoring:** Principal Assistant Principal **Title I:** 2.6, 4.1, 4.2	25%			

Strategy 3 Details	Reviews			
Strategy 3: Implement Care Solace	**Formative**			**Summative**
Evidence that Demonstrates Success: Lessons completed by counselor	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor Principal **Title I:** 2.6, 4.1	25%			

0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue
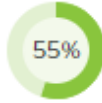
Goal 3: Demonstrates Fair, Respectful, and Well-Rounded Characteristics: Provide all students with a safe, secure, nurturing, and positive learning environment.

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: The campus will conduct regular drills practicing Hold, Shelter, Lockout, Lockdown and Evacuate. Each six weeks all drills will be conducted.	**Formative**			**Summative**
Evidence that Demonstrates Success: Documentation of drills	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal Assistant Principal Campus Police officer **Title I:** 2.6	40%			

Strategy 2 Details	Reviews			
Strategy 2: Campus Safety training will take place during preservice week and emergency teams will be created in the Campus Crisis Handbook.	**Formative**			**Summative**
Evidence that Demonstrates Success: Documentation of training Crisis Handbook	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Assistant Principal Campus Police Officer **Title I:** 2.6	100%	100%	100%	

Strategy 3 Details	Reviews			
Strategy 3: All staff will complete professional development in suicide prevention, child abuse, 504, Special Education, and bullying prior to the end of the first grading period.	**Formative**			**Summative**
Evidence that Demonstrates Success: Eduphoria professional development certificates.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Assistant Principal Counselor **Title I:** 2.6	100%	100%	100%	

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: Participate in PTA_sponsored activities, Red Oak Education Foundation programs, and community activities.		**Formative**			**Summative**
Evidence that Demonstrates Success: Campus attendance Participation sign in sheets		Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal **Title I:** 4.1, 4.2		70%			

Strategy 2 Details		Reviews			
Strategy 2: Provide opportunities for volunteer support and leadership opportunities- including but not limited to Book Fairs, making copies, Field Trip chaperones, Christmas & EOY parties, etc.)		**Formative**			**Summative**
		Nov	Jan	Mar	June
Evidence that Demonstrates Success: Number of participants **Staff Responsible for Monitoring:** Principal Professional Staff PTA board **Title I:** 4.1, 4.2		90%			

Strategy 3 Details		Reviews			
Strategy 3: Provide current data on events and school information on our website, weekly newsletters, and social media outlets.		**Formative**			**Summative**
		Nov	Jan	Mar	June
Evidence that Demonstrates Success: Number of posts on website and social media outlets. **Staff Responsible for Monitoring:** Principal Assistant Principal **Title I:** 4.1, 4.2		55%			
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

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

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

Strategy 1 Details		Reviews			
Strategy 1: Provide opportunities for students to do service projects: Student Council		**Formative**			**Summative**
Evidence that Demonstrates Success: Completion of service projects.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Assistant Principal Campus Officer **Title I:** 2.6		90%			
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

Title I Personnel

Name	Position	Program	FTE
Christine Grigsby	Literacy Stategist	Literacy	.5
Natalie Wilt	Reading Interventionist		.5

2022-2023 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Kelly Barbe	Non teaching professional
District-level Professional	Rebecca Vega	District Professional Representative
Business Representative	Chris Oliver	Business Representative
Administrator	Rachel Rector	Principal
Non-classroom Professional	Kim Pevehouse	Instructional Coach
Non-classroom Professional	Chrissy Colwell	Instructional Coach
Non-classroom Professional	Ashely Dees	Fine Arts
Classroom Teacher	Tara Hill	4th grade teacher
Classroom Teacher	Maria Brown	1st grade teacher
Classroom Teacher	Gabby Soignier	2nd grade teacher
Classroom Teacher	Kristy Grimes	3rd grade teacher
Classroom Teacher	Tasha Baker	5th grade teacher
Non-classroom Professional	Cassie Powell	Librarian
Parent	Malory Newby	Parent
Community Representative	Christine Grigsby	Dyslexia therapist

Campus Funding Summary

211 Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	iReady		$12,000.00
				Sub-Total	$12,000.00
				Budgeted Fund Source Amount	$42,000.00
				+/- Difference	$30,000.00
				Grand Total Budgeted	$42,000.00
				Grand Total Spent	$12,000.00
				+/- Difference	$30,000.00