

Red Oak Independent School District
Red Oak 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"

Table of Contents

"Realizing Our Individual Students' Dreams"	3
Comprehensive Needs Assessment	5
Demographics	5
Student Learning	6
School Processes & Programs	9
Perceptions	11
Priority Problem Statements	14
Comprehensive Needs Assessment Data Documentation	15
Goals	17
Goal 1: Exhibits Academic Readiness: Equip all students for high levels of academic achievement and continuous growth and development.	18
Goal 2: Seek Opportunities and Challenges of Learning: Promote and support an environment that inspires high levels of student growth, resilience, integrity, and tenacity.	23
Goal 3: Demonstrates Fair, Respectful, and Well-Rounded Characteristics: Provide all students with a safe, secure, nurturing, and positive learning environment.	27
Goal 4: Leaves a Legacy Through Service: Actively engage all stakeholders to model and support servant-leadership.	31
Title I Personnel	35

Comprehensive Needs Assessment

Demographics

Demographics Summary

Red Oak Elementary is a neighborhood Title I campus currently serving students from Pre-Kindergarten to 5th Grade. Red Oak Elementary began the 2022-23 school year with 518 students enrolled at of September 20. This is currently a 5% drop in enrollment from 2021-2022 when ROE had a starting enrollment of 545.

In the 2022-2023 school year, Red Oak Elementary (ROE) houses two specialized autism units (TLC), two Early Childhood Special Education (ECSE) units, two resource teachers and 9 special education para-professionals. Additionally, ROE has 26 general education staff, 1 Gifted and Talented teacher, 2 teachers trained in dyslexia and 2 instructional coaches. Teachers are trained in and utilize guided reading, Number Talks, Saxon Phonics, Lead4ward, Professional Learning Communities and the TEKS Resource System. ROE utilizes a built-in intervention/enrichment time (Talon Time) to provide on going support for all students within the school day. New staff is trained and supported through both district level and campus based mentoring and coaching.

The 2020-2021 TAPR report indicates 28 Gifted and Talented students, 101 Special Education students on the campus, 28 students with Autism, 37 students with Dyslexia, 63 English Language Learners and 36 504 students.

Based on the 2020-21 TAPR Report, Red Oak Elemementary School was comprised of the following Ethnic Distribution:

- African American: 31.1%
- Hispanic: 37.7%
- White: 26.0%
- Asian: 1.90%
- American Indian: 0.3%
- Two or More Races: 3.0%

Red Oak Elementary serves students through a variety of programs and services:

- Economically Disadvantaged: 53.1%
- English Learners: 12.0%
- At-Risk: 41.3%
- Dyslexia: 6.40%
- 504: 6.3%
- Gifted and Talented: 4.9%

Demographics Strengths

- 24 of our 31 teachers are ESL certified.
- In 2019-2020, ROE has 17 teachers with 11 or more years of experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Red Oak 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: 31.1% Hispanic: 37.7% White: 26.0% **Root Cause:** The city of Red Oak has experienced growth and changing diversity over the past year.

Student Learning

Student Learning Summary

Red Oak 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.

Accountability System - 2019			
	Component Score	ROE	Rating
Overall		77	Met Standard
Student Achievement: STAAR	48	76	Met Standard
Student Progress		75	Met Standard
Academic Growth	72	75	Met Standard
Relative Performance (Eco. Dis: 50.6%)	48	75	Met Standard
Closing the Gaps	83	79	Met Standard

	2021			2019			2018			2017		
Test	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
3rd Grade Reading	67%	30%	16%	75%	33%	19%	74%	23%	11%	68%	38%	20%
3rd Grade Math	64%	32%	14%	68%	29%	9%	68%	24%	9%	71%	41%	17%
4th Grade Reading	56%	20%	8%	68%	33%	15%	75%	42%	21%	59%	32%	21%
4th Grade Math	56%	29%	14%	61%	27%	15%	85%	56%	31%	79%	52%	30%
4th Grade Writing	42%	12%	2%	54%	20%	5%	63%	35%	7%	52%	21%	2%
5th Grade Reading	80%	47%	24%	85%	50%	26%	81%	48%	22%	69%	38%	20%
5th Grade Math	86%	61%	39%	87%	62%	47%	89%	56%	33%	87%	67%	30%
5th Grade Science	74%	33%	12%	89%	65%	40%	77%	38%	17%	74%	44%	10%

Student Learning Strengths

5th Grade Reading was at 80% Approaches, 47% Meets and 24% Masters on STAAR in 2021.

5th Grade Math was at 86% Approaches, 61% Meets and 39% Masters on STAAR in 2021.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students in grades 1st-5th have academic gaps in instruction from previous school years as a result of virtual learning during COVID. **Root Cause:** Red Oak Elementary transitioned to distance learning in Spring, 2020. As the 2020-21 school year began 60% of students participated in At Home Virtual Learning. As the 2021-2022 school year began 100% of students are face to face.

Problem Statement 2 (Prioritized): 23% of STAAR tests did not meet standard. 77% of all STAAR tests are at approaches with 79% of reading STAAR tests are at approaches and 75% of math STAAR tests are at approaches. **Root Cause:** Students have gaps in their instruction from previous years.

Problem Statement 3: Red Oak 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: 31.1% Hispanic: 37.7% White: 26.0% **Root Cause:** The city of Red Oak has experienced growth and changing diversity over the past year.

School Processes & Programs

School Processes & Programs Summary

Through the guidance of our ROISD Curriculum and Instruction Department and our District Curriculum Coordinators, the Curriculum, Instruction, and Assessment focus at Red Oak Elementary is guided by the Texas Essential Knowledge and Skills and the results of our campus based and curriculum based assessments. We promote 21st Century Skills including critical thinking and problem solving; communication skills; creativity; and collaboration.

Assessment plays a major role in decision making and takes on many different forms at Red Oak Elementary. The campus is committed to moving away from using fill-in-the-blank or multiple choice assessments as their only assessment tools. Authentic assessments that allow students to demonstrate their learning through performance, products, and presentations on regular use. By ensuring all grade level skills are taught and that students learn them, Red Oak Elementary can demonstrate how the 21st Century Skills are being mastered. Campus level disaggregation depends on plotting of critical skills and expectations at the beginning of each formative assessment period based on analysis of student need and curricular expectations. Kindergarten, 1st Grade and 2nd Grade focus on TPRI, DRA2, campus/ district benchmarks, STAAR, and additional assessments throughout the school year. In the area of Mathematics, teachers implement Number Talks from Kindergarten to 5th grade and MAP growth assessment. Special courses and programs such as physical education, music, special education, dyslexia, and ELL instruction use the same standard of assessments as the grade levels of their students. Texas English Language Proficiency Assessment System (TELPAS) is a major assessment for ELL students. ROE will also utilize Lead4ward professional development to guide PLC collaboration throughout the school year.

All decisions regarding professional development, programs, and practices are based upon the needs of identified in this improvement plan.

Attendance rate has consistently been above 96%. During the 2019-2020 school year, Red Oak Elementary reached 96.7%. Flu and other illnesses contributed to a number of student absences throughout the school year.

Red Oak Elementary addresses behavioral and social-emotional needs through a combination of campus, classroom and administrative support. The discipline percentage in 2020-2021 school year is 3.38%. The drop in percentage can be attributed to the use of behavioral interventions, counseling resources as well as a portion of students remaining virtual throughout the year.

School Processes & Programs Strengths

Teachers utilize the district Year at a Glance and Instructional Focus Documents to design lessons that incorporate the TEKS on the appropriate level. Professional development is provided to include best practices and instructional strategies that will increase student dialogue and create a student centered classroom environment. Teachers will be utilizing Saxon Phonics during instruction and intervention time this year. During intervention, students will work on the Saxon Phonics for the grade level below to allow gaps due to COVID to be closed.

Teachers collaborate in PLC planning meetings. PLC teams review District Curriculum Based Assessments (CBA) based on Essential Standards identified by each grade level PLC to assess students before and after formal instruction to monitor growth and provide the appropriate level of challenge for each individual student. Students will take CBAs online to allow for appropriate practice for STAAR. Students will use chromebooks made available through the school district going 1-1.

The discipline percentage decreased approximately 2% from the previous school year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): As a district ROISD has a disproportionate number of students in Special Education in disciplinary statements outside of the classroom. **Root**

Cause: RDA identified ROISD at a Level 3 in the percentage of Special Education students being placed in disciplinary settings outside of the classroom. Red Oak Elementary data is historically at a level 1 status with the exception of the 2019-2020 data.

Perceptions

Perceptions Summary

Red Oak 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 ROE campus is driven by the ROISD 4 talons.

Red Oak Elementary's theme for the 2020-21 school year is "It's a Great Day to be a Hawk!" The positive and safe environment at Red Oak Elementary is very welcoming for students, parents, and staff. The R.E.A.C.H (Respect, Encourage, Appreciate, Communicate, Honor) characteristics are the expectation for students and staff, and students strive to meet these expectations. Student participation in campus activities is wide-spread and promotes a sense of school pride among students. Due to the COVID-19 guidelines some clubs, groups and programs have been cancelled or postponed. Staff is continuing to review and establish new methods of engaging ROE families during this time.

Parents were surveyed in the Spring of 2020. Parent responses include a welcoming school environment, successful communication and positive reviews of math and reading instruction.

Parent Survey Results 2019-2020

ROE is welcoming when I enter.	97%
I am kept well informed of the activities at the school.	98.57%
Reading instruction has helped by child read.	97.14%
Math instruction has helped by child improve math skills.	90.32%

Student Leadership Summary

- 3rd - 5th student goal setting, Chess Club, VIP Student Leadership Team, G3, ROE News Crew, Partner PE and Running Club were initiatives on the ROE campus to increase student involvement and leadership.
- VIP students participated in a variety of service opportunities, campus morale initiatives, and leadership opportunities.
- Students participated in PE events such as Running Club and Field Day.

Safe and Orderly Schools Summary

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

Perceptions Strengths

At Red Oak 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.

These opportunities include but are not limited to:

Student Activities	Staff Activities	Parent/Community Involvement
One School One Book	Parent-Teacher Conferences	Family Academic Nights
VIP Ambassadors	Heart of a Teacher	Watch DOGS
News Crew	Teacher/ Staff Member of the Year	Thanksgiving Lunch
Maker Space	Staff social events	PTA Volunteer Opportunities/ Events/ Fundraisers
Garden Club	Team Lead opportunities	Class Parties
G3 - Guys and Girls with GRIT	Ongoing Professional Development	Music Performances
Library Aides	Mentors	Grandparents Luncheon
Hawk Assemblies	Student Teachers	Book Fair (Fall & Spring)
Anti-bullying program	Education Foundation Partnership	Volunteer Appreciation Breakfast
Special Olympics	PLC Professional Development	Social Media
Partner PE		Family Fun Events such as Painting with the Hawks
UIL		ROE Rocks Title I Night
Guidance Lessons		Veterans Day Performance
Running Club		
Red Ribbon Week		

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Red Oak Elementary parents have a higher percentage of satisfaction with math instruction than reading instruction during the 2020-2021 parent survey **Root Cause:** During the 2020-2021 school year, Red Oak Elementary moved away from guided reading groups in the upper elementary grades due to COVID and social distancing. As a result, some of the students may not have grown in their reading levels as they should.

Priority Problem Statements

Problem Statement 1: Students in grades 1st-5th have academic gaps in instruction from previous school years as a result of virtual learning during COVID.

Root Cause 1: Red Oak Elementary transitioned to distance learning in Spring, 2020. As the 2020-21 school year began 60% of students participated in At Home Virtual Learning. As the 2021-2022 school year began 100% of students are face to face.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 23% of STAAR tests did not meet standard. 77% of all STAAR tests are at approaches with 79% of reading STAAR tests are at approaches and 75% of math STAAR tests are at approaches.

Root Cause 2: Students have gaps in their instruction from previous years.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: As a district ROISD has a disproportionate number of students in Special Education in disciplinary statements outside of the classroom.

Root Cause 3: RDA identified ROISD at a Level 3 in the percentage of Special Education students being placed in disciplinary settings outside of the classroom. Red Oak Elementary data is historically at a level 1 status with the exception of the 2019-2020 data.

Problem Statement 3 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Section 504 data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Student surveys and/or other feedback

Employee 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

Support Systems and Other Data

- Communications data

Goals



Revised/Approved: October 6, 2022

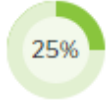





Goal 1: Exhibits Academic Readiness: Equip all students for high levels of academic achievement and continuous growth and development.

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

High Priority





Evaluation Data Sources: Curriculum Based Assessments (CBA), STAAR, TPRI, GRA, MAP

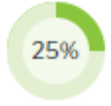





Strategy 1 Details	Reviews			
Strategy 1: Utilize district common assessments, GRA, TPRI, ESGI, and other data available, dissect and interpret data to facilitate Professional Learning Community (PLC) discussions for determining instruction for students on all levels. Evidence that Demonstrates Success: Students success on CBAs, formative assessments, summative assessments, STAAR tests, TPRI, GRA and reduction of students in Tier 2 and Tier 3 intervention groups. MAP Goal setting Student Data Binders Utilize Eduphoria Staff Responsible for Monitoring: Principal Assistant Principal All Professional Staff members Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: Curriculum Associates iReady! and Toolbox Supplemental Resources - 211 Title I	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Utilize Guided Reading with ongoing professional development and RTI to support and intervene with identified struggling readers. Evidence that Demonstrates Success: GRA results TPRI RTI MAP Staff Responsible for Monitoring: Principal Assistant Principal Professional Staff members Title I: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  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.

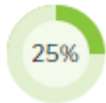

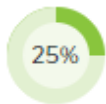





Strategy 1 Details	Reviews			
Strategy 1: Provide a comprehensive intervention plan for identified students designed to close the achievement gap through the Response to Intervention (RtI), tutoring, and Target/ Intervention Time. Utilize instructional resources such as Smarty Ants and TEKS-based instructional focus materials to support individual student needs. Evidence that Demonstrates Success: Eduphoria RTI MAP GRA TPRI Staff Responsible for Monitoring: Principal Assistant Principal Counselor Case-managers All Professional Staff members Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implement Student Learning Objectives to focus teachers on a specific fundamental skill. Evidence that Demonstrates Success: TTESS GRA Google Sheets Data Binders Staff Responsible for Monitoring: Principal Assistant Principal All Professional staff members Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: 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.</p> <p>Evidence that Demonstrates Success: Circle Inventory</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Pre-Kindergarten and Kindergarten teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: Student instructional resources - 199 32 Pre K - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 1: Exhibits Academic Readiness: Equip all students for high levels of academic achievement and continuous growth and development.

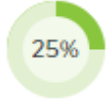



Performance Objective 3: Recruit, support, retain and reward quality personnel while providing ongoing and relevant professional development that translates to student engagement and success.







Strategy 1 Details	Reviews			
Strategy 1: Provide a campus mentor/ support for first and second year teachers (new to Red Oak Elementary and new to Red Oak ISD) Evidence that Demonstrates Success: Meeting Notes/Agenda Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Mentor teacher Coordinator of Mentors for ROISD Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teacher leaders will present current strategies being used in their classroom at staff meetings for others to learn. Two teachers will share per semester during staff meetings or PLCs. Evidence that Demonstrates Success: A minimum of two instructional strategies per semester will be shares from a variety of staff. Staff Responsible for Monitoring: Campus Administration Instructional Coach Team Leads Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Provide teachers opportunities to have ongoing professional development in the areas of Reading, Writing, Math, ELL strategies and best practices. Evidence that Demonstrates Success: Agendas/Sign in sheets from meetings Lesson Plans Lead4ward - Leading Learning Series Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Literacy Specialist Team Leads ROISD Curriculum Department Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: Lead4ward Leading Learning Series - 211 Title I - \$1,520	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Retain staff by creating a climate that adds value to staff by providing quarterly morale boosting activities. Evidence that Demonstrates Success: Quarterly morale boosting activities for staff Staff Responsible for Monitoring: Principal Counselor Culture and Climate Committee TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
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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: Partner with our community members and local churches to increase involvement and student participation within the community. Evidence that Demonstrates Success: Track the events in which we partnered with the community using a calendar of district and campus events. Have student council partner with the community on outreach projects. Staff Responsible for Monitoring: Principal Assistant Principal Campus Site Based Committee Counselor Title I: 4.2 - TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
				
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. Evidence that Demonstrates Success: Student produced products Staff Responsible for Monitoring: Campus GT Specialist Title I: 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: GT Supplies - 199 PIC 21 GT - \$1,500	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Utilize the ROE Makerspace and STEAM Studio to foster creativity and integration. Evidence that Demonstrates Success: Makerspace calendar Social Media Staff Responsible for Monitoring: Librarian Instructional Coach GT specialist Principal Counselor Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 2: Seek Opportunities and Challenges of Learning: Promote and support an environment that inspires high levels of student growth, resilience, integrity, and tenacity.

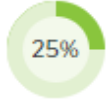

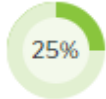

Performance Objective 2: Design and implement professional learning opportunities that grow the personal and professional capacities of staff members.

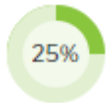

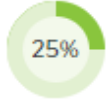








Strategy 1 Details	Reviews			
Strategy 1: Provide on-going school professional development that gives teachers the tools to incorporate all of the instructional applications available through Classlink and Clever. Evidence that Demonstrates Success: Teachers and students use of technology in the classroom. Observation and walk-through data Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Team Lead All professional staff Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Administrators will commit to four walkthroughs for all teacher staff. Evidence that Demonstrates Success: Eduphoria Staff Responsible for Monitoring: Campus Administration Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Administrators will use the T-TESS evaluation system to conduct goal progress monitoring for staff. Goal Progress will be monitored and communicated between the staff member and administrator during the year. Evidence that Demonstrates Success: Eduphoria	Formative			Summative
	Nov	Jan	Mar	June

<p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.5</p>				
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Goal 3: Demonstrates Fair, Respectful, and Well-Rounded Characteristics: Provide all students with a safe, secure, nurturing, and positive learning environment.

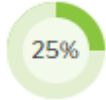




Performance Objective 1: Provide a safe and positive environment to establish transparent, open, honest, and trusting relationships. Parents, students, teachers, and staff are valued and equipped with strategies necessary to overcome challenges.








Strategy 1 Details	Reviews			
Strategy 1: Counselor lessons on character each 6 weeks. Lessons include: Healthy Choices and Growth Mindset, Drug Awareness, Bullying, Gratitude, Personal Safety, Respect, Responsibility, Bucket Filling, Trustworthy/Integrity/Honesty, and Resilience Evidence that Demonstrates Success: Lesson Plans Staff Responsible for Monitoring: Counselor Campus Administration Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Utilize restorative practices to create and build positive classroom environments and teach behavior expectations. Evidence that Demonstrates Success: Lesson plans Discipline referrals Staff Responsible for Monitoring: Counselor All professional staff Title I: 2.4, 2.5 - ESF Levers: Lever 3: Positive School Culture - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Utilize the ROISD volunteer program to encourage parent and community volunteers in a wide variety of events throughout the school year. Evidence that Demonstrates Success: Volunteer Management system Staff Responsible for Monitoring: Campus Administration Title I: 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Opportunities for Parents, Teachers, and Students to work together to promote instructional partnership, positive character behaviors throughout the campus and build a cohesive relationship with all stakeholders. Evidence that Demonstrates Success: Campus Celebration Assemblies every six weeks PTA Meeting sign ins Parent Survey Staff Responsible for Monitoring: Campus Administrators Counselor Teachers Title I: 2.5, 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Hold yearly parent-teacher conferences to share beginning of the year data and set goals for the school year. Evidence that Demonstrates Success: Number of parent conferences held Staff Responsible for Monitoring: Principal Classroom teachers Title I: 4.1, 4.2 - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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.

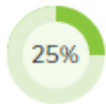

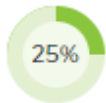





Strategy 1 Details	Reviews			
Strategy 1: Review the campus crisis plans and ensure that various drills are conducted in accordance with local and State requirements. Evidence that Demonstrates Success: Drill Schedule Drill Logs Fall Safety Day Spring Safety Day Staff Responsible for Monitoring: Campus Police Office ROISD Chief of Police Campus Administration Title I: 2.4	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide CPI (Crisis Prevention Intervention) Training for the prevention and intervention campus based teams. Evidence that Demonstrates Success: Certificates and Documentation of Training uploaded in Eduphoria Documentation of Event Staff Responsible for Monitoring: Campus Administration Director of Special Education Special Education Teachers & Aides Title I: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				

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. Evidence that Demonstrates Success: Eduphoria Professional Development Certificates Staff Responsible for Monitoring: Campus Administration Title I: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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



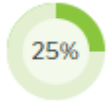

Performance Objective 1: Foster partnerships with businesses, community organizations, local government, and higher education institutions.

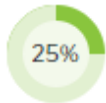

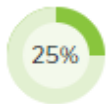





Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Communicate with parents on a regular basis through student folders, calendars, newsletters, positive phone calls ,the district website and parent conferences. Evidence that Demonstrates Success: Skyward Social Media campus website district website positive emails Staff Responsible for Monitoring: Campus Administrators Counselor PTA All staff Title I: 4.1, 4.2				

Strategy 2 Details	Reviews			
Strategy 2: Provide opportunities for parents and the community to visit, volunteer and celebrate with students and staff. Evidence that Demonstrates Success: Photos of events newspaper articles PTA Meetings Events Assemblies Principal's email communication Book Fair Open House Meet the Teacher night Literacy Night Student Performances Staff Responsible for Monitoring: Campus Administrators Counselor Team Leaders PTA Staff Title I: 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Invite local businesses and community members and parents to present their career information to our students. Evidence that Demonstrates Success: Photos of event Staff Responsible for Monitoring: Campus Administrators Counselor Title I: 2.4, 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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: Develop school health programs that focus on promoting healthy lifestyle choices and physical fitness. Review recommendations by SHAC. Evidence that Demonstrates Success: Annual Fitness gram assessment in grades 3-5 Mobile dentist visits Jump Rope for Heart Food for Kids Staff Responsible for Monitoring: PE Teacher Nurse Campus Administrators Title I: 2.4, 4.2	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide curriculum/program for students to develop leadership, self-reliance, and good character. Evidence that Demonstrates Success: VIP G3 Talon Tickets Hawk Assemblies Partner PE Special Olympics Hawk Hero Day Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Title I: 2.4, 4.2	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Create opportunities for families and staff to socialize and connect outside of school hours. Evidence that Demonstrates Success: Social Media Family Nights Santa Shuffle Staff Responsible for Monitoring: Campus Administration Team Leaders Counselor Title I: 2.4, 4.2	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Develop school clubs to allow students opportunities to explore special interests and foster positive learning experiences. Evidence that Demonstrates Success: Club membership lists VIP Partner PE Garden Club Chess Club Running Club Staff Responsible for Monitoring: All professional staff Campus Administration Title I: 2.4, 4.2	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Susan Cox	Reading Support	Reading Intervention	.5