

**AGENDA OF RED OAK INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES REGULAR MEETING
Monday, November 14, 2022**

Notice is hereby given that a Regular Meeting of the Board of Trustees of the Red Oak Independent School District will be held on Monday, November 14, 2022 beginning at 7:00 PM at Red Oak ISD Education Service Center, 109 West Red Oak Road, Red Oak, TX 75154.

The subjects to be discussed or considered, or upon which any formal action may be taken, are listed below. Items do not have to be taken in the same order as shown on the meeting notice.

1. CALL TO ORDER / ESTABLISH QUORUM
2. INVOCATION
Rev. Joshua Kirkpatrick
3. PLEDGES OF ALLEGIANCE
Nicole Garza, 5th Grade Student from Schupmann Elementary School
4. SUPERINTENDENT'S REPORT
 - A. Red Oak High School Student Council Fall Conference Report
Angela Thomas, Sponsor
 - B. District Update
Brenda Sanford, Superintendent
5. OPEN FORUM 3
6. ACTION ITEMS
 - A. Consent Agenda
 1. Minutes from School Board Regular Meeting on October 17, 2022 4
 2. Payment of Current Bills Over \$50,000 10
 3. Interlocal Cooperation Contract with Ellis County 18
 - B. Consideration and Approval of Secondary Level New Course Proposals 22
for 2023-2024
Melissa Sulak, Executive Director of Curriculum and Instruction
7. INFORMATION ITEMS
 - A. Campus Improvement Plans
 1. Eastridge Elementary 24
 2. Red Oak Elementary School 54
 3. Russell P. Schupmann Elementary School 90
 4. Donald T. Shields Elementary School 127
 5. H. A. Wooden Elementary School 165
 6. Red Oak Middle School 200
 7. Red Oak High School 227
 - B. District Improvement Plan 242
 - C. Enrollment Report 278
 - D. Finance Report 282
8. CLOSED SESSION
 - A. Texas Government Code 551.071 - For the purpose of a private consultation with the Board's attorney on any and all subjects or matters authorized by law.
 - B. Texas Government Code 551.072 - For the purpose of discussing the purchase, exchange, lease or value of real property.
 - C. Texas Government Code 551.073 - For the purpose of considering a negotiated contract for a prospective gift or donation.

- D. Texas Government Code 551.074 - For the purpose of considering the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee
 - 1. Personnel Matters
 - 2. Superintendent Goals
 - E. Texas Government Code 551.076 - To consider the deployment, or specific occasions for implementation, of security personnel or devices.
 - F. Texas Government Code 551.082 - For the purpose of considering discipline of a public school child or children or to hear a complaint by an employee against another employee if the complaint or charge directly results in a need for a hearing.
 - G. Texas Government Code 551.0821 - Personally identifiable information of Public School students.
 - H. Texas Government Code 551.083 - For the purpose of considering the standards, guidelines, terms or conditions the Board will follow, or instruct its representatives to follow, in consultation with representative of employee groups in connection with consultation agreements provided for by Section 13.901 of the Texas Education Code.
 - I. Texas Government Code 551.084 - For the purpose of excluding witness or witnesses from a hearing during examination of another witness.
 - J. Texas Government Code 551.086 - For the purpose of considering economic development negotiations.
9. RECONVENE IN OPEN SESSION FOR ACTION RELATIVE TO CLOSED SESSION
10. ADJOURNMENT

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the Board will convene in such closed meeting in accordance with the Open Meetings Act, Government Code, Chapter 551, Subchapters D and E. Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions or decisions will be taken in open meeting.

Any person with a disability or special accommodation need should call 972-617-2941 no later than 10:00 a.m. on the scheduled meeting date.

This notice was posted in compliance with the Open Meetings Act on November 11, 2022 at 4:30 p.m.

Brenda Sanford, Superintendent
(For the Board of Trustees)

AUDIENCE PARTICIPATION SIGN-UP SHEET

Any person wishing to address the Board about a topic related to District business during the period reserved for public comment at a Board meeting must sign up to be heard, in accordance with District policy BED(LOCAL):

1. Each participant will be limited to two (2) minutes to make comments to the Board.
2. Under the Texas Open Meetings Act, the Board is not permitted to discuss or act upon any issues that are not posted on the agenda for tonight's meeting.
3. The Board has adopted complaint policies that are designed to secure, at the lowest possible administrative level, a prompt and equitable resolution of complaints and concerns. Each of these processes provides that, if a resolution cannot be achieved administratively, the person may appeal the administrative decision to the Board as a properly posted agenda item. For further information on those policies, please contact Kevin Freels, Assistant Superintendent of District Operations, for student issues, and Michelle Ailara, Assistant Superintendent of Human Resources, for employee issues at 972-617-2941. If the subject of your comment involves a pending grievance, please continue to seek resolution through the grievance process and address the Board only at the appropriate stage of that process.
4. Under the Texas Open Meetings Act, the Board may exercise its authority to discuss certain subject matters in closed session, including matters involving individual District staff members and individual students. If your comment concerns one of these subjects, please address your concern through the complaint policies described above.
5. Finally, please be aware that rules of decorum will be enforced during the public comment period. Personal attacks, name-calling, and rude or slanderous remarks will not be tolerated. Each participant is legally responsible for the content and consequences of his or her own statements.

Please fill in the information requested below if you wish to address the Board during the public comment period:

Name _____

Address _____

ROISD Campus Your Child(ren) attends _____

School District of Residence _____ Telephone _____

Topic/ Agenda Item _____

**MINUTES OF THE
RED OAK INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES REGULAR MEETING
Monday, October 17, 2022**

A Regular Meeting of the Board of Trustees of Red Oak ISD was held Monday, October 17, 2022, beginning at 7:00 PM at the Red Oak ISD Education Service Center, 109 West Red Oak Road, Red Oak, TX 75154.

1. CALL TO ORDER / ESTABLISH QUORUM

The Regular Meeting of the School Board was called to order by John Anderson, President of the School Board, at 7:00 p.m.

The Red Oak ISD School Board met at the Red Oak ISD Education Service Center and the presiding officer, John Anderson, noted that a quorum of Board Members was present; that the meeting was duly called; and that notice of the meeting had been posted in accordance with the Texas Open Meetings Act, Texas Government Code, Chapter 551.00.

The following Board members were present: John Anderson, President; Melanie Petersen, Vice President; Brian Sebring, Secretary; Donna Knight; Johnny Knight; Michelle Porter; and Penny Story.

The following Board members were absent: None.

2. INVOCATION

Mr. Knight led the invocation.

3. PLEDGES OF ALLEGIANCE

Ms. Story introduced Nnenna Anyanwu, a 5th Grade Student from Red Oak Elementary School, who led the Pledges of Allegiance to the American and Texas flags.

4. RECOGNITIONS

- A. Top Hawks
Brenda Sanford, Superintendent

The Board and Ms. Sanford recognized Top Hawks from each campus. These students are selected based on the 4 Talons of the Hawk – Academic Readiness/Prepared, GRIT, Character, and Service.

- B. Hawk Staff Spotlight
Brenda Sanford, Superintendent

The Board and Ms. Sanford recognized Ms. Megan Czerwieski, Band Director at Red Oak Middle School, as the Hawk Staff Spotlight winner.

- C. 2023 National Merit Scholarship Program - Commended
Howard Gatewood, Principal of Red Oak High School

Ms. Sanford and Mr. Gatewood, Principal of Red Oak High School, recognized Benedicto Sanchez as a 2023 National Merit Scholar Program Commended Student.

- D. National Principals Month
John Anderson, Board President

The Board and Ms. Sanford recognized Red Oak ISD's Campus Principals as October is National Principals Month. Principals recognized were Merilee Stone of Red Oak Elementary; Ashley Jackson of Schupmann Elementary; Allyson Bell of Shields Elementary; Rachel Rector of Eastridge Elementary; Jessica Trezza of Wooden Elementary; Rob Waller of Red Oak Middle School; and Howard Gatewood of Red Oak High School.

5. SUPERINTENDENT'S REPORT

- A. Red Oak ISD State Reading Academy
Becky Waller, Curriculum Coordinator

Ms. Waller gave the Board an update on the progress made in 2021-2022 with the Texas Reading Academy. The information included: why we participate; what is involved; who participates; 2021-2022 graduates; and the 2022-2023 co-horts.

- B. Pre-Bond Construction Presentation
Steve Hulsey, Corgan

Ms. Sanford and Mr. Hulsey gave a pre-bond construction presentation that included: project overview; community input and design update; storm shelter requirements; and next steps.

- C. Projects Update
Kevin Freels, Assistant Superintendent of District Operations

Mr. Freels informed the Board that we have received building permits and are waiting on the certificates of occupancy for portables. Furniture is expected to be delivered this week for the elementary portables and we have received the furniture for the DAEP portables. We should be good to go by next week.

- D. District Update
Brenda Sanford, Superintendent

Red Oak ISD hosted the North Texas Food Bank School Pantry Program on October 13. We served over 560 families. We want to thank the Omega Psi Phi Fraternity, NHS students and ESC employees who volunteered to help.

Several ROISD groups participated in the Ovilla Heritage Day Parade on September 24, including our NJROTC students, drill teams and cheerleaders.

The Red Oak High School Mighty Hawk Band has advanced to the UIL Area Marching Contest and will compete on Saturday, October 22 at Mesquite Memorial Stadium.

The ROHS Colorguard earned first place at the DeSoto Marching Classic. They have now received a Colorguard award at all three marching band competitions this year.

We celebrated Custodial Worker’s Day by serving our custodians dinner to thank them for all they do for our students and staff. They work tirelessly each and every day.

Congratulations to John and Karen Anderson for being named the 2022 ROISD Distinguished Alumni. We appreciate all they do for Red Oak ISD.

Congratulations to Michelle Porter, who will be inducted into the Ellis County African American Hall of Fame on November 12.

6. OPEN FORUM

The following individuals spoke in Open Forum – Trish Garcia-King; Arikka Harakal; Jena Bowling; Jeremiah Gaines; Rhea Walker; Rachel Vanderburg; and Merilee Stone in regards to Little Hawks Learning Center and Terry Todd; Kim Sturman; Mark Stanfill; and Bryan Bell in regards to the upcoming bond election.

7. ACTION ITEMS

A. Consent Agenda

- 1. Minutes from School Board Regular Meeting on September 19, 2022**
- 2. Payment of Current Bills Over \$50,000**
- 3. Budget Amendments 2022-2023**

Ms. Petersen made a motion to approve the Consent Agenda as presented. Ms. Porter seconded the motion. The motion passed 7 – 0.

B. Consideration and Approval of Financial Audit

Dr. Bill Johnston, CPA, Assistant Superintendent of Business Services / Chief Financial Officer

Ms. Petersen made a motion to approve the Annual Financial Report for the fiscal year ending June 30, 2022. Mr. Sebring seconded the motion. The motion passed 7 – 0.

- C. Consideration and Approval of Annual Investment Report
Dr. Bill Johnston, CPA, Assistant Superintendent of Business Services / Chief Financial Officer

Ms. Petersen made a motion to approve the adoption of the list of qualified brokers as presented on page 39 of the Annual Investment Report. Ms. Knight seconded the motion. The motion passed 7 – 0.

- D. Consideration and Approval of Facility Design Standards and Educational Specifications for New Construction
Kevin Freels, Assistant Superintendent of District Operations

Ms. Petersen made a motion to approve the recommendation of the quantitative methods of space compliance, Level 2, for the design of the new additional middle school in Red Oak ISD as outlined in the Educational Specifications document. Mr. Sebring seconded the motion. The motion passed 7 – 0.

- E. Consideration and Approval of Memorandum of Understanding with the Red Oak ISD Education Foundation
Brenda Sanford, Superintendent and Karen Anderson, Executive Director of Red Oak ISD Education Foundation

Ms. Petersen made a motion that the Red Oak ISD Education Foundation and Red Oak ISD Memorandum of Understanding be approved as presented for the 2022-2023 school year. Mr. Knight seconded the motion. The motion passed 7 – 0.

- F. Consideration and Approval of Adoption of the National Incident Management System (NIMS)
Phillip Prasifka, Chief of Police, Red Oak ISD Police Department

Mr. Sebring made the motion that the Board formally adopt the National Incident Management System (NIMS). Ms. Knight seconded the motion. The motion passed 7 – 0.

- G. Consideration and Approval of School Health Advisory Council (SHAC) for the 2022-2023 School Year
Sue Brown, Director of Health Services

Mr. Sebring made a motion to approve the School Health Advisory Council (SHAC) members for the 2022-2023 school year. Ms. Porter seconded the motion. The motion passed 7 – 0.

- H. Consideration and Approval of Strong Foundations Math Program
Melissa Sulak, Executive Director of Curriculum and Instruction

Ms. Knight made a motion to approve payment of \$70,000 to The Meadows Center for Preventing Educational Risk (MCPER) for service, an approved provider of the Strong Foundations framework development process.

Mr. Sebring seconded the motion. The motion passed 7 – 0.

8. INFORMATION ITEMS

- A. Bilingual / ESL Program Evaluation
- B. Enrollment Report
- C. Finance Report

9. CLOSED SESSION

The Board convened into Closed Session at 9:23 p.m.

- A. Texas Government Code 551.071 - For the purpose of a private consultation with the Board's attorney on any and all subjects or matters authorized by law.
- B. Texas Government Code 551.072 - For the purpose of discussing the purchase, exchange, lease or value of real property.
- C. Texas Government Code 551.073 - For the purpose of considering a negotiated contract for a prospective gift or donation.
- D. Texas Government Code 551.074 - For the purpose of considering the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee.
 - 1. Personnel Matters
 - 2. Superintendent and District Goals
- E. Texas Government Code 551.076 - To consider the deployment, or specific occasions for implementation, of security personnel or devices.
- F. Texas Government Code 551.082 - For the purpose of considering discipline of a public school child or children or to hear a complaint by an employee against another employee if the complaint or charge directly results in a need for a hearing.
- G. Texas Government Code 551.0821 - Personally identifiable information of Public School students.
- H. Texas Government Code 551.083 - For the purpose of considering the standards, guidelines, terms or conditions the Board will follow, or instruct its representatives to follow, in consultation with representative of employee groups in connection with consultation agreements provided for by Section 13.901 of the Texas Education Code.
- I. Texas Government Code 551.084 - For the purpose of excluding witness or witnesses from a hearing during examination of another witness.
- J. Texas Government Code 551.086 - For the purpose of considering economic development negotiations.

10. RECONVENE IN OPEN SESSION FOR ACTION RELATIVE TO CLOSED SESSION

The Board reconvened back into Open Session at 11:07 p.m.

Ms. Petersen made a motion to approve personnel recommendations as presented in Closed Session. Mr. Knight seconded the motion. The motion passed 7 – 0.

Ms. Petersen made a motion to accept Board goals as presented. Mr. Sebring seconded the motion. The motion passed 7 – 0.

11. ADJOURNMENT

As there was no further business or action to be taken, the meeting adjourned at 11:08 p.m.

John Anderson, Board President

Brian Sebring, Board Secretary

CHECK		ACCOUNT					
NUMBER	VENDOR	AMOUNT	NUMBER				
218666	TXU ENERGY	1,911.56	199 E 51 6259 02 001 0 99 000				
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218666	TXU ENERGY	5,008.18	199 E 51 6259 02 102 0 99 000				
218666	TXU ENERGY	4,263.96	199 E 51 6259 02 103 0 99 000				
218666	TXU ENERGY	7,131.78	199 E 51 6259 02 105 0 99 000				
218666	TXU ENERGY	433.44	199 E 51 6259 02 999 0 99 000				
218666	TXU ENERGY	7,746.06	198 E 51 6259 02 999 0 99 000				
218666	TXU ENERGY	3,404.13	199 E 51 6259 02 870 0 99 000				
218666	TXU ENERGY	1,125.53	199 E 51 6259 02 996 0 99 000				
218666	TXU ENERGY	1,627.79	199 E 51 6259 02 995 0 99 000				
218666	TXU ENERGY	4,243.74	199 E 51 6259 02 001 0 22 000				
		59,485.24	Totals for 218666				
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218872	MASTERCARD-CITIBANK,	20,373.35	199 E 51 6259 02 041 0 99 000				
218872	MASTERCARD-CITIBANK,	6,923.08	199 E 51 6259 02 101 0 99 000				
218872	MASTERCARD-CITIBANK,	5,338.70	199 E 51 6259 02 102 0 99 000				
218872	MASTERCARD-CITIBANK,	4,469.43	199 E 51 6259 02 103 0 99 000				
218872	MASTERCARD-CITIBANK,	7,163.05	199 E 51 6259 02 105 0 99 000				
218872	MASTERCARD-CITIBANK,	5,883.43	199 E 51 6259 02 999 0 99 000				
218872	MASTERCARD-CITIBANK,	7,323.66	198 E 51 6259 02 999 0 99 000				
218872	MASTERCARD-CITIBANK,	2,702.85	199 E 51 6259 02 870 0 99 000				
218872	MASTERCARD-CITIBANK,	1,016.37	199 E 51 6259 02 996 0 99 000				
218872	MASTERCARD-CITIBANK,	1,541.59	199 E 51 6259 02 995 0 99 000				
218872	MASTERCARD-CITIBANK,	5,096.63	199 E 51 6259 02 001 0 22 000				
		100,489.29	Totals for 218872				
218873	MASTERCARD-CITIBANK,	55,284.04	199 E 51 6259 02 001 0 99 000				
218873	MASTERCARD-CITIBANK,	18,192.70	199 E 51 6259 02 041 0 99 000				
218873	MASTERCARD-CITIBANK,	11,292.59	199 E 51 6259 02 101 0 99 000				
218873	MASTERCARD-CITIBANK,	3,984.82	199 E 51 6259 02 102 0 99 000				
218873	MASTERCARD-CITIBANK,	3,428.95	199 E 51 6259 02 103 0 99 000				
218873	MASTERCARD-CITIBANK,	6,747.96	199 E 51 6259 02 105 0 99 000				
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218873	MASTERCARD-CITIBANK,	931.55	199 E 51 6259 02 996 0 99 000				
218873	MASTERCARD-CITIBANK,	1,409.24	199 E 51 6259 02 995 0 99 000				
218873	MASTERCARD-CITIBANK,	4,406.31	199 E 51 6259 02 001 0 22 000				
		125,825.12	Totals for 218873				
218962	INDECO SALES, INC.	24,358.74	199 E 11 6395 00 999 0 11 000				
218962	INDECO SALES, INC.	13,116.24	199 E 11 6395 00 999 0 36 000				
218962	INDECO SALES, INC.	16,088.52	199 E 11 6395 00 999 0 11 000				
		53,563.50	Totals for 218962				
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219015	TXU ENERGY	4,469.43	199 E 51 6259 02 103 0 99 000				
219015	TXU ENERGY	7,163.05	199 E 51 6259 02 105 0 99 000				
219015	TXU ENERGY	5,883.43	199 E 51 6259 02 999 0 99 000				
219015	TXU ENERGY	7,323.66	198 E 51 6259 02 999 0 99 000				
219015	TXU ENERGY	2,702.85	199 E 51 6259 02 870 0 99 000				
219015	TXU ENERGY	1,016.37	199 E 51 6259 02 996 0 99 000				

CHECK		ACCOUNT	
NUMBER	VENDOR	AMOUNT	NUMBER
219015	TXU ENERGY	1,541.59	199 E 51 6259 02 995 0 99 000
219015	TXU ENERGY	5,096.63	199 E 51 6259 02 001 0 22 000
		100,489.29	Totals for 219015
219142	WESTERN-BRW PAPER CO	69,048.00	199 A 00 1310 00 000 0 00 000
		69,048.00	Totals for 219142
		508,900.44	Totals for checks

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
198	TSTC-TX STATE TECHNICAL COLLEG	0.00	0.00	29,919.25	29,919.25
199	GENERAL OPERATING FUND	69,048.00	0.00	409,933.19	478,981.19
***	Fund Summary Totals ***	69,048.00	0.00	439,852.44	508,900.44

***** End of report *****

CHECK			ACCOUNT						
NUMBER	VENDOR		AMOUNT	NUMBER					
16973	LABATT	FOOD SERVICE	1,054.84	240	E	35	6341	00	001 0 99 000
16973	LABATT	FOOD SERVICE	219.88	240	E	35	6342	00	001 0 99 000
16973	LABATT	FOOD SERVICE	3,530.37	240	E	35	6341	00	001 0 99 000
16973	LABATT	FOOD SERVICE	762.55	240	E	35	6342	00	001 0 99 000
16973	LABATT	FOOD SERVICE	30.35	240	E	35	6341	00	001 0 99 000
16973	LABATT	FOOD SERVICE	4,747.37	240	E	35	6341	00	001 0 99 000
16973	LABATT	FOOD SERVICE	1,392.36	240	E	35	6342	00	001 0 99 000
16973	LABATT	FOOD SERVICE	5,748.51	240	E	35	6341	00	001 0 99 000
16973	LABATT	FOOD SERVICE	693.37	240	E	35	6342	00	001 0 99 000
16973	LABATT	FOOD SERVICE	4,893.66	240	E	35	6341	00	001 0 99 000
16973	LABATT	FOOD SERVICE	1,323.91	240	E	35	6342	00	001 0 99 000
16973	LABATT	FOOD SERVICE	-47.97	240	E	35	6341	00	001 0 99 000
16973	LABATT	FOOD SERVICE	-20.19	240	E	35	6341	00	041 0 99 000
16973	LABATT	FOOD SERVICE	3,447.22	240	E	35	6341	00	041 0 99 000
16973	LABATT	FOOD SERVICE	648.49	240	E	35	6342	00	041 0 99 000
16973	LABATT	FOOD SERVICE	25.01	240	E	35	6341	00	041 0 99 000
16973	LABATT	FOOD SERVICE	4,466.37	240	E	35	6341	00	041 0 99 000
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16973	LABATT	FOOD SERVICE	5,628.65	240	E	35	6341	00	041 0 99 000
16973	LABATT	FOOD SERVICE	789.30	240	E	35	6342	00	041 0 99 000
16973	LABATT	FOOD SERVICE	4,094.04	240	E	35	6341	00	041 0 99 000
16973	LABATT	FOOD SERVICE	656.85	240	E	35	6342	00	041 0 99 000
16973	LABATT	FOOD SERVICE	2,461.81	240	E	35	6341	00	041 0 99 000
16973	LABATT	FOOD SERVICE	303.21	240	E	35	6342	00	041 0 99 000
16973	LABATT	FOOD SERVICE	2,468.85	240	E	35	6341	00	041 0 99 000
16973	LABATT	FOOD SERVICE	280.62	240	E	35	6342	00	041 0 99 000
16973	LABATT	FOOD SERVICE	2,125.30	240	E	35	6341	00	041 0 99 000
16973	LABATT	FOOD SERVICE	504.19	240	E	35	6342	00	041 0 99 000
16973	LABATT	FOOD SERVICE	2,499.55	240	E	35	6341	00	041 0 99 000
16973	LABATT	FOOD SERVICE	431.05	240	E	35	6342	00	041 0 99 000
16973	LABATT	FOOD SERVICE	-20.19	240	E	35	6341	00	041 0 99 000
16973	LABATT	FOOD SERVICE	3,386.17	240	E	35	6341	00	101 0 99 000
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16973	LABATT	FOOD SERVICE	2,138.25	240	E	35	6341	00	101 0 99 000
16973	LABATT	FOOD SERVICE	366.62	240	E	35	6342	00	101 0 99 000
16973	LABATT	FOOD SERVICE	1,955.10	240	E	35	6341	00	101 0 99 000
16973	LABATT	FOOD SERVICE	1,022.27	240	E	35	6342	00	101 0 99 000
16973	LABATT	FOOD SERVICE	-20.19	240	E	35	6341	00	102 0 99 000
16973	LABATT	FOOD SERVICE	3,978.65	240	E	35	6341	00	102 0 99 000
16973	LABATT	FOOD SERVICE	446.68	240	E	35	6342	00	102 0 99 000
16973	LABATT	FOOD SERVICE	2,682.28	240	E	35	6341	00	102 0 99 000
16973	LABATT	FOOD SERVICE	399.12	240	E	35	6342	00	102 0 99 000
16973	LABATT	FOOD SERVICE	3,644.70	240	E	35	6341	00	102 0 99 000
16973	LABATT	FOOD SERVICE	498.52	240	E	35	6342	00	102 0 99 000
16973	LABATT	FOOD SERVICE	2,131.42	240	E	35	6341	00	102 0 99 000
16973	LABATT	FOOD SERVICE	431.29	240	E	35	6342	00	102 0 99 000
16973	LABATT	FOOD SERVICE	-20.19	240	E	35	6341	00	103 0 99 000
16973	LABATT	FOOD SERVICE	2,602.81	240	E	35	6341	00	103 0 99 000
16973	LABATT	FOOD SERVICE	330.63	240	E	35	6342	00	103 0 99 000
16973	LABATT	FOOD SERVICE	2,289.87	240	E	35	6341	00	103 0 99 000
16973	LABATT	FOOD SERVICE	459.47	240	E	35	6342	00	103 0 99 000
16973	LABATT	FOOD SERVICE	2,175.60	240	E	35	6341	00	103 0 99 000
16973	LABATT	FOOD SERVICE	400.93	240	E	35	6342	00	103 0 99 000
16973	LABATT	FOOD SERVICE	2,235.71	240	E	35	6341	00	103 0 99 000

CHECK		ACCOUNT									
NUMBER	VENDOR	AMOUNT	NUMBER								
16973	LABATT FOOD SERVICE	268.86	240	E	35	6342	00	103	0	99	000
16973	LABATT FOOD SERVICE	3,576.82	240	E	35	6341	00	105	0	99	000
16973	LABATT FOOD SERVICE	294.66	240	E	35	6342	00	105	0	99	000
16973	LABATT FOOD SERVICE	2,508.40	240	E	35	6341	00	105	0	99	000
16973	LABATT FOOD SERVICE	472.15	240	E	35	6342	00	105	0	99	000
16973	LABATT FOOD SERVICE	1,521.53	240	E	35	6341	00	105	0	99	000
16973	LABATT FOOD SERVICE	742.70	240	E	35	6342	00	105	0	99	000
16973	LABATT FOOD SERVICE	1,843.02	240	E	35	6341	00	105	0	99	000
16973	LABATT FOOD SERVICE	424.23	240	E	35	6342	00	105	0	99	000
16973	LABATT FOOD SERVICE	-20.19	240	E	35	6341	00	107	0	99	000
16973	LABATT FOOD SERVICE	4,377.93	240	E	35	6341	00	107	0	99	000
16973	LABATT FOOD SERVICE	761.86	240	E	35	6342	00	107	0	99	000
16973	LABATT FOOD SERVICE	4,614.31	240	E	35	6341	00	107	0	99	000
16973	LABATT FOOD SERVICE	711.88	240	E	35	6342	00	107	0	99	000
16973	LABATT FOOD SERVICE	3,746.47	240	E	35	6341	00	107	0	99	000
16973	LABATT FOOD SERVICE	855.80	240	E	35	6342	00	107	0	99	000
16973	LABATT FOOD SERVICE	4,311.98	240	E	35	6341	00	107	0	99	000
16973	LABATT FOOD SERVICE	855.83	240	E	35	6342	00	107	0	99	000
16973	LABATT FOOD SERVICE	1,008.09	240	E	35	6341	01	999	0	99	000
16973	LABATT FOOD SERVICE	254.32	240	E	35	6341	01	999	0	99	000
16973	LABATT FOOD SERVICE	242.22	240	E	35	6341	01	999	0	99	000
16973	LABATT FOOD SERVICE	129.90	240	E	35	6341	01	999	0	99	000
16973	LABATT FOOD SERVICE	767.03	240	E	35	6341	01	999	0	99	000
16973	LABATT FOOD SERVICE	84.38	240	E	35	6341	01	999	0	99	000
16973	LABATT FOOD SERVICE	42.19	240	E	35	6341	01	999	0	99	000
16973	LABATT FOOD SERVICE	26.07	240	E	35	6341	01	999	0	99	000
16973	LABATT FOOD SERVICE	101.04	240	E	35	6342	01	999	0	99	000
16973	LABATT FOOD SERVICE	1,055.34	240	E	35	6341	01	999	0	99	000
16973	LABATT FOOD SERVICE	444.46	240	E	35	6341	01	999	0	99	000
16973	LABATT FOOD SERVICE	23.82	240	E	35	6341	01	999	0	99	000
16973	LABATT FOOD SERVICE	129.90	240	E	35	6341	01	999	0	99	000
16973	LABATT FOOD SERVICE	132.78	240	E	35	6341	01	999	0	99	000
16973	LABATT FOOD SERVICE	110.34	240	E	35	6341	01	999	0	99	000
16973	LABATT FOOD SERVICE	363.66	240	E	35	6341	01	999	0	99	000
16973	LABATT FOOD SERVICE	181.83	240	E	35	6342	01	999	0	99	000
16973	LABATT FOOD SERVICE	404.06	240	E	35	6341	01	999	0	99	000
16973	LABATT FOOD SERVICE	130.29	240	E	35	6341	01	999	0	99	000
16973	LABATT FOOD SERVICE	332.64	240	E	35	6342	01	999	0	99	000
16973	LABATT FOOD SERVICE	38.13	240	E	35	6341	01	999	0	99	000
16973	LABATT FOOD SERVICE	28.38	240	E	35	6341	01	999	0	99	000
16973	LABATT FOOD SERVICE	47.41	240	E	35	6342	01	999	0	99	000
16973	LABATT FOOD SERVICE	46.20	240	E	35	6341	01	999	0	99	000
16973	LABATT FOOD SERVICE	129.90	240	E	35	6341	01	999	0	99	000
16973	LABATT FOOD SERVICE	144.60	240	E	35	6342	01	999	0	99	000

130,706.35 Totals for 16973

130,706.35 Totals for checks

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
240	FOOD SERVICE	0.00	0.00	130,706.35	130,706.35
***	Fund Summary Totals ***	0.00	0.00	130,706.35	130,706.35

***** End of report *****

CHECK		ACCOUNT	
NUMBER	VENDOR	AMOUNT	NUMBER
12008	CORGAN ASSOCIATES IN	319,229.07	650 E 81 6629 00 999 0 99 000
		319,229.07	Totals for 12008
		319,229.07	Totals for checks

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
650	FUTURE CONSTRUCTION	0.00	0.00	319,229.07	319,229.07
***	Fund Summary Totals ***	0.00	0.00	319,229.07	319,229.07

***** End of report *****

Interlocal Cooperation Contract with Ellis County

Presented for:

Board Action X Report/Review Only _____

Supporting documents:

None _____ Attached X Provided Later _____

Contact Person:

Kevin Freels, Assistant Superintendent of District Operations

Background Information:

Each year we have approved an Interlocal Cooperation Contract with Ellis County. This agreement allows ROISD to request assistance from the County for service via a work order request. The County will then set up a contract to complete the work and ROISD will agree to pay the County within 30 days of billing.

Fiscal Implications:

Any contracts with Ellis County will be paid for out of budgeted funds.

Administrative Recommendation:

The Administration recommends approval of the Interlocal Cooperation Contract with Ellis County as presented.

**INTERLOCAL AGREEMENT
BETWEEN COUNTY OF ELLIS, TEXAS
AND RED OAK ISD**

This Agreement entered into between the County of Ellis, a political body of the State of Texas, hereinafter referred to as (the “County”), and RED OAK ISD, a _____ of the State of Texas, hereinafter referred to as a (the “ISD”).

WITNESSETH:

WHEREAS, the County and ISD desire to increase their efficiency and effectiveness by entering into this contract; and

WHEREAS, such contract is authorized under Chapter 791 of the Government Code of the State of Texas, said law cited as the Interlocal Cooperation Act of the State of Texas; and

WHEREAS, the function of service contracted for and to be provided by this Agreement is within the definition of “Governmental Function and Services” as defined by Section 791.003 of the Government Code; and

WHEREAS, the function of service contracted to be provided is a function or service that each party to the contract is authorized to perform individually.

NOW THEREFORE, for the mutual covenants and considerations expressed herein, the County and the ISD hereby agree as follows:

1. The County agrees to provide labor, equipment and materials necessary to complete road maintenance, enhancements, repairs and other projects that may be requested by ISD and accepted by County pursuant to this Agreement. Function or services provided shall include maintenance, repair and construction of streets, roads, alleys, bridges, and parking areas, as well as the maintenance and construction of waterways and ditches. The County shall further be authorized to sell ISD goods and services.
2. The ISD shall be the party receiving the function, goods, or service and providing payment for such function, goods and/or services.
3. The ISD, as paying party acknowledges and certifies, as required by the Interlocal Cooperation Act, that all payments shall be made from the current revenues available to ISD.
4. The term of this Agreement shall be for a fixed period commencing on the date of execution by the last governing body’s authorized agent and ending on December 31st, 2023 (“Effective Period”).

5. Both parties acknowledge and understand, in reference to any project undertaken under this Agreement involving the maintenance, repair, and construction of streets, roads, alleys, bridges and parking areas, as well as the maintenance and construction of waterways and ditches, the following:
 - a) that prior to beginning said project, a "Work Order" in the form similar to Exhibit A attached hereto shall be adopted describing the project to be undertaken and identifying the project's location; and
 - b) that the payment and penalty provisions set out in Section 791.014 of the Government Code Interlocal Cooperation Act shall apply to this Agreement.
6. ISD agrees to pay within (30) days of billing for the goods, governmental function, and/or services provided in an amount that fairly compensates for service or functions performed by under this Agreement, or as outlined by the Texas Prompt Payment Act.
7. Nothing contained in this Agreement is intended to create a partnership or joint venture between the Parties, and any implication to the contrary is hereby expressly disavowed. This Agreement does not create a joint enterprise, nor does it appoint any Party as an agent of the other Party, for any purpose whatsoever.
8. Either Party may terminate this Agreement upon thirty (30) days written notice to the other Party.

EXECUTED in duplicate this the _____ day of _____, 20__.

ELLIS COUNTY, TEXAS

By: _____
 Todd B. Little, County Judge

ATTEST:

By: _____
 Krystal C. Valdez, County Clerk

RED OAK ISD

By: _____

Attest:

 ISD Administrator

EXHIBIT A

WORK ORDER UNDER INTERLOCAL AGREEMENT

Service Provider: Ellis County, Texas

Department to Provide Service: _____

Basis of Authority to Provide Service: *Interlocal Agreement dated:* _____

per Commissioners Count Minute Order _____

Local Government Requesting Service: _____

Description of Project to be Undertaken: _____

Location of Project to be Undertaken: _____

Requested by: _____

Kyle Butler

Department: *Ellis County Commissioner, Pct. 4*

APPROVED in Open Commissioners Court per Minute Order No. _____ on the _____ day of _____, 20____.

Todd Little

County Judge, Ellis County, Texas

ACCEPTED AND AGREED TO this ____ day of _____, 20____.

Signature: _____

Title: _____

On Behalf of: _____

Secondary Level New Course Proposals for 2023-2024

Presented for:

Board Action _____X_____ Report/Review Only _____

Supporting documents:

None _____ Attached _____X_____ Provided Later _____

Contact Person:

Melissa Sulak, Executive Director of Curriculum & Instruction

Background Information:

In accordance with ROISD Policy EH (LOCAL), it is required that the ROISD School Board be presented with secondary courses scheduled to be added to the ROISD secondary curriculum and courses scheduled to be deleted from the ROISD secondary curriculum. The action to add and delete courses listed is the result of TEA and SBOE changes in the TEKS and Programs of Study, to further enhance courses selections.

Fiscal Implications:

Course funding will be provided in attached details of courses.

Administrative Recommendation:

The administration recommends that the Board approve the new course proposals, including all innovative courses, as presented, and course deletions in order to be in compliance with local and state policies.

ROISD Course Proposals – Round II, November 14, 2022

Personal Financial Literacy and Economics	<p>ROHS Number:</p> <p>Credit: .5</p> <p>GPAL:</p> <p>PEIMS: 03380083</p>	<p>Recommended Grade Placement: 11 or 12</p> <p>Prerequisite:</p> <p>Using an economic way of thinking, this course prepares students to anticipate and address financial challenges as these challenges occur over their lifetime. In addition, students are introduced to common economic and personal financial planning terms and concepts. As a result of learning objective concepts and integrating subjective information, students gain the ability to lead productive and financially self-sufficient lives.</p>	<p>This class must be offered as a choice for the ½ credit of economics, per TEA</p>
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Introduction to Aircraft Technology	<p>13039350</p> <p>1 Credit</p>	<p>Introduction to Aircraft Technology is designed to teach the theory of operation of aircraft airframes, power plants, and associated maintenance and repair practices. Maintenance and repair practices include knowledge of the function, diagnosis, and service of general curriculum subjects, airframe structures, airframe systems and components, power plant theory and maintenance, and powerplant systems and components of aircraft. Industry recognized professional licensures, certifications, and registrations are available for students who meet the requirements set forth by the accrediting organization.</p>	<p>This is a level 1 course in the new pathway development of Aviation Maintenance. We will work with TSTC and Qarbon Aerospace to instruct and certify students. This pathway has become a necessity due to a local demand in the workforce.</p>
Aircraft Airframe Technology	<p>13039400 (2 Credits)</p> <p>13039410 (3 Credits)</p>	<p>Prerequisite: Introduction to Aircraft Technology</p> <p>Aircraft Airframe Technology is designed to teach the theory of operation of aircraft airframes and associated maintenance and repair practices. Airframe maintenance and repair practices include knowledge of the function, diagnosis, and service of airframe structures, systems, and components of aircraft.</p>	<p>This is a level 3 course in the new pathway development of Aviation Maintenance. We will work with TSTC and Qarbon Aerospace to instruct and certify students.</p>

**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 strengthen 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 provide 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			
<p>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.</p> <p>Evidence that Demonstrates Success: Agendas TIL Weekly Tracking document Lesson Plans</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>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.</p> <p>Evidence that Demonstrates Success: Number of GT students identified will increase.</p> <p>Staff Responsible for Monitoring: GT teacher</p> <p>Title I: 2.4, 2.5</p> <p>Funding Sources: supplies - 199 PIC 21 GT - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>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.</p> <p>Evidence that Demonstrates Success: Increased masters & meets level scores on curriculum based assessments and STAAR.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coach GT teacher Principal Assistant Principal</p> <p>Funding Sources: iReady - 211 Title I - \$12,000, Tutoring and Enrichment supplies - 199 24 ACC ED - \$7,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>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.</p> <p>Evidence that Demonstrates Success: CBA data Benchmark data STAAR data</p> <p>Staff Responsible for Monitoring: Classroom Teachers Principal Assistant Principal Instructional Coach</p> <p>Title I: 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>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.</p> <p>Evidence that Demonstrates Success: CBA data Benchmark data STAAR data</p> <p>Staff Responsible for Monitoring: Classroom Teachers Instructional Coach Principal Assistant Principal</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Utilize a reading interventionist to work with students in 1st - 5th grade to provide targeted intervention fluidly throughout the year.</p> <p>Evidence that Demonstrates Success: cba data, benchmark data, STAAR data, reading level data</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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			
<p>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).</p> <p>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</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Librarian Team Leaders Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Literacy library resources - 199 PIC 11 Reg Ed - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>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</p> <p>Evidence that Demonstrates Success: TTESS Pre-Kindergarten Report Card Teacher Feedback FrogStreet Pre-Assessment CLI data</p> <p>Staff Responsible for Monitoring: Principal Instructional Coach Teachers Support Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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			
<p>Strategy 1: Provide a campus mentor/ support for first and second year teachers</p> <p>Evidence that Demonstrates Success: Meeting Notes</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Instructional support in planning and delivering instruction is provided by the Instructional Coaches (Math & Reading).</p> <p>Evidence that Demonstrates Success: Lesson plans</p> <p>Staff Responsible for Monitoring: Principal Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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			
<p>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.</p> <p>Evidence that Demonstrates Success: Participation in programs</p> <p>Staff Responsible for Monitoring: Principal Assistant, Counselor& Professional Staff</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Participate in the Texas Performance Standards Projects or like curriculum for identified Gifted and Talented students in K-5</p> <p>Evidence that Demonstrates Success: Lesson Plans</p> <p>Staff Responsible for Monitoring: GT Teachers</p> <p>Title I: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	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: 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			
<p>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</p> <p>Evidence that Demonstrates Success: Curriculum Based Assessments, Benchmarks, Interims, STAAR Testing TTESS Staff Development Reports , Reflex Math, PLC- TIL</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Math Vertical Alignment Team Curriculum Dept.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199 PIC 11 Reg Ed - \$600</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Minimum 40% science experiences, hands-on interactions for students. Horizontal team planning across the campus and district. CAST conference.</p> <p>Evidence that Demonstrates Success: Curriculum Based Assessments, Benchmarks STAAR Testing Staff Development Reports, TTAP</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Science Vertical Alignment Team</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Staff development on this campus in Reading Language Arts (RLA) includes the following: Strategies for ELL Learners Supporting struggling learners Collaborate/Plan with Instructional Coach and reading interventionist. Lead4ward Guided Reading Literacy Stations GRA TPRI</p> <p>Evidence that Demonstrates Success: Curriculum Based Assessments Benchmarks STAAR Testing Staff Development Report</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Reading Vertical Alignment Team Literacy Strategist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Literacy station materials - 199 PIC 11 Reg Ed - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress





 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			
<p>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</p> <p>Evidence that Demonstrates Success: Lesson Plans</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>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</p> <p>Evidence that Demonstrates Success: Attendance Sign In sheets Title 1 parent survey</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I: 2.6, 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement Care Solace</p> <p>Evidence that Demonstrates Success: Lessons completed by counselor</p> <p>Staff Responsible for Monitoring: Counselor Principal</p> <p>Title I: 2.6, 4.1</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  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			
<p>Strategy 1: The campus will conduct regular drills practicing Hold, Shelter, Lockout, Lockdown and Evacuate. Each six weeks all drills will be conducted.</p> <p>Evidence that Demonstrates Success: Documentation of drills</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Police officer</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus Safety training will take place during preservice week and emergency teams will be created in the Campus Crisis Handbook.</p> <p>Evidence that Demonstrates Success: Documentation of training Crisis Handbook</p> <p>Staff Responsible for Monitoring: Assistant Principal Campus Police Officer</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>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.</p> <p>Evidence that Demonstrates Success: Eduphoria professional development certificates.</p> <p>Staff Responsible for Monitoring: Assistant Principal Counselor</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





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			
<p>Strategy 1: Participate in PTA_sponsored activities, Red Oak Education Foundation programs, and community activities. Evidence that Demonstrates Success: Campus attendance Participation sign in sheets Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>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.) Evidence that Demonstrates Success: Number of participants Staff Responsible for Monitoring: Principal Professional Staff PTA board</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide current data on events and school information on our website, weekly newsletters, and social media outlets. Evidence that Demonstrates Success: Number of posts on website and social media outlets. Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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 Evidence that Demonstrates Success: Completion of service projects. Staff Responsible for Monitoring: Principal Assistant Principal Campus Officer Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
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

**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"

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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 as 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 Elementary 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 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

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

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			
<p>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.</p> <p>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</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal All Professional Staff members</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: Curriculum Associates iReady! and Toolbox Supplemental Resources - 211 Title I</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize Guided Reading with ongoing professional development and RTI to support and intervene with identified struggling readers.</p> <p>Evidence that Demonstrates Success: GRA results TPRI RTI MAP</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Professional Staff members</p> <p>Title I: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

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			
<p>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.</p> <p>Evidence that Demonstrates Success: Eduphoria RTI MAP GRA TPRI</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Case-managers All Professional Staff members</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement Student Learning Objectives to focus teachers on a specific fundamental skill.</p> <p>Evidence that Demonstrates Success: TTESS GRA Google Sheets Data Binders</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal All Professional staff members</p> <p>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</p>	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
<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: 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			
<p>Strategy 1: Provide a campus mentor/ support for first and second year teachers (new to Red Oak Elementary and new to Red Oak ISD)</p> <p>Evidence that Demonstrates Success: Meeting Notes/Agenda</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Mentor teacher Coordinator of Mentors for ROISD</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>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.</p> <p>Evidence that Demonstrates Success: A minimum of two instructional strategies per semester will be shares from a variety of staff.</p> <p>Staff Responsible for Monitoring: Campus Administration Instructional Coach Team Leads</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide teachers opportunities to have ongoing professional development in the areas of Reading, Writing, Math, ELL strategies and best practices.</p> <p>Evidence that Demonstrates Success: Agendas/Sign in sheets from meetings Lesson Plans Lead4ward - Leading Learning Series</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Literacy Specialist Team Leads ROISD Curriculum Department</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Funding Sources: Lead4ward Leading Learning Series - 211 Title I - \$1,520</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Retain staff by creating a climate that adds value to staff by providing quarterly morale boosting activities.</p> <p>Evidence that Demonstrates Success: Quarterly morale boosting activities for staff</p> <p>Staff Responsible for Monitoring: Principal Counselor Culture and Climate Committee</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	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: 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			
<p>Strategy 1: Partner with our community members and local churches to increase involvement and student participation within the community.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Site Based Committee Counselor</p> <p>Title I: 4.2 - TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Participate in the Texas Performance Standards Projects or like curriculum for identified Gifted and Talented students in K-5.</p> <p>Evidence that Demonstrates Success: Student produced products</p> <p>Staff Responsible for Monitoring: Campus GT Specialist</p> <p>Title I: 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: GT Supplies - 199 PIC 21 GT - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize the ROE Makerspace and STEAM Studio to foster creativity and integration.</p> <p>Evidence that Demonstrates Success: Makerspace calendar Social Media</p> <p>Staff Responsible for Monitoring: Librarian Instructional Coach GT specialist Principal Counselor</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 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			
<p>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.</p> <p>Evidence that Demonstrates Success: Teachers and students use of technology in the classroom. Observation and walk-through data</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Team Lead All professional staff</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Administrators will commit to four walkthroughs for all teacher staff.</p> <p>Evidence that Demonstrates Success: Eduphoria</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>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.</p> <p>Evidence that Demonstrates Success: Eduphoria</p>	Formative			Summative
	Nov	Jan	Mar	June

Staff Responsible for Monitoring: Campus Administration

Title I:
2.5

 No Progress

 Accomplished





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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			
<p>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</p> <p>Evidence that Demonstrates Success: Lesson Plans</p> <p>Staff Responsible for Monitoring: Counselor Campus Administration</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize restorative practices to create and build positive classroom environments and teach behavior expectations.</p> <p>Evidence that Demonstrates Success: Lesson plans Discipline referrals</p> <p>Staff Responsible for Monitoring: Counselor All professional staff</p> <p>Title I: 2.4, 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize the ROISD volunteer program to encourage parent and community volunteers in a wide variety of events throughout the school year.</p> <p>Evidence that Demonstrates Success: Volunteer Management system</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>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.</p> <p>Evidence that Demonstrates Success: Campus Celebration Assemblies every six weeks PTA Meeting sign ins Parent Survey</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Teachers</p> <p>Title I: 2.5, 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Hold yearly parent-teacher conferences to share beginning of the year data and set goals for the school year.</p> <p>Evidence that Demonstrates Success: Number of parent conferences held</p> <p>Staff Responsible for Monitoring: Principal Classroom teachers</p> <p>Title I: 4.1, 4.2</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  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			
<p>Strategy 1: Review the campus crisis plans and ensure that various drills are conducted in accordance with local and State requirements.</p> <p>Evidence that Demonstrates Success: Drill Schedule Drill Logs Fall Safety Day Spring Safety Day</p> <p>Staff Responsible for Monitoring: Campus Police Office ROISD Chief of Police Campus Administration</p> <p>Title I: 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide CPI (Crisis Prevention Intervention) Training for the prevention and intervention campus based teams.</p> <p>Evidence that Demonstrates Success: Certificates and Documentation of Training uploaded in Eduphoria Documentation of Event</p> <p>Staff Responsible for Monitoring: Campus Administration Director of Special Education Special Education Teachers & Aides</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>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.</p> <p>Evidence that Demonstrates Success: Eduphoria Professional Development Certificates</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Jan	Mar	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: 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			
<p>Strategy 1: Communicate with parents on a regular basis through student folders, calendars, newsletters, positive phone calls ,the district website and parent conferences.</p> <p>Evidence that Demonstrates Success: Skyward Social Media campus website district website positive emails</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor PTA All staff</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide opportunities for parents and the community to visit, volunteer and celebrate with students and staff.</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Team Leaders PTA Staff</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Invite local businesses and community members and parents to present their career information to our students.</p> <p>Evidence that Demonstrates Success: Photos of event</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor</p> <p>Title I: 2.4, 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  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			
<p>Strategy 1: Develop school health programs that focus on promoting healthy lifestyle choices and physical fitness. Review recommendations by SHAC.</p> <p>Evidence that Demonstrates Success: Annual Fitness gram assessment in grades 3-5 Mobile dentist visits Jump Rope for Heart Food for Kids</p> <p>Staff Responsible for Monitoring: PE Teacher Nurse Campus Administrators</p> <p>Title I: 2.4, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide curriculum/program for students to develop leadership, self-reliance, and good character.</p> <p>Evidence that Demonstrates Success: VIP G3 Talon Tickets Hawk Assemblies Partner PE Special Olympics Hawk Hero Day</p> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers</p> <p>Title I: 2.4, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Create opportunities for families and staff to socialize and connect outside of school hours.</p> <p>Evidence that Demonstrates Success: Social Media Family Nights Santa Shuffle</p> <p>Staff Responsible for Monitoring: Campus Administration Team Leaders Counselor</p> <p>Title I: 2.4, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Develop school clubs to allow students opportunities to explore special interests and foster positive learning experiences.</p> <p>Evidence that Demonstrates Success: Club membership lists VIP Partner PE Garden Club Chess Club Running Club</p> <p>Staff Responsible for Monitoring: All professional staff Campus Administration</p> <p>Title I: 2.4, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	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>				

Title I Personnel

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

**Red Oak Independent School District
Russell P. Schupmann Elementary
2022-2023 Campus Improvement Plan**



Mission Statement

4 Talons of the Hawk

Exhibits Academic Readiness: 1% Better Daily & Love Tough

Seeks Opportunities and Challenges of Learning: Growth, Resilience, Integrity, Tenacity (G.R.I.T.)

Demonstrates Fair, Respectful, and Well-Rounded Characteristics: Respect, Encourage, Appreciate, Communicate, Honor (R.E.A.C.H.)

Leaves a Legacy Through Service: "We Before Me"

Vision

"Realizing Our Individual Students' Dreams"

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

See related data and overview on the previous pages.

Demographics

Demographics Summary

Russell P. Schupmann Elementary currently serves students from Pre-K to 5th Grade. Russell P. Schupmann Elementary began the 2021-2022 school year with students enrolled. Russell P. Schupmann Elementary School is comprised of the following Ethnic Distribution as of:

African American: 41%

Hispanic: 39%

White: 13%

Other: 7%

Economically Disadvantaged: 63%

English Learners: 20%

Special Education: 11%

Demographics Strengths

- Due to students on COVID protocol and the option of virtual learning our attendance rate was at 96% The attendance rate for previous years met the goal. Our goal is 97% or higher. Incentives are provided to individuals, classes, and the campus for meeting our attendance goal.

Student Learning

Student Learning Summary

Russell P. Schupmann 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			
	Component Score	RPS	Rating
Overall		87	Met Standard
Student Achievement STAAR		78	Met Standard
Student Progress			Met Standard
Student Growth	80	88	Met Standard
Relative Performance (Eco. Dis. 58.2)	51	81	Met Standard
Closing the Gaps	89	84	Met Standard

Please note: A letter grade was not given in the 2019-2020 school year.

Test	2019			2018		
	Approaches	Meets	Masters	Approaches	Meets	Masters
3 rd Grade Reading	85%	58%	33%	72%	20%	11%
3 rd Grade Math	88%	58%	28%	72%	38%	15%
4 th Grade Reading	63%	32%	16%	46%	23%	13%
4 th Grade Math	73%	38%	20%	54%	25%	9%
4 th Grade Writing	64%	29%	5%	39%	16%	4%
5 th Grade Reading	85%	48%	31%	87%	50%	17%
5 th Grade Math	89%	57%	37%	96%	61%	13%
5 th Grade Science	77%	51%	20%	84%	51%	18%

Student Learning Strengths

Based on 2019:

Russell P. Schupmann Elementary increased our Meets level in 3rd grade reading from 20% to 52%, a 32% difference.

Russell P. Schupmann Elementary increased our Meets level in 3rd grade math from 38% to 55%, a 17% difference.

Russell P. Schupmann Elementary increased our Approaches level in 4th writing from 39% to 61%, a 22% difference.

Russell P. Schupmann Elementary increased our Approaches level in 4th reading from 46% to 61%, a 15% difference.

Russell P. Schupmann Elementary increased our Approaches level in 4th math from 54% to 72%, a 17% difference.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: RPS was identified as needing targeted assistance in 2019 (white demographic area). **Root Cause:** Systems for reviewing student data and protocols for increasing student performance in the classroom to meet ESSA requirements.

Problem Statement 2: While majority of students meet the approaching level, students need to be continually challenged to perform at the mastery grade level in all categories. **Root Cause:** Systems for reviewing student data and protocols for increasing student performance in the classroom.

Problem Statement 3: While PLC processes have focused on post-assessment data in the past, PLC processes on a campus level have not been consistent in planning for instruction and TEK alignment through TRS. **Root Cause:** Increasing teacher knowledge on indicators and measurements of success for student groups.

School Processes & Programs

School Processes & Programs Summary

Schupmann Elementary uses our curriculum coordinators, campus level support, and multiple resources to help guide our planning, delivery, and assessment of instruction. The curriculum, instruction, and assessment focus at Russell P. Schupmann Elementary is based on the Texas Essential Knowledge and Skills. The TEKS Resource System includes the scope and sequence and curriculum based assessments that promote critical thinking, problem solving, communication skills, creativity and collaboration.

For all subjects, assessment plays a major role in decision making and takes on many different forms at Russell P. Schupmann 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 will be consistently utilized to allow students to demonstrate their learning through performance, products, presentations, and critical writing samples. By ensuring all grade level skills are taught and that students learn them, Russell P. Schupmann Elementary can demonstrate how the 21st Century Skills are being mastered. Campus level dis-aggregation 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. We utilize TPRI, DRA2, Fontas and Pinnell Guided Reading, campus/ district benchmarks, STAAR, and additional assessments throughout the school year. 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.

PLC meetings are conducted weekly by campus administrators and instructional coach. The campus focuses on lessons, data review, and collaborative planning for student interventions and enrichment. 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 throughout the year, after school, to provide support and academic strategies for teachers to utilize with identified students. All staff, professional and para-professional, have many opportunities throughout the school year and summer, to attend professional development sessions, on and off campus, to enhance the teaching and learning environment for our students, and addressing the needs of our campus as identified in the plan.

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

School Processes & Programs Strengths

Teachers utilize the TRS system resources to design lessons that are grade level appropriate. Professional development is provided to include best practices and instructional strategies that will increase student dialogue and create a student centered classroom environment.

Teachers collaborate in team planning meetings and grade level PLCs to discuss assessments, student data, monitor growth and plans to provide the appropriate level of challenge for each individual student.

- Data Analysis Protocol and Profile Sheets
- Profile Boxes
- Weekly PLC Meetings
- Team Planning
- Vertical Alignment Opportunities (Needs)
- Talon Time

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Continue refining the process of student goal setting and tracking their own data. **Root Cause:** All grade levels (emphasis on K-2 reading)

Problem Statement 2: While our teachers understand the process of collecting data, there is still a need to better understand how to differentiate learning for all levels of performance. **Root Cause:** Refining instructional practice and intentional small groups.

Problem Statement 3: Increase student performance by utilizing Talon time to intentionally address student needs. **Root Cause:** Increasing teacher awareness of skill based needs and progress monitoring groups.

Problem Statement 4: There is a need to monitor discipline data for all sub-populations across the campus. **Root Cause:** Root Cause SPED discipline data and intentional decisions regarding infractions.

Problem Statement 5: A system for reporting violence and intervention measures is in place. **Root Cause:** Identifying individuals who are in need of assistance and interventions to assist with counseling services.

Problem Statement 6: Attendance will continuously be monitored by an attendance committee each year. **Root Cause:** The COVID pandemic impacts regular attendance in school when students are absent due to illness or close contact concerns. At this time a virtual learning is not an option.

Perceptions

Perceptions Summary

Russell P. Schupmann Elementary School is a student-centered learning environment. Students and staff are focused on teamwork, working together to grow as lifelong learners and improving student achievement to impact individual student performance. Student activities, staff leadership roles and the overall safety of the Schupmann campus is driven by the three goals.

Russell P. Schupmann Elementary's theme for the year is Six Houses, One Mission, United!! Our Motto is Anchored in Excellence. The positive and safe environment at Russell P. Schupmann 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.

Student Leadership Summary (TBD based on COVID guideline)

- Spirit Leaders
- Spanish Club
- 3rd - 5th student goal setting, Safety Patrol, Flag Patrol, (TBD-based on activity guidelines and restrictions)
- Students participated in PE events such as Field Day.
- All events and activities TBD based on COVID.

Staff Leadership Summary

- Utilization of teacher leaders to facilitate planning, professional development, vertical teaming sessions on campus.
- Capitalizing on strengths of staff to promote growth in areas of need.

Safe and Orderly Schools Summary

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

Perceptions Strengths

At Russell P. Schupmann 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
Talon Time	Parent-Teacher Conferences	Family Academic Nights
Bricks for Kids	Heart of a Teacher	Parent Nights
Spirit Leaders	Teacher/ Staff Member of the Year	Title 1 Presentation

Student Activities	Staff Activities	Parent/Community Involvement
Program Performances	Staff social events	PTA Volunteer Opportunities/ Events/ Fundraisers
Student Librarians	Team Lead opportunities	Fall Festival
Flag Patrol	Ongoing Professional Development	Music Performances
Safety Patrol	Mentors	Grandparents Day
Schupmann House Assemblies	Student Teachers	Book Fair (Fall & Spring)
Anti-bullying program	Education Foundation Partnership	Volunteer Appreciation Breakfast
Red Ribbon Week	Teacher and Staff of the Month	Social Media
Schupmann Success Assemblies	Themed Days	Reading Under the Stars
UIL	Homecoming Activities	STEAM Night/Multi - Cultural Awareness Night
Guidance Lessons		Black History Month Performance
		Hispanic Heritage
		RPS 101

Parent Survey 2021:

Strengths

- Welcoming Environment
- Informed about Activities and Communication
- Communication (All Ways)
- Reading and Math Instruction Help

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Russell P. Schupmann Elementary needs to continue to find innovative ways to increase parental and community involvement at the campus. **Root Cause:** COVID Friendly

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

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

- Organizational structure data

- Budgets/entitlements and expenditures data

Goals

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

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

High Priority





Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize district common assessments, GRA, TPRI, MAP, and other data available, dissect and interpret data to facilitate Professional Learning Community (PLC) discussions for determining instruction for students on all levels.</p> <p>Evidence that Demonstrates Success: Students success on CBAs, formative assessments, summative assessments, STAAR tests, TPRI, DRA2, and MAP.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Reading Support Instructional Coaches Classroom Teachers Special Education Teacher</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Utilization of Guided Reading with ongoing professional development to support and intervene with identified struggling readers. The Literacy Strategist position continues and is funded partially with Title I monies.</p> <p>Evidence that Demonstrates Success: GRA results TPRI RTI Literacy Footprints (Digital and Print)</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Reading Support Instructional Coaches Classroom Teachers Special Education Teacher</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 211 Title I</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: ELAR Writing instruction is guided and supported by research-based resources approved by the district with a focus on writing. These components include guided writing, shared writing, and writing across the contents. Gretchen Bernabei writing strategies. The major activities and resources used to support this strategy include:</p> <p>Target Time After school tutoring Textbook Adopted Resources Writing Across Contents Word Wall Activities/Grammar Activities Writing Reading A-Z (RAZ Kids Plus) Brain Pop Jr. Brain Pop ELL Literacy Footprints Dual Schools-The Learning Patio (RPS and HAW)</p> <p>Evidence that Demonstrates Success: Student progress on ELAR/SLAR CBAs, formative and summative assessments, including STAAR tests, TELPAS, and writing assessments,. Student interactive journals and the usage of text structures. Utilization of a student friendly rubric</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches ELAR Teachers Special Education Teachers Dyslexia Therapist Reading Support</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: A-Z - 211 Title I - \$2,508</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Math instruction is guided and supported by research-based resources approved by the district. The major activities and resources used to support this strategy include:</p> <p>Envision Math Manipulatives Education Genius Number Talks Reflex Prodigy TEKSing Toward STAAR Lone Star Math Education Galaxy Target Time MAP Think It Up -Mentoring Minds I-READY Resources STAAR Countdown 3-5 STEMscopes Math</p> <p>Evidence that Demonstrates Success: Curriculum Based Assessments STAAR Testing Pre-Assessments MAP data</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Math Vertical Math Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Think Up Resources - 211 Title I - \$6,200</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Grade level teams will meet in Professional Learning Communities (PLC) once per week to monitor student growth and adjust instruction to the needs of each student.</p> <p>Evidence that Demonstrates Success: Calendar, agenda and minutes.</p> <p>Collaborative meeting/planning document.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Reading Support Instructional Coaches Classroom Teachers Special Education Teacher</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue


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


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


High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide a comprehensive intervention plan for identified students designed to close the achievement gap through the Response to Intervention (RtI), accelerated instruction, accelerated instruction plans, and Talon/ Intervention Time. Additional Targeted Support: Closing the Gaps, Status, and Data Tables indicate that the White student group missed the target(s) on the STAAR achievement and growth components in reading and math. Monitor performance of targeted student groups such as, (All, Hispanic, White, Eco. Dis, and Current SPED) will be monitored and remediated by using AWARE monitor groups and individual teacher lists. Then continue on with your whole campus tutoring plan, etc</p> <p>Evidence that Demonstrates Success: Eduphoria (Aware, Axiom) RTI progress monitoring</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Instructional Coaches Reading Support Classroom Teachers Dyslexia Strategist Special Education Teacher</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 211 Title I</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: 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. Areas of focus will be: Balanced Literacy</p> <p>Literacy Stations GRA TPRI Eduphoria Aware Benchmarks Curriculum Based Assessments TELPAS Prior year STAAR Data**/BOY Diagnostic Assessments</p> <p>Evidence that Demonstrates Success: Students and staff will be more aware of their growth through goal setting based B.O.Y. DRA and MAP data. Student data binders and a data wall will be utilized to track continued growth.</p> <p>Staff Responsible for Monitoring: All professional Staff Members</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress





 Accomplished

 Continue/Modify

 Discontinue

Goal 1: 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			
<p>Strategy 1: Provide a campus mentor/ support for first and second year teachers (new to campus and new to Red Oak ISD) as part of the District New teacher program.</p> <p>Evidence that Demonstrates Success: Meeting Notes/ Agenda</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Coordinator of Advanced Academics & Professional Development</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide teachers opportunities to have ongoing professional development in the areas of Instructional Leadership, Math, Reading, Writing strategies and best practices (includes ELAR consultant and Gretchen Bernabei training).</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Reading Support Team Leads ROISD Curriculum Department</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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			
<p>Strategy 1: Provide opportunities for students to participate in extracurricular activities such as:</p> <p>Spirit Leaders Spanish Club GirlStart Choir GT Tutoring opportunities Internal and External Field Trips (TEKS based)</p> <p>Parents will have an opportunity to engage in the learning community during parent engagement nights.</p> <p>-Math Night-Fall Festival -Literacy Night -STAAR Parent Night -Open House</p> <p>Evidence that Demonstrates Success: Participation in programs Staff Responsible for Monitoring: Principal Assistant Principal GT Teacher Fine Arts Teacher Counselor PE Teacher Professional Staff</p> <p>Title I: 2.4, 2.5, 2.6, 4.2 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Participate in the Texas Performance Standards Projects or like curriculum for identified Gifted and Talented students in K-5.</p> <p>Evidence that Demonstrates Success: Open House Lesson Plans</p> <p>Staff Responsible for Monitoring: GT Specialists</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Grade level teams will use Professional Learning Communities (PLC), Response to Intervention (RtI), Curriculum-Based Assessments (CBAs) to know the needs of each student at any given time including (general education students, special education students, Gifted and Talented (GT) students, and English Learners (ELs). Additional Targeted Support: Closing the Gaps Status and Data Tables indicate that one group missed the target(s) on the STAAR achievement and growth components in reading and math. Students in the groups will be monitored and remediated by using AWARE monitor groups and individual teacher lists. Then continue on with your whole campus tutoring plan, etc.</p> <p>Evidence that Demonstrates Success: Staff discussions of student growth and needed interventions. Ongoing collaboration horizontally and vertically with grade levels K-5 will take place on a regular basis.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal All professional staff members</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Jan	Mar	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: 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			
<p>Strategy 1: Provide monthly school professional development that gives teachers with the tools to incorporate the technology provided at Russell P. Schupmann Elementary.</p> <p>Evidence that Demonstrates Success: Teachers and students use of technology in the classroom. Observation and walk-through data 4th Wednesday Learning Opportunities will be provided by Library/Technology Support Staff Member</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Team Lead All professional staff Technology Committee</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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 once per grading period.</p> <p>Administrators will attend TEPSA Professional Development Summer Conferences to refine evaluation, coaching and other components of instructional leadership.</p> <p>Evidence that Demonstrates Success: Eduphoria Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Utilization of instructional resources to provide ongoing support for staff and students.</p> <p>Evidence that Demonstrates Success: CBA data Team Lead Agendas Faculty meeting Agendas</p> <p>Staff Responsible for Monitoring: Campus Administration Instructional Coach Leadership Team</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Staff development on this campus in Math includes the following:</p> <p>Use of manipulatives Math centers Number Talks Supporting struggling learners Horizontal and vertical team meetings across the district and/or area Dare Ya "Think" Lead4ward Conference Rocking Review TEPSA WIN TIME PD</p> <p>Evidence that Demonstrates Success: Curriculum Based Assessments Benchmarks/ Interim Assessment STAAR Testing TTESS Staff Development Reports</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Curriculum Dept.</p> <p>Title I: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Staff development on this campus in Reading/English Language Arts (ELAR) includes the following:</p> <ul style="list-style-type: none"> Balanced Literacy Strategies Empowering Writers Strategies for ELL Learners Supporting struggling learners Collaborate/Plan with Instructional Coach, Literacy Strategist, and Librarian Lead4ward Intentional Intervention Guided Reading Literacy Stations Grammar and Editing Imagine Learning for ELL Invitation to Notice DRA TPRI Comprehension Toolkit Textbook Resources Literacy Footprints Readworks Engagement Kits <p>Evidence that Demonstrates Success: Curriculum Based Assessments</p> <ul style="list-style-type: none"> Benchmarks/ Interim Assessments STAAR Testing Staff Development Report <p>Staff Responsible for Monitoring: Principal</p> <ul style="list-style-type: none"> Assistant Principal Instructional Coach Reading Support <p>Title I: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 6 Details	Reviews			
<p>Strategy 6: Staff development on this campus in Science includes the following: Science Interactive Journaling Exploration through Stem Scopes Horizontal team planning across the district Training for all teachers who teach Science -CAST Conference for Science Leads -Science Penguin -Think Up and IReady -Engagement Kits -On Campus Experiences w/ Outside People and Resources</p> <p>Evidence that Demonstrates Success: Curriculum-Based Assessments Benchmarks/ Interim Assessments STAAR Testing Staff Development Reports Usage of Science Penguin</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Science teachers Special Education Teacher</p> <p>Title I: 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  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 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			
<p>Strategy 1: Assemble a Behavior Committee that will collectively accomplish the following.</p> <p>Create a school-wide House System that builds on the character traits of the four talons, contributes to communal student achievement, encourages student intrinsic motivation and creates schoolwide value placed on good behavior and academic success. Also, strive cultivate a culture of belonging and student realization that good behavior and academic success are praiseworthy.</p> <p>Design a discipline program that is focused on changing behavior, by building relationships, providing behavior interventions and academic support. We will proactively design and implement systems that track behavior and provide a hierarchy of consequences aligned with the Code of Conduct. We will design a system that makes student completion of work mandatory, while providing extra time and more intensive academic support.</p> <p>Classroom Hallways Restrooms Recess Cafe Behavior Committee</p> <p>Evidence that Demonstrates Success: HOUSE DoJo documentation. Positive Office Referral / Regular Office Referral Data No Opt Out Data Stage 1-3 Referral Data</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor All of School Community</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Counselor lessons on character each 6 weeks Cyber safety Harassment Bullying SEL - Sanford Harmony</p> <p>Evidence that Demonstrates Success: Lesson plans</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor</p> <p>Title I: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue student recognition programs and student service groups.</p> <p>Evidence that Demonstrates Success: Monthly Campus Celebration/Assemblies/HOUSE Parties</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Teachers</p> <p>Title I: 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Maintain a welcoming campus environment that students, parents, staff and community take pride in.</p> <p>Evidence that Demonstrates Success: Customer Care Hawktastic Referrals Anchored in Excellence Moments</p> <p>Staff Responsible for Monitoring: All ROISD Staff</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Monitor student attendance to attain targeted 97% campus attendance rate. Assemble an Attendance committee that meets periodically to review weekly attendance data and students in danger of violating the 10% rule</p> <p>Evidence that Demonstrates Success: Incentives Attendance Awards</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Registrar Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Communicate with parents on a regular basis through student folders, calendars, newsletters, and lesson plans on teacher websites, positive phone calls, the district website and scheduled parent conferences.</p> <p>Evidence that Demonstrates Success: Surveys Parent Conference Documentation Phone Calls/Emails Class Dojo Reports Reach Blackboard</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor PTA All Staff</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	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: 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			
<p>Strategy 1: Review the campus crisis plans and ensure that various drills are conducted in accordance with Town and State requirements.</p> <p>Evidence that Demonstrates Success: Drill Schedule Drill Logs Fall Safety Day Spring Safety Day</p> <p>Staff Responsible for Monitoring: Campus Police Office ROISD Chief of Police Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide CPI (Crisis Prevention Intervention) Training for the prevention and intervention campus based teams.</p> <p>Evidence that Demonstrates Success: Certificates and Documentation of Training uploaded in Eduphoria Documentation of Event</p> <p>Staff Responsible for Monitoring: Campus Administration District Trainer Director of Special Education Special Education Teachers & Aides</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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			
<p>Strategy 1: Participate in PTA_sponsored activities, Red Oak Education Foundation programs, and community activities.</p> <p>Evidence that Demonstrates Success: Campus attendance Participation sign in sheets</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide opportunities for volunteer support and leadership opportunities- including but not limited to Book Fairs Fall Festival Parenting Nights to coincide with other events such as student performances/PTA.</p> <p>Evidence that Demonstrates Success: PTA board number of volunteers</p> <p>Staff Responsible for Monitoring: Principal Professional Staff PTA board</p> <p>Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 211 Title I</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide current data on events and school information on our website and social media outlets.</p> <p>Evidence that Demonstrates Success: Number of posts on website and social media outlets.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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			
<p>Strategy 1: Provide opportunities for students to do service projects:</p> <p>Community Service ROISD Events Collect Can Food for Food Bank. Collect items for Ronald McDonald House.</p> <p>Evidence that Demonstrates Success: Completion of service projects. Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide curriculum/program for students to develop leadership, self-reliance, and good character.</p> <p>Sanford Harmony SEL Curriculum</p> <p>Evidence that Demonstrates Success: Schupmann Success Assemblies SEL instruction</p> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide opportunities for community members to participate in school events.</p> <p>Evidence that Demonstrates Success: Service opportunities Social media Support programs Cultural Celebrations</p> <p>Staff Responsible for Monitoring: Professional staff</p> <p>Title I: 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Create opportunities for families and staff to socialize and connect outside of school hours. Evidence that Demonstrates Success: Social Media Literacy Night- Virtual Version STEAM Night - Virtual Version Curriculum Night - Virtual Version Fall Festival Academic Night (parent engagement) Staff Responsible for Monitoring: Campus Administration Team Leaders Counselor Title I: 4.2	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Aleigha Hudson	AL Tutor and Intervention	Title 1	
Deb Marcell	Reading Intervention	Title 1	
Maria Carmen Hernandez	Bilingual Para Intervention Support	Title 1	
Sheri Adams	Reading Support	Title 1	.5

**Red Oak Independent School District
Donald T. Shields Elementary
2022-2023 Campus Improvement Plan**



Mission Statement

4 Talons of the Hawk

Exhibits Academic Readiness: 1% Better Daily & Love Tough

Seeks Opportunities and Challenges of Learning: Growth, Resilience, Integrity, Tenacity (G.R.I.T.)

Demonstrates Fair, Respectful, and Well-Rounded Characteristics: Respect, Encourage, Appreciate, Communicate, Honor (R.E.A.C.H.)

Leaves a Legacy Through Service: "We Before Me"

Vision

"R realizing Our Individual Students' Dreams"

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Shields Elementary currently serves students from ECSE to 5th Grade. Shields Elementary ended the 2020-2021 school year with 543 students enrolled.

Shields Elementary School is comprised of the following ethnic distribution:

African American: 26.15%

Hispanic: 36.99%

White: 30.39%

Asian: 1.10%

American Indian: 0.18%

Pacific Islander: 0.18%

Two or More Races: 4.97%

Economically Disadvantaged: 52.03%

English Learners: 9.39%

At-Risk: 38.62

Mobility Rate: 3.252%

SPED: 16.21%

Foster Care: 5.34%

Gifted/Talented: 4.42%

Demographics Strengths

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

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

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

Problem Statements Identifying Demographics Needs

Problem Statement 1: For the 2020-2021 school year, 5.34% (29 total) students enrolled each grading period through temporary foster care and require additional resources to be successful on campus such as support staff, mentorship, social skills, basic needs such as clothing and school supplies. **Root Cause:** A Temporary Group Foster Home serves 130

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

Student Learning

Student Learning Summary

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

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

Shields 20-21 STAAR Data at a Glance

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

**Shields 20-21
DRA at a Glance**

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

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

1st= 34% at or above grade level

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

2nd=51% at or above grade level

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

Student Learning Strengths

2020-2021

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

Problem Statements Identifying Student Learning Needs

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

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

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

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

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

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

School Processes & Programs

School Processes & Programs Summary

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

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

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

Student progress is monitored through informal and formal assessments, along with focused tutorials and interventions. The RTI committee meets to provide support and academic strategies for teachers to utilize with identified students.

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

School Processes & Programs Strengths

- The district curriculum based assessments (CBA's) are created with teacher input. There is a process in place for teachers to review the assessments and give feedback as to what they feel should be changed.
- CBA's use multiple representations such as graphs, diagrams, tables, charts, etc. They also include higher order thinking and multi-step processing.
- Staff will also utilize common formative assessments (campus-based) to track student growth and progress.
- Every week, teachers hold a PLC meeting to discuss the data as a group, and develop a plan for intervention based on this data.
- Progress is tracked for students by using Eduphoria and data notebooks. The students set goals and track their progress from assessment to assessment in data folders.

Problem Statements Identifying School Processes & Programs Needs

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

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

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

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

Perceptions

Perceptions Summary

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

Perceptions Strengths

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

Staff Leadership Strengths

- Increased teacher leadership opportunities during weekly PLC planning and monthly professional development trainings on campus.
- Campus Leadership Team being developed with leadership retreat for campus planning and developing strong teacher leaders on campus.

Safe and Orderly Schools Strengths

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

Student Leadership Strengths

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

Problem Statements Identifying Perceptions Needs

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

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

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

High Priority

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

Strategy 2 Details	Reviews			
<p>Strategy 2: English Language Arts and Reading instruction is guided and supported by research-based resources approved by the district. Balanced Literacy components, including guided reading/writing, and shared reading/writing are addressed across grade levels. The major activities used to support this strategy include: DRA2, MAP, Reading/Writing Journaling, Word Wall Activities/Genre Wall, Guided Reading, Writing Stations, Targeted Professional Development</p> <p>Evidence that Demonstrates Success: Student progress on ELAR CBAs, formative and summative assessments, including DRA2, STAAR tests, TELPAS, writing assessments, and TPRI.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal Instructional Coach ELAR Teachers (SPED included) Dyslexia Therapist Literacy Strategist</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Think it Up!, Reading A-Z - 211 Title I - \$2,000, Poster Maker to aide instruction - 211 Title I - \$4,000</p>	Formative			Summative
	Nov	Jan	Mar	June

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

Strategy 4 Details	Reviews			
<p>Strategy 4: The campus will increase Masters level scores in Index 3 on STAAR across all tested grade levels and content areas. The major activities used to support this strategy include: Gifted/Talented/SPED Push-in, Literacy Intervention Push-in, PLC extensions, Increased Higher Level Thinking activities, Talon Time, Collaboration with ICs, GT Teacher, Librarian, Dyslexia, SPED and Literacy Strategist</p> <p>Evidence that Demonstrates Success: Pre-Assessment Data, Curriculum Based Assessments, MAP Testing, STAAR Testing Data</p> <p>Staff Responsible for Monitoring: Administration GT Teacher Literacy Strategist Librarian Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Shields elementary will work to increase the academic growth in targeted areas (white demographics) through effective PLCs and planning, formative assessments, aggressive monitoring, and specialized acceleration using state compensatory education. Teachers will be trained on engagement strategies and supplied with necessary resources such as</p>	Formative			Summative
	Nov	Jan	Mar	June

timers, engagement kits, and other tools to utilize engagement training.

Evidence that Demonstrates Success: Increase in meets and masters performance (all students)

Staff Responsible for Monitoring: Administration

Instructional Coach

Literacy Support Teachers

Title I:

2.4, 2.5

- **TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools


- **ESF Levers:**


Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective


Instruction

- **Targeted Support Strategy**

Funding Sources: Compensatory Education , Acceleration - 199 24 ACC ED - \$5,000

 0% No Progress

 100% Accomplished

 Continue/Modify





 Discontinue

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

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

High Priority





Strategy 1 Details	Reviews			
<p>Strategy 1: Campus staff will be trained throughout the year in using data to drive instructional decisions and promote growth both in the students and in themselves. Staff will participate in focused Professional Learning Communities (PLCs) and in Content Area Vertical Alignment Teams.</p> <p>DRA2 Literacy Strategist (50% funded with Title I funds) TPRI RtI Education Galaxy Number Talks Daily Math Fluency Guided Math StarFall MAP Data TEKSing toward STAAR Eduphoria Aware Benchmarks Curriculum Based Assessments TELPAS Think it Up! Science Penguin STAAR 2019 Data</p> <p>Evidence that Demonstrates Success: Students and staff will become more aware of their growth and will set goals for continued growth.</p> <p>Staff Responsible for Monitoring: All professional staff</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
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Strategy 2 Details	Reviews			
<p>Strategy 2: Plans for assisting Pre-Kindergarten students in the transition from early childhood programs. The following activities will be used to support this strategy: Implement Pre-Kindergarten Guidelines Coordinate transition plan with PreK and Kindergarten teachers in the spring for PreK students to visit kinder classrooms Coordinate with Specials Teachers to provide a tour of the gym, music room, and art room</p> <p>Evidence that Demonstrates Success: TTESS Pre-Kindergarten Report Card Teacher Feedback Frog Street Pre-Assessment CLI Assessment ESGI Assessment</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Teachers Support Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Hire a kindergarten instructional aide to support student growth and support classroom instruction in order to increase the number of students reading on grade level by first grade.</p> <p>Evidence that Demonstrates Success: DRA reading levels, MOY and EOY MAP scores, TPRI MOY and EOY</p> <p>Staff Responsible for Monitoring: Administration, Kindergarten teachers, Instructional Coaches, Reading Support Teacher</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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			
<p>Strategy 1: Recruit from teacher certification programs, advertisements to ensure avenues for attracting highly qualified teachers.</p> <p>Evidence that Demonstrates Success: Highly Qualified Staff Report Successfully filled staff vacancies</p> <p>Staff Responsible for Monitoring: District HR Team Principal</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide a campus mentor/ support for first and second year teachers (new to Shields Elementary and new to Red Oak ISD)</p> <p>Evidence that Demonstrates Success: Meeting Notes Mentor log</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide opportunities for teacher leaders to present best practices and research-based strategies they are using successfully in their classrooms with the entire staff.</p> <p>Evidence that Demonstrates Success: Teacher-leader presentation during monthly staff meeting</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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			
<p>Strategy 1: Participate in the Texas Performance Standards Projects or like curriculum for Gifted and Talented students in K-5.</p> <p>Evidence that Demonstrates Success: Student products Staff Responsible for Monitoring: GT Specialists</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement a "House System" where the entire campus body is divided into four sub-units based on the four talons to facilitate healthy competition and teamwork.</p> <p>Evidence that Demonstrates Success: Increased motivation in students reflected in walk throughs and student achievement. Staff Responsible for Monitoring: Administration, House Committee, Leadership Team</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Seek Opportunities and Challenges of Learning: Promote and support an environment that inspires high levels of student growth, resilience, integrity, and tenacity.

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





Strategy 1 Details	Reviews			
<p>Strategy 1: Staff development on this campus in Reading/English Language Arts (ELAR) includes the following: Balanced Literacy Strategies Education Galaxy DRA2 TPRI Strategies for ELL Learners Supporting struggling learners Debbie Dillar: Vertical Alignment Collaborate/Plan with Instructional Coach, Reading Support, Dyslexia Therapists, and Librarian</p> <p>Evidence that Demonstrates Success: Curriculum Based Assessments Pre-Assessments STAAR Testing T-TESS Staff Development Logs</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Librarian Reading Support, Dyslexia Therapist, ELAR Teachers (SPED included)</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

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

Strategy 3 Details	Reviews			
<p>Strategy 3: Sustained and ongoing professional development will be aligned to campus needs identified in the Comprehensive Needs Assessment For Required Staff Development Days for 2020-2021 (18 hours), the following will be required: 9 hours of Content - Principal's choice and 9 hours of teacher choice for professional staff; 6 hours para choice and 12 hours Principal's choice for instructional paraprofessionals; 18 hours for non-instructional staff</p> <p>Evidence that Demonstrates Success: Professional Development Reports Classroom Implementation Staff Development Logs</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Staff development on this campus in Science includes the following: Science Interactive Journaling Exploration through Stem Scopes Minimum 40% science experiences, hands-on interactions for students Lead4Ward Science CAST Science Conference</p> <p>Evidence that Demonstrates Success: Curriculum Based Assessments Pre-Assessments STAAR Testing T-TESS Staff Development Logs</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Science Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Science Penguin - 211 Title I - \$400</p>	Formative			Summative
	Nov	Jan	Mar	June





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

Strategy 6 Details	Reviews			
<p>Strategy 6: Integrate technology into the daily curriculum. Technology will be utilized to improve and offer varied instruction in all classrooms. The following activities will be used to support this strategy: Seesaw (K-2) Google Classroom (3-5) Professional Development on integrating technology in the classroom Collaborate with Campus/District Technology Specialists Communicate and implement Lab, COW, tablet, Mimio, projector, and document camera usage expectations</p> <p>Evidence that Demonstrates Success: Walkthroughs Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Campus Lab Specialist District Technology Specialists Campus Technology Trainer Librarian</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
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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			
<p>Strategy 1: Meet with student groups/organizations to allow the opportunity for students to provide feedback to administrators on ways to improve the campus through character guidance lessons, student council, and school ambassadors; promote 4 Talons characteristics</p> <p>Evidence that Demonstrates Success: Decreased reports of bullying, harassment, and cyber safety. Student surveys</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Campus Police Officer</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Monitor student attendance to attain targeted 97% campus attendance rate.</p> <p>Evidence that Demonstrates Success: Incentives Attendance Awards</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Registrar Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Create a campus culture that understands and celebrates students of students considered economically disadvantaged on campus through staff training, and reflection.</p> <p>Evidence that Demonstrates Success: Reduced discipline referrals of economically disadvantaged students, increased student achievement of economically disadvantaged students, and strengthened relationships of student families as evidenced in school parent surveys.</p> <p>Staff Responsible for Monitoring: Administration, Leadership Team, Counselor, Fine Arts Teacher: Admin Intern</p> <p>Title I: 2.4, 4.1</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Ruby Payne Emotional Poverty Seminar, Staff Books for Book Study - 211 Title I - \$600</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Family Engagement Math/Literacy Night</p> <p>Evidence that Demonstrates Success: Parents and students will work together with staff to complete TEKS aligned activities to bridge the home/school learning gaps. May 9th, "Movie and learning night." Campus will read short story and the movie version of the book will be played for families. Families will watch movie and do thematic learning activities with the book/movie theme.</p> <p>Staff Responsible for Monitoring: Admin, leadership team, resource teacher, classroom teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Nov	Jan	Mar	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: 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			
<p>Strategy 1: Campus conducts appropriate bus safety, tornado, fire/evacuation and lockdown drills as required and submits appropriate documentation as required.</p> <p>Evidence that Demonstrates Success: Campus Safety Reports Campus Safety Plan</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Crisis Management Coordinator Campus Police Officer</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus staff are trained in the safety management plan.</p> <p>Evidence that Demonstrates Success: Staff Training Sign-in Sheet</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Crisis Management Coordinator Campus Police Officer</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  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			
<p>Strategy 1: Communicate with parents on a regular basis through calendars, Title I surveys, newsletters, Class Dojo, Facebook, Twitter and lesson plans on teacher websites, positive phone calls, the district website and scheduled parent conferences.</p> <p>Evidence that Demonstrates Success: Skyward Campus Website District Website Positive E-mails</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselors PTA All Staff</p> <p>Title I: 4.1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Participate in PTA-sponsored activities, Red Oak Education Foundation programs, and community activities; Title I Family Literacy and Math Nights; Title I Spring Open House; Work with area businesses to promote opportunities to support students.</p> <p>Evidence that Demonstrates Success: Campus attendance/participation Sign-in sheets</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  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 make meaningful relationships and connections that serve communities.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide opportunities for students to do service projects: Student Council Ambassadors Safety Patrol Partner PE Flag Patrol</p> <p>Evidence that Demonstrates Success: Service projects completed during the school year.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Campus Police Officer</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop school health programs that focus on promoting healthy lifestyle choices and physical fitness such as Jump Rope for Heart, and twirling. Review recommendations by SHAC Committee.</p> <p>Evidence that Demonstrates Success: Attendance in activities Fitness Gram Data</p> <p>Staff Responsible for Monitoring: Principal PE Teacher School Nurse PTA</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide multiple opportunities for activities promoting trust, participation, and positive relationships with parents and community including:</p> <ul style="list-style-type: none"> PTA Activities Parent Conferences Meet the Teacher Fine Arts Programs Watch DOGS Character Assemblies Shields Showcase Assemblies Title 1 Parent Nights (Family Literacy and Math Nights) <p>Evidence that Demonstrates Success: Parent surveys</p> <ul style="list-style-type: none"> Parent participation Sign-in sheets <p>Staff Responsible for Monitoring: Principal</p> <ul style="list-style-type: none"> Assistant Principal Counselor PTA Board <p>Title I:</p> <p>2.4, 2.5, 2.6, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

State Compensatory

Budget for Donald T. Shields Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 211

Brief Description of SCE Services and/or Programs

--

Personnel for Donald T. Shields Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Nancy Atkins	Literacy Strategist	211

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Nancy Atkins	Literacy Strategist	50% Title 1	211

Red Oak Independent School District

H.A. Wooden Elementary School

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Postsecondary Readiness



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"

Value Statement

We believe that:

each student is equally important.

every student has value.

students are responsible for their decisions and actions.

each student deserves to be loved and respected.

all students can learn.

all students have the right to a safe school environment.

parental and community involvement strengthens the school environment.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Wooden Elementary is a Title I campus currently serving 502 students from PK to 5th grade. In the 2022-2023 school year, Wooden houses a Functional Living specialized classroom, two resource teachers, and 1 special education para-professional. Additionally, Wooden Elementary has 7 bilingual classrooms with 5 bilingual para-professionals. There are 30 general education staff, 1 gifted and talented teacher, 2 teachers trained in dyslexia, 1 bilingual instructional coach, 1 ELAR and 1 Math instructional coach, and 1 bilingual reading interventionist. Teachers are trained in and utilize guided reading, Number Talks, Lead4Ward, TIL, Professional Learning Communities, and the TEKS Resource System. Wooden utilizes a built-in intervention/enrichment time (Talon Time) to provide on going support for all students within the school day.

Wooden Elementary is comprised of the following Ethnic Distribution:

African American: 8.4%

Hispanic: 55.7%

White: 37.2%

American Indian: 0%

Asian: .4%

Two of More Races: 3.3%

English Language Learners: 33.64%

At-Risk: 54.6%

Mobility Rate: 9.75%

Data used was from 2021-2022 school year during the end of the COVID-19 pandemic. Students were served through face-to-face learning.

Demographics Strengths

Our attendance rate dipped some last year. The average was 93.94% which was a decrease from 96% 2020-2021 school year.

31 of 34 teachers are ESL certified.

31 of 34 teachers have completed the GT certification process.

In 2020-2021, Wooden has 14 teachers with 10 or more years experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1: As our school continues to become more and more diverse, meeting the needs of all students will continue to be our laser focus.

Student Learning

Student Learning Summary

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

2021 and 2022 STAAR Approaches GL Percentages:

3rd grade Math	2021 - 52%	2022 - 81.69%
3rd grade Reading	2021 - 68%	2022 - 80.33%
4th grade Math	2021 - 69%	2022 - 74.71%
4th grade Reading	2021 - 73%	2022 - 80.52%
5th grade Math	2021 - 77%	2022 - 89.13%
5th grade Reading	2021 - 64%	2022 - 89.29%
5th grade Science	2021 - 66%	2022- 73.91%

2021/2022 STAAR Meets GL Percentages:

3rd grade Math	2021 - 28%	2022 - 52.53%
3rd grade Reading	2021 - 29%	2022 - 55.74%
4th grade Math	2021 - 40%	2022 - 49.43%
4th grade Reading	2021 - 42%	2022 - 57.14%
5th grade Math	2021 - 56%	2022 -67.38%
5th grade Reading	2021 - 37%	2022 - 64.29%
5th grade Science	2021 - 33%	2022 - 45.65%

3rd grade Math 2021 - 9% 2022 - 25.35%

3rd grade Reading 2021 - 29% 2022 - 55.74%

4th grade Math 2021 - 24% 2022 - 49.43%

4th grade Reading 2021 - 23% 2022 - 57.14%

5th grade Math 2021 - 39% 2022 - 67.38%

5th grade Reading 2021 - 28% 2022 - 64.29%

5th grade Science 2021 - 13% 2022 - 45.65%

Student Learning Strengths

2022 Strengths

3rd Math

Approaches - 82%

Meets - 54%

Masters - 25%

3rd Reading

Meets - 56%

Masters - 28%

4th Reading

Approaches Grade Level - 81%

Meets Grade Level - 57%

5th Grade Math

Approaches Grade Level - 89%

5th Grade Reading

Approaches Grade Level - 89%

Meets - 64%

2021 Strengths:

3rd Grade Reading

Masters Grade Level -29%

4th Grade Writing

Masters Grade Level - 23%

4th Reading

Meets Grade Level-42%

5th Math

Masters Grade Level -39%

5th Grade Reading

Masters Grade Level- 28%

Problem Statements Identifying Student Learning Needs

Problem Statement 1: As our school continues to become more and more diverse, meeting the needs of all students will continue to be our laser focus.

School Processes & Programs

School Processes & Programs Summary

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

- Staff will also utilize common formative assessments (campus-based) to track student growth and progress.
- Every week, teachers hold a PLC meeting to discuss the data as a group, and develop a plan for intervention based on this data.
- Progress is tracked for students by using Eduphoria and data folders. The students set goals and track their progress from assessment to assessment in data folders.

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

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

Student progress is monitored through informal and formal assessments, along with focused tutorials and interventions. The RTI committee has ongoing meetings, after school, to provide support and academic strategies for teachers to utilize with identified students.

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

School Processes & Programs Strengths

- The district curriculum bases assessments (CBA's) are created with teacher input. There is a process in place for teachers to review the assessments and give feedback as to what they feel should be changed.
- CBA's use multiple representations such as graphs, diagrams, tables, charts, etc. They also include higher order thinking and multi-step processing.
- Every week teachers hold a PLC meeting to discuss the data as a group, and develop a plan for intervention and enrichment based on this data.
- Progress is tracked for students by using goal setting and data binders. The students set goals and track their progress from assessment to assessment.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: While we are working on our PLC process we need to continue to identify the essential TEK that needs to be taught and to utilize data for intervention and enrichment.

Problem Statement 2: As our school continues to become more and more diverse, meeting the needs of all students will continue to be our laser focus.

Perceptions

Perceptions Summary

The culture at Wooden Elementary is one of family and learning. The staff and students are committed to growth in each student. The school is a safe environment where students feel they can freely express themselves. Visits to the office for major discipline events are not frequent, and these events do not effect student achievement.

Parents indicated in the Title I survey given in 2020-21 that "Wooden does an excellent job at making us fell welcome and loved like family" even during remote learning. Parents noted that staff are very friendly and personable. Parents feel like they are well informed of activities and events held by the campus.

Perceptions Strengths

We have a full time police officer who helps contribute to the feeling of safety and security at school. Wooden has several after school clubs including the student council and guitar club. Our attendance rate was above 96% for the 2020-2021 school year. Students and staff describe the culture at Wooden as family oriented. We have programs such as Wooden Warrior and Personal Best that promote and encourage positive student behaviors. Student leadership opportunities include Flag Patrol, Student Council, and Partner PE. Student discipline referrals are low. Discipline policies and procedures are both proactive and reactive. We use a program called Connect with Kids to reduce bullying and promote social skills.

- Safety drills are conducted monthly on our campus. The are orderly, well-coordinated, and well-supervised.
- Accountability is fast and accurate.
- Having an armed police officer on campus daily helps everyone feel more secure so that we can continue to educate our students without worry.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Wooden Elementary would like to bridge the connection between new families and continue to find innovative ways to increase parental and community involvement at the campus.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- State-developed online interim assessments

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Discipline records

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

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			
<p>Strategy 1: Grade level teams will meet in Professional Learning Communities (PLC) once per week to analyze readiness TEKS to guide instruction to ensure student growth.</p> <p>Evidence that Demonstrates Success: PLC notes, Student success on CBAs, formative and summative assessments, TPRI, GRA, and STAAR assessments.</p> <p>Staff Responsible for Monitoring: Admin, team leaders, and teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will have access to resources, including online resources, to promote engagement in the classroom. Resources will include Progress Learning online, iReady and ThinkUp! in Reading and Math, Brain Pop, and Boom Cards.</p> <p>Evidence that Demonstrates Success: Students and staff will utilize the programs to show growth.</p> <p>Staff Responsible for Monitoring: Administrators (Instructional Technology) will monitor through planning and WT's.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: iReady/ThinkUp! - 211 Title I</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize campus Title I funds to split-fund a paraprofessional to work with students.</p> <p>Evidence that Demonstrates Success: Paraprofessional will work with a variety of students.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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			
<p>Strategy 1: 1) Campus staff will be trained throughout the year in using data to drive instructional decisions and promote growth both in the students and in themselves. Staff will participate in focused Professional Learning Communities (PLCs) and in Content Area Vertical Alignment Teams to increase the number of students at the meets and exceeds expectations.</p> <p>Reading Academy GRA TPRI Eduphoria Aware Benchmarks Curriculum Based Assessments TELPAS MAP THINK IT UP/IReady</p> <p>Evidence that Demonstrates Success: Students and staff will be more aware of their growth and will set goals for continued growth.</p> <p>Staff Responsible for Monitoring: All professional staff members</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 2) Implement Student Learning Objectives to focus teachers on a specific fundamental skill.</p> <p>Evidence that Demonstrates Success: TTESS</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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			
<p>Strategy 1: Teacher leaders will present current strategies and best practices being used in their classrooms at staff meetings for others to learn. The focus will be on classroom instruction and the T-TESS rubric Instruction Domain will be used as a guide.</p> <p>Evidence that Demonstrates Success: A minimum of one "teacher share" per month during staff meetings.</p> <p>Staff Responsible for Monitoring: Campus Administration Instructional Coaches Team Leaders</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide a campus mentor/support for first and second year teachers (new to Red Oak and new to Wooden).</p> <p>Evidence that Demonstrates Success: Meeting Notes/ Agenda</p> <p>Staff Responsible for Monitoring: Campus Administration Mentor Teachers Instructional Coaches Director of Human Resources</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Administrators will commit to two walkthroughs/observations per week.</p> <p>Evidence that Demonstrates Success: T-TESS documentation, Fundamental Five documentation, and ongoing communication with each professional staff member.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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			
<p>Strategy 1: Participate in the Texas Performance Standards Projects or like curriculum for identified Gifted and Talented students in K-5.</p> <p>Evidence that Demonstrates Success: Student produced products Open House and/or curriculum nights</p> <p>Staff Responsible for Monitoring: Campus GT Specialists</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: General education and special education teachers collaborate to implement the individual learning plans based on student needs.</p> <p>Evidence that Demonstrates Success: Increased performance on assessments</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Grade level teams will use Professional Learning Communities (PLC), Texas Instructional Leadership (TIL), Response to Intervention (RtI), Curriculum Based Assessments (CBAs), and data from Eduphoria to know the needs of each student at any given time including general education students, EB students, 504 students, and GT students. Grade level teams (4-5) will also use HB4545 interventions during aid week and beyond.</p> <p>Evidence that Demonstrates Success: Staff discussions of student growth and needed interventions. Ongoing collaboration horizontally and vertically with grade levels K-5 will take place on a regular basis. Tracking of interventions with RtI and HB4545 documentation.</p> <p>Staff Responsible for Monitoring: Campus Administrators All professional staff members</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Students will participate in the Fitnessgram assessment each Spring to promote overall health and function.</p> <p>Evidence that Demonstrates Success: 75 % of students will meet the minimum requirements</p> <p>Staff Responsible for Monitoring: Campus Administration PE teacher and aide</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Special Education teacher(s) will push into classrooms to provide identified students with additional support in the general education setting.</p> <p>Evidence that Demonstrates Success: Increased performance on assessments.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>TEA Priorities: Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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			
<p>Strategy 1: Provide monthly school professional development that gives teachers strategies and tools to facilitate student engagement.</p> <p>Evidence that Demonstrates Success: Teacher use of strategies during walk-through data. Parent & Staff Newsletters</p> <p>Staff Responsible for Monitoring: Campus Administration Librarian All professional staff</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Administrators will use the T-Tess evaluation system to conduct goal progress monitoring of staff. Goal progress will be monitored and communicated between the staff member and administrator during the year.</p> <p>Evidence that Demonstrates Success: Eduphoria</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize technological tools including Chrome-books, and iPads along with web tools and apps to support engagement of learners. Implement plans to support online assessments in preparation for online testing.</p> <p>Evidence that Demonstrates Success: Lesson plans</p>	Formative			Summative
	Nov	Jan	Mar	June

Observations and walk-through data

Faculty Meetings


Staff Responsible for Monitoring: Campus Administration


All teaching staff

Title I:

2.4, 2.5

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 3: Demonstrates Fair/ Respectful & 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			
<p>Strategy 1: Wooden Elementary will utilize support programs that prevent violence and bullying, and programs for character building and student success.</p> <p>Evidence that Demonstrates Success: Bullying Reports Unity Week Reach Council Red Ribbon Week Classroom Observations Guidance Lessons Assemblies</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Teachers ROISD Police Dept</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue student recognition programs and student service groups like student council.</p> <p>Evidence that Demonstrates Success: 6 week Campus Celebration Assemblies Student of the Month Mathematicians of the Month Wooden Warrior Tickets</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Ensuring a learning environment that is safe, drug-free, and conducive to learning and leads to graduation for all students.</p> <p>Evidence that Demonstrates Success: District Safety Audits PEIMS Reports At-Risk Reports</p> <p>Staff Responsible for Monitoring: Superintendents Director of Transportation ROISD Police Department Campus Administrators Counselor Teachers</p> <p>Title I: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Maintain a welcoming campus environment that students, parents, staff, and community take pride in.</p> <p>Evidence that Demonstrates Success: Customer Care</p> <p>Staff Responsible for Monitoring: All Wooden Staff</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Monitor student attendance to attain targeted 97% campus attendance rate.</p> <p>Evidence that Demonstrates Success: Attendance Incentives and Awards</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Registrar Teachers</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Utilize restorative practices to create and build positive classroom environments and teach behavior expectations. Reduce the number of out of placements for all students.</p> <p>Evidence that Demonstrates Success: Discipline referrals</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers</p> <p>Title I: 2.4, 2.5</p> <p>- Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Hold yearly parent-teacher conferences utilizing a digital sign up to allow for parents to select their own time slot.</p> <p>Evidence that Demonstrates Success: Parent conferences held</p> <p>Staff Responsible for Monitoring: Campus Administration Classroom teachers</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Utilize the House System to create a positive climate and culture for students and staff.</p> <p>Evidence that Demonstrates Success: House Parties Class Dojo Wooden Warrior Tickets</p> <p>Staff Responsible for Monitoring: Campus Administration Campus Staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Demonstrates Fair/ Respectful & 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			
<p>Strategy 1: Review the campus crisis plans and ensure that various drills are conducted in accordance with city and state requirements.</p> <p>Evidence that Demonstrates Success: Drill Schedule After action reports</p> <p>Staff Responsible for Monitoring: ROISD Chief of Police Campus Administration</p> <p>Title I: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Have Red Oak Fire Department present to the Wooden Elementary students on fire and life safety one time during the school year.</p> <p>Evidence that Demonstrates Success: Campus Calendar Photos of the event on social media</p> <p>Staff Responsible for Monitoring: Campus Administration Counselor</p> <p>Title I: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide CPI (Crisis Prevention Intervention) Training for the prevention and intervention campus based teams.</p> <p>Evidence that Demonstrates Success: Certificates and Documentation of Training uploaded in Eduphoria</p> <p>Staff Responsible for Monitoring: Campus Administration District Trainer Director of Special Ed</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Implement Connect with Kids program to address violence prevention and intervention; as well as, emotional growth counseling lessons.</p> <p>Evidence that Demonstrates Success: Discipline reports</p> <p>Staff Responsible for Monitoring: Campus Administration Classroom teachers Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  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			
<p>Strategy 1: Communicate with parents on a regular basis through student planners, calendars, newsletters, positive phone calls, the district website and scheduled parent conferences.</p> <p>Evidence that Demonstrates Success: Skyward Campus Website District Website Positive E-mails</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselors PTA All Staff</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide opportunities for parents and the community to visit, volunteer and celebrate with students and staff.</p> <p>Evidence that Demonstrates Success: Facebook Photos of events Newspaper Articles PTA Meetings Events Assemblies Principal's Newsletter Book Fair Open House Parent Info Nights Meet the Teacher Night Literacy Night Instagram Twitter Hispanic Heritage Night</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Team Leaders PTA Staff</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
	Empty review cells			
<div style="display: flex; justify-content: space-around; align-items: center;">  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			
<p>Strategy 1: Provide opportunities for students to do service projects: Student Council Partner PE</p> <p>Evidence that Demonstrates Success: Students will complete service projects during the school year. Staff Responsible for Monitoring: Campus Administrators Counselor Teachers</p> <p>Title I: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Create opportunities for families and staff to socialize and connect outside of school hours.</p> <p>Evidence that Demonstrates Success: Social Media Family Nights PTA Nights Math/Science family night Literacy family night</p> <p>Staff Responsible for Monitoring: Campus Administration Team Leaders Counselor</p> <p>Title I: 2.4, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Develop school clubs to allow students opportunities to explore special interests and foster positive learning experiences.</p> <p>Evidence that Demonstrates Success: Partner PE Robotics Student Council Library helpers Flag patrol UIL/Academic Events</p> <p>Staff Responsible for Monitoring: Campus Administration All professional staff</p> <p>Title I: 2.4, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Andrea Swords	Reading Specialist	Title 1	50%
Donna Little	Instructional Coach	Title 1/ESSER/199	25%/25%/50%
Griselda Hernandez	Instructional Coach	Title 1/ESSER	50%/50%
Janette Reyes	Bilingual Aide	Title 1/Title 3	50%/50%

2022-2023 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Jessica Trezza	Principal
Administrator	Aimee Friesenhahn	Assistant Principal
Instructional Coach	Donna Little	Instructional Coach
Classroom Teacher	Taylor Morris	5th grade Teacher
Classroom Teacher	Dominique Rodgers	4th grade teacher
Classroom Teacher	Heidi Weidendorf	3rd grade Teacher
Classroom Teacher	Elizabeth Rose	2nd grade teacher
Classroom Teacher	Clarissa Lopez	1st grade bilingual
Classroom Teacher	Lori Mentzel	Kindergarten Teacher
Counselor	Jill Bowers	Counselor
Parent	Yessenia Lopez	Aide/Parent
Paraprofessional	Michelle Carson	Paraprofessional

Red Oak Independent School District
Red Oak Middle School
2022-2023 Campus Improvement Plan



Mission Statement

The mission of Red Oak Middle School is to create life-long learners who are academically and socially prepared to be productive citizens by providing a safe environment with strong parental and community involvement where all children are challenged through stimulating learning experiences to meet the community goal of “Realizing Our Individual Student’s Dreams.”

Vision

4 Talons of the Hawk

Exhibits Academic Readiness: 1% Better Daily & Loving 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"

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Red Oak Middle School is a secondary campus currently serving students from 6th-8th Grade. Red Oak Middle School began the 2021-22 school year with 1,552 students enrolled at of August 27. This is currently a 33 more students enrolled from 2020-21, when ROMS had a fall enrollment of 1,519

In the 2021-2022 school year, Red Oak Middle School (ROMS) houses two specialized units for students with learning differences (FLS), four resource teachers, 2 inclusion teachers, 9 special education teachers and para-professionals, and a Dean of Specialized Learning. ROMS has over 73 general education teachers, 2 teachers trained in dyslexia, 4 instructional coaches, and an Assistant Principal of Instruction. Teachers are trained in and utilize Solution Tree, Lead4ward, Fundamental 5, Professional Learning Communities and the TEKS Resource System. ROMS utilizes a built-in advisory (Hawk 101) to provide ongoing support for all students within the school day. This class teaches students SEL lessons, building and classroom expectations, data tracking, Naviance training, and team building. New staff is trained and supported through both district level and campus based mentoring and coaching.

The 2020-2021 Fall PEIMS submission indicates 124 Gifted and Talented students, 189 Special Education students, 138 students with Dyslexia, 184 English Language Learners and 178 504 students.

Based on the 2020-21 Fall PEIMS, Red Oak Middle School was comprised of the following Ethnic Distribution:

- African American: 30.94%
- Hispanic: 37.20%
- White: 26.79%
- Asian: 0.99%
- American Indian: 0.53%
- Two or More Races: 3.56%

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

- Economically Disadvantaged: 46.81%
- English Learners: 12.11%
- At-Risk: 56.42%
- Dyslexia: 9.08%
- 504: 11.72%
- Gifted and Talented: 8.16%

Demographics Strengths

- For the 2021 - 2022 school all of our ELAR teachers are ESL certified or are in the process of becoming ESL certified.

- For the 2021 - 2022 school year we have added more diversity to our ROMS staff. This diversity is getting closer to matching the students we serve. Of the 123 professional and support staff:
 1. 25 are Males
 2. 28 are African American
 3. 9 are Hispanic

Problem Statements Identifying Demographics Needs

Problem Statement 1: Red Oak Middle serves a diverse populations of students who make up a majority of our students. ROMS is continually working to meet the needs of ALL of our students. **Root Cause:** The cities that ROISD serve has increasingly become more diverse over the last seven - ten years.

Problem Statement 2: Students at Red Oak Middle School that are considered English Language Learners have regressed in their progress of learning the English language as shown by the 2019 TELPAS scores. **Root Cause:** Students at Red Oak Middle School that are considered English Language learners come to us with significant lower academic vocabulary as their non - ELL peers

Student Learning

Student Learning Summary

Red Oak Middle School is committed to meeting our students where they are and helping them grow. In our Professional Learning Communities (PLC), teachers collaborate and use data to make informed decisions on instruction in order to best help our students reach their potential. ROMS is also dedicated to help students become respectful and responsible students by holding students accountable for actions, but also ensuring that we model for our students what expectations we hold firm and how to ensure students are following them.

Accountability System - 2019			
	Component Score	ROMS	Rating
Overall		88	Met Standard
Student Achievement: STAAR	50	81	Met Standard
Student Progress		81	Met Standard
Academic Growth	68	74	Met Standard
Relative Performance (Eco. Dis: 50.6%)	50	81	Met Standard
Closing the Gaps	53	76	Met Standard

*Distinction earned in mathematics

Student Learning Strengths

- Based on 2020 - 2021 scores U.S. History remained strong during the pandemic.
- ROMS teachers have developed strong instructional strategies and activities that encourage students to take ownership of their learning.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Red Oak Middle School students are at various stages of learning. There are a lot of students who have learning gaps that must be filled. **Root Cause:** COVID Pandemic of 2020 - 2022. A lot of Red Oak Middle School Students were not on campus and a lot of students were quarantined multiple times throughout the year.

School Processes & Programs

School Processes & Programs Summary

Red Oak Middle School works with the district Curriculum Department to ensure that student needs are met through a rigorous TEKS based instructional program. A robust menu of Staff Development Offerings is put together for teachers to participate in the summer and to prepare for the upcoming school year. Teachers participate in weekly Professional Learning Community meetings where we focus on studying the TEK and planning the lesson as well as post instruction meetings where we analyze the data to further inform our instructional decisions. Student progress is monitored through our Level Up Campaign, Curriculum Based Assessments, Pre-Assessments and teacher created tests. Lead4ward's STAAR4ward series is followed closely by our Campus Instructional Team as we turn around instructional strategies, vocabulary development and other instructional tools.

Since 2017 ROMS has averaged around 96% attendance rate. ROMS started the 2020 - 2021 school year with 98.62 % of students at school. We ended the 2020 - 2021 school year at 95.53. This drop can be attributed to COVID 19 cases.

Red Oak Middle School addresses behavioral and social-emotional needs through a combination of campus, classroom and administrative support. The discipline percentage to end the 20 - 21 school was at 13.44% . The drop rise in discipline can be attributed to a change on leadership and tightening the expectations for dress code, tardies and behavior.

School Processes & Programs Strengths

Teachers and administrators understand the planning and assessment process and use CBA's, formative assessment and teacher made tests to inform and guide instruction. Teachers have input into the development of CBA's or campus based assessments and use that data to drive instruction. Both the pre and post PLC are used to monitor whole group student growth.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: During the 2020 - 2021 School year we saw a 12.13% raise in Discipline referrals. **Root Cause:** Due to a change in leadership in February 2021 students were held to a higher standard when it came to dress code, tardies and behavior.

Problem Statement 2: Red Oak Middle School teachers need to refocus on using assessment data to focus on individual student growth and determine the appropriate level of challenge for each individual student. **Root Cause:** ROMS Middle School teachers need to refocus on breaking down the TEKS and data portion of individual students.

Perceptions

Perceptions Summary

Our core values and beliefs at Red Oak Middle School are to embrace the 4 talons of the Graduate Profile by:

Embracing 21st Century Technology

Creating supportive, healthy and positive relationships

Fostering individuality; one size does not fit all

ROMS embraces building relationships while holding students accountable for academic excellence. Our campus strives to "Capture Kids Hearts" as we know that students will learn most willingly from people who genuinely care about their well-being.

Perceptions Strengths

Students:

Red Oak Middle School has a strong student leadership program guided by teachers who work to both model and cultivate leadership characteristics in our students. A list of these programs can be found below:

Student Leadership Class

Student Council

Hawk 101 (Advisory)

Renaissance Program

Band Council

Drill Team and Cheerleader Officers

National Junior Honor Society

Book Club

Chess Club

Coding Club

Robotics Club

Civil Air Patrol

Theater Club

Teacher Culture:

Thankful Thursday

Problem Statements Identifying Perceptions Needs

Problem Statement 1: How do we get more students involved in such things intramurals , multi - cultural events and interest groups. **Root Cause:** Many of our students who are involved are involved because it is part of a class.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments

Student Data: Student Groups

- Section 504 data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals

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





Performance Objective 1: Through implementation of the district curriculum as well as strategies and professional development to strengthen the instructional core, all students will access to engaging instructional learning that promotes high levels of achievement.

High Priority

HB3 Goal

Evaluation Data Sources: Teacher lesson plans, PLC agendas, Exit Ticket Data, Teacher made test, CBA's





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide targeted instruction to students during regular class time.</p> <p>Evidence that Demonstrates Success: Student growth on CBAs, formative assessments, summative assessments, and STAAR tests.</p> <p>Staff Responsible for Monitoring: Content Area Teachers Instructional Coaches Campus Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Provided targeted instruction and acceleration to students through designated intervention times before school, after school, Saturdays and January 4- 7, 2022</p> <p>Evidence that Demonstrates Success: Individual students will show growth on CBAs. formative assessments, summative assessments and STAAR tests.</p> <p>Staff Responsible for Monitoring: Content Area Teachers Campus Administrators Instructional Coaches Parents Students</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	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: 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			
<p>Strategy 1: District and Campus staff will collaborate to create assessments and monitor student data to track progress.</p> <p>Evidence that Demonstrates Success: CBA's CFA's Teacher made test Bench marks demonstrating performance goals and growth.</p> <p>Staff Responsible for Monitoring: Content Area Teachers Instructional Coaches Campus Administrators</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct Professional Learning Community (PLC) once a week using the Texas Instructional Leadership PLC model</p> <p>Evidence that Demonstrates Success: Professional Learning Community Meeting notes.</p> <p>Professional Learning Community training logs.</p> <p>Staff Responsible for Monitoring: Content Area Teachers Instructional Coaches Campus Administrators District Curriculum Department Leaders</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Students will be given a chance once a week during Hawk 101 to progress monitor their CBA's, Weekly Grades, Zeros that they have in each class.</p> <p>Evidence that Demonstrates Success: Student Progress Monitoring Sheet in their Hawk 101 Binder.</p> <p>Staff Responsible for Monitoring: Hawk 101 Teachers Campus Administrators Students</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	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: 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			
<p>Strategy 1: Provide a campus mentor/support for new teachers (new to Red Oak and new to Red Oak Middle School). Evidence that Demonstrates Success: New Teacher survey results</p> <p>Department head meeting notes Staff Responsible for Monitoring: Department Heads Instructional Coaches Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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 four times a year..</p> <p>Evidence that Demonstrates Success: T-TESS appraiser meeting notes Staff Responsible for Monitoring: Teachers Campus Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Recognize efforts and accomplishments of staff members through weekly and monthly awards.</p> <p>Evidence that Demonstrates Success: Campus and district parent newsletters</p> <p>Social media posts</p> <p>Passing of the Hawk Wings</p> <p>Teacher and Staff members yard signs.</p> <p>Staff Responsible for Monitoring: Campus Administrators District Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide leadership and internship opportunities to teacher leaders.</p> <p>Evidence that Demonstrates Success: Meeting logs</p> <p>Internship activity logs</p> <p>Staff Responsible for Monitoring: Teachers Department Heads Campus Administrators District Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Establish a monthly Teacher Academy that will be designed to provided extra training and guided practice for teachers who may be struggling in a particular area or who want to learn something new.</p> <p>Evidence that Demonstrates Success: Academy participation</p> <p>Staff Responsible for Monitoring: Campus Principal Campus A.P. for Insruction</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



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			
<p>Strategy 1: Students will participate in a variety of projects through all core content and elective classes.</p> <p>Evidence that Demonstrates Success: Student produced products</p> <p>Open House and/or curriculum nights</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coaches Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: General education and special education teachers collaborate through Professional Learning Communities (PLC) to implement learning plans based on student needs.</p> <p>Evidence that Demonstrates Success: Professional Learning Community meeting notes</p> <p>Increased performance on assessments</p> <p>Staff Responsible for Monitoring: Teacher Instructional Coaches Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide Limited English Proficient students with additional support through a designated ESL elective class.</p> <p>Evidence that Demonstrates Success: Participating student report cards</p> <p>Increased performance on assessments</p> <p>Staff Responsible for Monitoring: ESL Teacher Counselors Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	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: 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			
<p>Strategy 1: Red Oak Middle School will utilize the Second Step SEL program to teach social and emotional skills.</p> <p>Evidence that Demonstrates Success: Second Step lessons logs. Second Steps Exit Tickets</p> <p>Staff Responsible for Monitoring: Hawk 101 Teachers Counselors Campus Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue student recognition programs and student service groups.</p> <p>Evidence that Demonstrates Success: Monthly Student of the Month recognition in each class Monthly Students of the Month recognition for one boy and one girl from each grade level. Monthly Heart of the Teacher recognition for one teacher. Monthly Staff Member of the Month for non - teachers. Weekly Spirit of the Hawk Wings Award</p> <p>Staff Responsible for Monitoring: Teachers Campus Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Ensuring a learning environment that is safe, drug-free and conducive to learning through the teaching of campus expectations weekly during Hawk 101, the building of relationships between teachers and students during Hawk 101.</p> <p>Evidence that Demonstrates Success: District Safety Audit PEIMS 425 Report Discipline Reports</p> <p>Staff Responsible for Monitoring: Teachers Counselors Campus Administrators Campus Police Officers District level administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Maintain a welcoming campus environment that students, parents, staff and community take pride in.</p> <p>Evidence that Demonstrates Success: Leadership student ambassadors Customer Care training for all front office staff Teachers sending weekly progress reports every Monday to parents. Implementation of the Blackboard REACH Communication tool.</p> <p>Staff Responsible for Monitoring: All Red Oak Middle School staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Monitor student attendance to attain targeted 96% campus attendance rate.</p> <p>Evidence that Demonstrates Success: iCount and Talon Incentives Awards</p> <p>Staff Responsible for Monitoring: Teachers Counselors Attendance clerk Campus administrators</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Teach students conflict resolution and reduce school violence. ESF Levers: Lever 3: Positive School Culture Funding Sources: Reduce school violence - \$13,500	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  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			
<p>Strategy 1: Review campus crisis plans and ensure that various drills are conducted in accordance with local and state requirements.</p> <p>Evidence that Demonstrates Success: Safety Day Drill Schedules Drill reports/logs</p> <p>Staff Responsible for Monitoring: Campus Administrators ROMS Campus Officers ROISD Chief of Police</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide Crisis Prevention Intervention (CPI) training for the prevention and intervention campus based teams.</p> <p>Evidence that Demonstrates Success: Eduphoria documentation of training</p> <p>Documentation of CPI event</p> <p>Staff Responsible for Monitoring: Special Education Teachers & Aides Campus Administrators District Behavior Specialists Directors of Special Education</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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			
<p>Strategy 1: Provide opportunities for parents and the community to visit, volunteer, and celebrate with students and staff.</p> <p>Evidence that Demonstrates Success: Events Calendar Photos of events Newspaper articles PTA Meetings Open House Book Fair Parent Teacher Conferences Hispanic Heritage Month and African American History celebration nights.</p> <p>6 Grade family fair.</p> <p>Talent showcase in March.</p> <p>Silent auction with art.</p> <p>STUCO movie nights.</p> <p>School dances.</p> <p>Staff Responsible for Monitoring: All staff PTA Department Heads Counselors Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 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			
<p>Strategy 1: Create opportunities for families and staff to socialize and connect outside of school hours.</p> <p>Evidence that Demonstrates Success: Social media posts and comments Open House Extra-curricular events</p> <p>Staff Responsible for Monitoring: Department Heads Librarian Coaches, Directors, and/or Group Sponsors Counselors Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide curriculum/program for students to develop leadership and good character.</p> <p>Evidence that Demonstrates Success: Talon Cards Student Council 7 Mindsets Leadership club</p> <p>Staff Responsible for Monitoring: All teachers Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide opportunities for Red Oak Middle School clubs and organizations to participate in a variety of service projects.</p> <p>Evidence that Demonstrates Success: Club/Organization service project participation logs</p> <p>Social media posts/comments</p> <p>Appreciation notes/notifications</p> <p>Staff Responsible for Monitoring: Coaches, Directors, and/or Group Sponsors Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Provide comprehensive support for students not meeting the STAAR component target percentage. EL and White Students will meet passing percentages set by the State for closing the gap.

Performance Objective 1: Utilize available data to identify, monitor individual student academic growth and provide RTI.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide tutoring services before school and after school, and on Saturdays towards targeted students</p> <p>Evidence that Demonstrates Success: Participating student report cards Increased performance on assessment</p> <p>Staff Responsible for Monitoring: College student tutors Teachers Campus Administrators</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: Tutoring services - Compensatory Funds - \$15,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Red Oak Independent School District
Red Oak High School
2022-2023 Campus Improvement Plan



Mission Statement

The Mission of Red Oak High School

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

"Reaching Our Individual Students' Dreams"

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----- 67% 70% 73% 77% 80%	13
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Comprehensive Needs Assessment

Demographics

Demographics Summary

African American 484 Hispanic 651 White 685 American Indian 11 Asian 18 Pacific Islander 3 Two or More Races 33 Economically Disadvantaged 772 English Learners (EL) 120 At-Risk 610 Section 504 Students 130 Students w/ Disciplinary Placements 114 Students w/ Dyslexia 105 Special Education 230 (Very High For Campus our size) Mobile Students 192

Demographics Strengths

ROHS growing diversity mirrors the city of Red Oak, providing our students opportunity to grow and learn with and from one another.

I have an increasingly recruited a diverse staff that can relate to our evolving demographic

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our underrepresented students consistently score lower on CBA and EOC exams. R Root Cause. **Root Cause:** Students often enter high school lacking the foundation skills needed to perform at the level of their affluent peers

Problem Statement 2: There is often a lack of understanding and communication between Staff and the common Student. **Root Cause:** There is a lack of relationships between staff and students.

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
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SAT and/or ACT assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Section 504 data
- Homeless data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals


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


Performance Objective 1: District-wide performance on STAAR testing by reporting category will meet 2021 overall results and be used as a baseline data point moving forward during or exiting the COVID-19 academic environment.


High Priority


Evaluation Data Sources: 2022 Spring Interim Assessment
Curriculum-Based Assessments
TAPR Report
School report card

Strategy 1 Details	Reviews			
Strategy 1: Conduct Data analysis meetings after CBA's Evidence that Demonstrates Success: Data meetings will show needs and Staff Responsible for Monitoring: Principal Associate Principal Assistant principals Lead Learners IC's ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	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 student/ teacher achievement and growth.

Strategy 1 Details	Reviews			
<p>Strategy 1: Administrators will monitor the PLC process and Data analysis meetings after each CBA</p> <p>Evidence that Demonstrates Success: PLC's are focused on student achievement and CBA data will show steady progress.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Assistant principals</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 3: The percent of students that score on grade level or above on the EOC Assessment will increase 3% at the approaches and Masters level





Evaluation Data Sources: CBA's and EOC's

Strategy 1 Details	Reviews			
Strategy 1: Ensure teachers are planning for intervention. Evidence that Demonstrates Success: PLC meeting agendas Staff Responsible for Monitoring: Principal Associate Principal Assistant principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide intervention for EOC retesters Evidence that Demonstrates Success: Improved passing rates for Dec. EOC Staff Responsible for Monitoring: Principal Associate Principal Assistant principals ESF Levers: Lever 5: Effective Instruction Funding Sources: Paying staff to tutor - 199 24 ACC ED - \$38,000	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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: Provide students the opportunity to learn from failure and build a level of GRIT that makes them resilient

Evaluation Data Sources: Participation in the new program Grade saving tutoring. The results would be less students enrolled in grade repair and passing rates increased at semester.

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct Grade Save tutoring in the learning commons on Tuesdays and Thursdays from 4:15 -5:15.</p> <p>Evidence that Demonstrates Success: Less students enrolled in grade repair and credit recovery.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Assistant principals</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  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 1: 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: Conduct Safety day to train students and staff in campus wide emergency procedures. Evidence that Demonstrates Success: Successful completion of safety day Staff Responsible for Monitoring: Safety Administrator	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Conduct monthly safety drills in accordance with district requirements. Evidence that Demonstrates Success: Monthly drill logs and calendar	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  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.





Evaluation Data Sources: Food drives and Blood drives

Strategy 1 Details	Reviews			
Strategy 1: Increase the number of students in STUCO and NHS volunteering in the community Evidence that Demonstrates Success: Number volunteer events Staff Responsible for Monitoring: NHS and STUCO sponsors	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: The percentage of graduates that meet the criteria for CCMR will increase from 67% to 80% by August 2024.

2020	2021	2022	2023	2024
67%	70%	73%	77%	80%

Performance Objective 1: The percent of graduates that meet the criteria for CCMR Outcome Bonuses will increase from 67% to 80% by June 2024. Yearly Target Goals: 67% by 2020; 53% by 2021; 73% by 2022; 77% by 2023; and 80% by 2024.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement the Texas College Bridge program to increase TSI success rates. This is a user-friendly platform that provides individualized support to help students strengthen their math and English skill prior to enrolling in college. Students receive additional college support to help them complete college transition milestones.</p> <p>Evidence that Demonstrates Success: Improvement in TSI and CCMR rates</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Assistant principal</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Campus Funding Summary

199 24 ACC ED					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Paying staff to tutor		\$38,000.00
Sub-Total					\$38,000.00
Budgeted Fund Source Amount					\$38,000.00
+/- Difference					\$0.00
Grand Total Budgeted					\$38,000.00
Grand Total Spent					\$38,000.00
+/- Difference					\$0.00

Red Oak Independent School District

District Improvement Plan

2022-2023



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

The Ellis County Texas towns of Red Oak, Ovilla, Glenn Heights, Oak Leaf, and Pecan Hill combined in 1912 to found Red Oak ISD. There are seven campuses: One 5A high school, one middle school (grades 6-8), and 5 elementary schools (PK-5). Red Oak consists of both rural and neighborhood populations. The 5 elementary campuses receive Title I federal funds.

TOTAL STUDENT ENROLLMENT 22-23

6,379

STUDENT ENROLLMENT BY RACE/ETHNICITY 22-23

AFRICAN AMERICAN- 28.4%
ASIAN- 0.9%
HISPANIC- 39.2%
AMERICAN INDIAN- 0.4%
PACIFIC ISLANDER- 0.06%
TWO OR MORE RACES- 3.2%
WHITE- 27.9%

STUDENT ENROLLMENT BY TYPE

Economically Disadvantaged- 47.9%
English Language Learner- 12.5%
Students Receiving Special Education Services- 12.4%

Source: <https://txschools.gov/districts/070911/profile>

Demographics Strengths

Red Oak ISD continues to become more diverse and provides our students with the opportunity to develop an understanding for others on a local, state, national and global level. The overall district report card grade of "B" from the 2022 School Report card indicates there are academic strengths exhibited by our students as a whole.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Forty-eight percent of Red Oak ISD students qualify as economically disadvantaged, 12.5% receive special education services, and 12.4% are English Language Learners. Research reports that these three indicators correlate with academic performance. **Root Cause:** ROISD is part of a major metropolitan area where poverty has become evident by Title I, II, and III assistance and includes increased numbers of English as a second language students. Our staff training to assist students in these groups is being evaluated and revised to meet the needs of these students.

Student Learning

Student Learning Summary

Red Oak ISD is pleased to report that in 2022 the district received the rating of B (84) with 2 campuses receiving a rating of A, 4 campuses receiving a B, and 1 campus receiving a rating of C on the TEA Accountability rating for 2022.

District Overall Score: 84 B

Student Achievement: 87

School Progress: 86

Closing the Gaps: 78

Student Learning Strengths

Campuses in Red Oak ISD received a total of 10 distinctions on the TEA Accountability Summary for 2022.

Red Oak High School: Science, Comparative Academic Growth

Red Oak Elementary: Comparative Academic Growth, Comparative Closing the Gaps

Eastridge Elementary: Science, Postsecondary Readiness

Shields Elementary: Comparative Academic Growth

Wooden Elementary: Science, Comparative Academic Growth, Postsecondary Readiness

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Red Oak Middle School is identified for Targeted Support (Federal Accountability). **Root Cause:** The following areas scored below the ESSA target scores: White Students: Academic Achievement in Reading, Academic Growth in Mathematics, and Student Success.

Problem Statement 2: Russell P. Shupmann Elementary is identified for Targeted Support (Federal Accountability). **Root Cause:** The following areas scored below the ESSA target scores: White Students: Academic Achievement in Reading and Mathematics, and Student Success.

Problem Statement 3: ROISD continues to work on building and refining systems to ensure equitable academic growth for all student groups in all academic areas. **Root Cause:** Four of 7 campuses earned a C in the Closing the Gaps domain, 1 B, and 2 A.

District Processes & Programs

District Processes & Programs Summary

ROISD staff members have been formally trained and receive ongoing support on how to operate as professional learning communities with a on focus collaboration, student learning, and results in order to increase student achievement. The ROISD teaching/learning model has been developed to assist with the PLC process. ROISD uses the TEKS Resource System as its curriculum management system.

District Processes & Programs Strengths

ROISD utilizes professional learning communities and Texas Instructional Leadership (TIL) process in lesson planning, including Lesson Alignment and Formative Assessment.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Indicators show that training for the use and implementation of the TEKS Resource System is improving. **Root Cause:** Interviews and observations indicate that teachers and administrators do not understand the importance of maintaining the fidelity of the curriculum management system.

Perceptions

Perceptions Summary

Our Vision in Red Oak ISD is to **Realize Our Individual Students' Dreams (ROISD)** and our Mission is to incorporate and instill the 4 Talons of the Hawk for each and every one of our students.

Our measure of success does not solely lie on how we grade on a standardized test, but on how we work to instill the 4 Talons of the Hawk in our students and who they become because of that. Seeing evidence of how our students live it out not only in their time as a student with us, but as an adult and a great contributor to our community and society as a whole is our measure of success. We have high expectations for all our students and our commitment is to do all we can to help them reach their fullest potential.

Four Talons of the Hawk are 1) exhibits academic readiness, 2) seeks challenges of learning, 3) strives to be fair, respectful & well rounded, and 4) leaves a legacy through service.

We are on a mission for our students' success.

Perceptions Strengths

Our strength is our belief and commitment to all student's academic and social-emotional growth and development.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: ROISD continues to work on communication with various stakeholder groups to meet individual needs and accomplish district goals. **Root Cause:** ROISD will need to identify varying stakeholder perceptions and determine how to best address needs.

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
- 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data

- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

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





Performance Objective 1: District instructional leadership will work with campus leadership teams to establish campus-specific goals and supports needed to earn an A rating in the 2023 accountability year.

High Priority

Evaluation Data Sources: 2022 STAAR results
Curriculum-Based Assessments
TAPR Report
School report card

Strategy 1 Details	Reviews			
<p>Strategy 1: Expand the current use of instructional technology through the use of CANVAS in grades 3-12 and modeling best practices for its integration as a learning tool.</p> <p>Evidence that Demonstrates Success: Training Sessions, Meetings, Agendas</p> <p>Staff Responsible for Monitoring: Campus Administration Curriculum Coordinators Instructional Coaches Librarians and Lab Managers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement district-wide TEKS Resource System training & monitoring of TRS curriculum implementation fidelity.</p> <p>Evidence that Demonstrates Success: Teachers use of the TRS and tracking the Year at a Glance (YAG). Coordinator PLC meeting observations. Teacher lesson plans. Campus-wide classroom T-TESS observations. Training logs.</p> <p>Staff Responsible for Monitoring: Campus T-TESS administrators Curriculum & Instruction Coordinators & Directors</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide additional academic support in the elementary classroom for students.</p> <p>Evidence that Demonstrates Success: Assigned schedule to provide support.</p> <p>Staff Responsible for Monitoring: Director of Elementary Curriculum and Instruction Campus Administrators</p> <p>Funding Sources: Title I - 211 Title I</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Utilize Title III funds to supplement the available resources for advancing the academic achievement of English Language Learners (ELL) students. Rosetta Stone, Soluciones Grades K-2, Fonetica y Gramatica Grade K-2 and English/Spanish Sound-Spelling Training are examples of supplemental programs / materials to be used.</p> <p>Title III funds will also be utilized to split-fund a paraprofessional to assist at Wooden Elementary in the Bilingual classrooms and as a parent liaison.</p> <p>Evidence that Demonstrates Success: TAPR Report ESSA Report Aware Reports TELPAS Results LPAC Reports</p> <p>Staff Responsible for Monitoring: Executive Director of C&I Directors of C&I Director of Specialized Learning Administrators Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1</p> <p>Funding Sources: - 263 Title III</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Bilingual programs at Wooden and Schuppman Elementary schools in order to improve English language proficiency.</p> <p>Evidence that Demonstrates Success: Student enrollment, TELPAS improvement, STAAR improvement for elementary students and include: Title III funds to supplement the available resources for advancing the academic achievement of EL students. Rosetta Stone, Soluciones Grades K-2, Fonetica y Gramatica Grade K-2 and English/ Spanish Sound-Spelling Training are examples of supplemental programs / materials to be used. Title III funds will also be utilized to split-fund a paraprofessional to assist at Wooden Elementary in the Bilingual classrooms and as a parent liaison.</p> <p>Provide classroom instructional practices using the Gomez & Gomez model.</p> <p>Staff Responsible for Monitoring: Executive Director of C&I Director of Specialized Learning Campus principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Gifted and Talented students will receive: GT pullout instruction at the elementary schools GT trained teachers on secondary campuses Accelerated classes on secondary campuses</p> <p>Evidence that Demonstrates Success: Campus schedules and rosters</p> <p>Staff Responsible for Monitoring: Directors of C&I Campus GT staff Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: The percent of graduates that meet the criteria for CCMR will increase from 67% to 80% by August 2024.






2020	2021	2022	2023	2024
67%	69%	72%	76%	80%

The percent of 12th graders that meet criteria for College, Career, and Military Ready will increase from 67% to 70%, the percent of CCMR student that meet the threshold for CCMR Outcomes Bonus for Economically Disadvantaged students will increase from 89% to 90%, the percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for Non-Economically Disadvantaged students will increase from 76% to 80%, and the percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for Special Populations students will increase from 19% to 21% by June 2022.

- 62% to 66% --African American
- 63% to 67%--Hispanic
- 75% to 76%--White
- 70% to 72%--Two or More Races
- 80% to 80%--Special Ed
- 59% to 64%--Economically Disadvantaged
- 57% to 62%--English Learners

HB3 Goal

- Evaluation Data Sources:** TAPR Report
SAT/ACT/TSIA
Associates Degree Earned
College Prep English
College Prep Math
Industry Based Certifications
Level 1 or Level 2 Certificate

Strategy 1 Details	Reviews			
<p>Strategy 1: Review data of student groups needing to have additional guidance for CCMR and address these groups with more opportunities to take SAT or TSIA and for ROISD to cover the costs of these college entrance exams. ROISD will also enroll students below the meets standards on TSIA into a College Prep English and/or Math class.</p> <p>Evidence that Demonstrates Success: Increase in percentage of students in all groups who take and meet the passing score levels for all college entrance exams or take and pass a College Prep English or Math class, including College Bridge.</p> <p>Staff Responsible for Monitoring: ROHS Principal ROHS College and Career Coordinator Advanced Academics Coordinator CTE Assistant Principal</p> <p>Funding Sources: TSIA Tests - 461 Campus Activity - \$7,000, SAT Tests - 199 31 Counselors - \$18,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Review data of student groups needing to have additional guidance for CCMR and address these groups with more opportunities to take industry-based certifications and for ROISD to cover the costs of these certifications.</p> <p>Evidence that Demonstrates Success: Increase in percentage of students in all groups who take and meet the passing score levels for all industry-based certifications.</p> <p>Staff Responsible for Monitoring: CTE Director</p> <p>Funding Sources: Industry-Based Certifications - 199 22 CTE - \$38,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The percentage of graduates that take and pass AP Exams will increase according to targets for each student group established for 2 percent per year with the overall goal of 10 percent after 5 years. Targets will be revised as appropriate.</p> <p>Evidence that Demonstrates Success: Increase in number of students taking and passing AP Exams.</p> <p>Staff Responsible for Monitoring: ROHS Principal ROHS AP Teachers ROHS Counselors and College & Career Coordinator Advanced Academics Coordinator Director of Secondary C&I</p>	Formative			Summative
	Nov	Jan	Mar	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: Exhibits Academic Readiness: Equip all students for high levels of academic achievement and continuous growth and development.

Performance Objective 3: The percentage of 3rd graders that score Meets grade level or above on STAAR Reading will increase according to the targets established of 2 percent per year with the overall goal of a 10 percent increase over 5 years. Targets will be revised as appropriate.

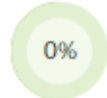




2020	2021	2022	2023	2024
40%	42%	44%	47%	50%

Using the CIRCLE assessment, the percent of PreK students that score on grade level or above in Reading will increase from 75% to 77%, the percent of K students that score on grade level or above in Reading on the TPRI assessment will increase from 83% to 84%, (English) and 94% to 95% (Spanish), the percent of 1st graders that score on grade level or above will increase from 59% to 61% (English) and 71% to 72% (Spanish), the percent of 2nd graders that score on grade level or above will increase from 65% to 77% (English) and 60% to 62% (Spanish), and 3rd grade students that score on grade level or above in Reading on the STAAR assessment will increase from 40% to 44% (English) and 15% to 20% (Spanish) by June 2022.

HB3 Goal

Evaluation Data Sources: CIRCLE





- TPRI
- STAAR
- Interim Assessments
- Curriculum Bases Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop and implement a Strong Foundations Literacy Framework for the district.</p> <p>Evidence that Demonstrates Success: Instructional and purchasing decision are made based on the framework.</p> <p>Staff Responsible for Monitoring: Campus administrators and leaders C&I staff</p>	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 4: Utilize a variety of processes to monitor and foster student/ teacher achievement and growth.

Evaluation Data Sources: 2023 Spring Interim Assessment
 Curriculum-Based Assessments
 TAPR Report
 School report card

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide a comprehensive intervention and enrichment plan for identified students designed to close the achievement gap through a Multi-Tiered System of Supports (MTSS).</p> <p>Evidence that Demonstrates Success: Completed Intervention Plans, Student Data from Aware, etc. Summer Intervention Response To Intervention (RTI)</p> <p>Talon/Target Time, Tutoring Snap and Read access, Co-Writer access,</p> <p>Staff Responsible for Monitoring: Executive Director C&I Director of Specialized Learning Directors of C&I Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Support and intervene with identified struggling readers. Utilize Title I campus-level allocation at elementary schools to provide a Reading Support / Literacy Strategist at each campus. Provide literacy support at secondary campuses.</p> <p>Evidence that Demonstrates Success: Implementation of Leveled Literacy Intervention, observations, feedback from trained teachers, reading assessment growth at the local and state level. Running Records, DRA Reports Diagnostic Screener Reports.</p> <p>Staff Responsible for Monitoring: Executive Director of Accountability Directors of C&I Director of Specialized Learning Campus Administrators Teachers</p> <p>Funding Sources: Literacy Strategist - 211 Title I - \$182,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 5: Recruit, support, retain and reward quality personnel while providing ongoing and relevant professional development that translates to student engagement and success.

Evaluation Data Sources: Staff Retention Rate

Strategy 1 Details	Reviews			
<p>Strategy 1: Title II funds used for Masters Degree stipends. Evidence that Demonstrates Success: Staff retention Number of staff with Masters Degrees Staff Responsible for Monitoring: Director of Human Resources Funding Sources: - 255 Title II</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize Title II funds to provide high quality professional development for staff members. Evidence that Demonstrates Success: Staff retention rate; staff evaluations Staff Responsible for Monitoring: Campus principals, ESC directors and executive directors in the C&I department</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide Gifted and Talented teachers and leadership staff access to GT professional development to meet state requirements and enhance the delivery of GT services. Evidence that Demonstrates Success: Training records Staff Responsible for Monitoring: Director of C&I GT Coordinators Funding Sources: Professional Development for GT service providers - 199 PIC 21 GT - 199-13-6400 - \$8,000 , Contracted Professional Development for GT service providers - 199 PIC 21 GT - 199-13-62... - \$3,500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Support elementary teachers with 2 Instructional Coaches per campus to provided job-embedded professional development. Coaches will be supported with ongoing training throughout the year. Evidence that Demonstrates Success: Instructional Coaching activity tracking, IC professional development</p>	Formative			Summative
	Nov	Jan	Mar	June

schedule and sign ins

Staff Responsible for Monitoring: Curriculum Coordinators, Principals



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 6: The percentage of 3rd graders that score Meets grade level or above on STAAR Math will increase according to the targets established of 2 percent per year with the overall goal of a 10 percent increase over 5 years. Targets will be revised as appropriate.

2020	2021	2022	2023	2024
42%	44%	46%	49%	52%

Using the CIRCLE measure, the percent of PreK students that score on grade level or above in Math will increase from 90% to 91%, the percent of K students that score on grade level or above in Math on the MAP assessment will increase from 47% to 49%, the percent of 1st grade students that score on grade level or above in Math on the MAP assessment will increase from 47% to 48%, and the percent of 2nd grade students that score on grade level or above in Math on the MAP assessment will increase from 49% to 50%, and the 3rd grade students that score on grade level or above in Math on the STAAR assessment will increase from 42% to 44% by June 2022.

HB3 Goal






Evaluation Data Sources: CIRCLE

MAP

STAAR

Interim Assessments

Curriculum Based Assessments





Strategy 1 Details	Reviews			
<p>Strategy 1: Develop and implement a Strong Foundations Math Framework for the district.</p> <p>Evidence that Demonstrates Success: Instructional and purchasing decision are made based on the framework.</p> <p>Staff Responsible for Monitoring: Campus administrators and leaders C&I staff</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  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: Career Education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEC 11.252(3)(G)].

Evaluation Data Sources: Major Clarity usage
 Master Schedules
 Counselors schedules

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide students the opportunity to explore a variety of career opportunities to build interest and explore strengths through the use of the Major Clarity career software program.</p> <p>Evidence that Demonstrates Success: Major Clarity logs</p> <p>Staff Responsible for Monitoring: Director of CTE College & Career Readiness Coordinator Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide ROMS and ROHS students, teachers, parents and counselors information about: Higher education admissions and financial aid opportunities; such as TEXAS and TEACH for TEXAS grant programs; Individual Graduation Plan advisement; Sources of information on higher education admissions and financial aid [TEC 11.252(a)(4)(A-D)].</p> <p>Evidence that Demonstrates Success: College & Career Counselor program records Skyward completion of IGP's</p> <p>Staff Responsible for Monitoring: Director of School and Family Services ROHS College and Career Readiness Coordinator Secondary Counselors Student Support Specialist/Counselor Liaison</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Continue to strengthen Career and Technical course offerings to meet the needs of the job market.</p> <p>Utilize TSTC course options, certification pathways, and supplemental activities as permitted by Perkins Grant guidelines</p> <p>Evidence that Demonstrates Success: Course Enrollment, Workforce Data showing market demand Student certifications Perkins Fund Compliance Report Staff Development records</p> <p>Staff Responsible for Monitoring: Director of CTE</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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: Execute drop out prevention strategies [TEC 11.255].

Evaluation Data Sources: Drop out records

Campus information related to:





graduation rates

HS equivalency certificate rates, enrolled, drops, complete but do not take the exam, complete but cannot pass the exam

4+ years graduates

9th and 10th grade students academic hours earned, retention rates, placements in DAEP, expulsions

Annual review of ROHS drop out prevention program






Strategy 1 Details	Reviews			
Strategy 1: Compile data from ROHS to assess the strategies. Evidence that Demonstrates Success: A report that can be used to execute effective strategies. Staff Responsible for Monitoring: Executive Director of Assessment and Accountability Director of PEIMS	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  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 1: Implementation of a comprehensive school counseling program [TEC 11.252(a)(3)(I)], [TEC 33.005].

Evaluation Data Sources: Audit of ROISD's alignment with the Texas Comprehensive School Counseling Program.





Strategy 1 Details	Reviews			
<p>Strategy 1: Increase awareness of substance abuse and healthy choices across the district by participation in Red Ribbon Week in order to reduce drug related disciplinary offenses on campuses.</p> <p>Evidence that Demonstrates Success: Skyward Discipline Report Staff Responsible for Monitoring: Campus Administrators Campus Counselors Student Support Specialist/Counselor Liaison Director of School and Family Services</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase awareness of bullying and harassment and promote positive behavior to reduce reports of bullying and harassment through the implementation of the anonymous reporting app, StopIt, through Leadership classes (from Capturing Kids Hearts) at ROMS, trained staff in Capturing Kids Hearts at ROHS, restorative practices, and campus guidance plans at ROISD elementary schools [TEC 37.0832]</p> <p>Evidence that Demonstrates Success: Participation Records, Skyward Discipline Report, Counselor reports. Staff Responsible for Monitoring: Campus Administration Campus Counselors Student Support Specialist/Counselor Liaison Director of School and Family Services</p> <p>Funding Sources: Capturing Kids Hearts programs and support materials - 289 Title IV - \$32,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Communicate with students, parents, staff, and community in a consistent and timely manner, including maintaining district and campus websites, mobile app, and continuation of the community advisory group. Continue increasing social media connections through Twitter, FaceBook, and Instagram.</p> <p>Evidence that Demonstrates Success: Likes, followers, posts, etc. (Social Media, app, and website analytics) Advisory group attendance records.</p> <p>Staff Responsible for Monitoring: Communications Department</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Establish a systematic procedure to identify and support students in need of resources and services (ie. homeless, family loss, illness, etc.)</p> <p>Evidence that Demonstrates Success: Program Reports School and Family Services</p> <p>Staff Responsible for Monitoring: Campus Administration Counselors Homeless/Foster Liaison</p> <p>Funding Sources: Transportation for Homeless and Foster Students in some circumstances, tutoring for foster / homeless students, other obstacles removed such as supplies for homeless students. - 211 Title I - \$9,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Make Care Solace available to all students and staff as needed.</p> <p>Evidence that Demonstrates Success: Referrals to Care Solace.</p> <p>Staff Responsible for Monitoring: Campus administrators and counselors School & Family Services staff</p>	Formative			Summative
	Nov	Jan	Mar	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: 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			
<p>Strategy 1: Complete 100% participation relative to lockdown training, secure the building training, fire & tornado drills. Evidence that Demonstrates Success: District Safety Audit ROISD PD Training Documents Staff Responsible for Monitoring: Red Oak ISD Police Chief</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implementation and on-going evaluation of the District Emergency Operation Plan. Evidence that Demonstrates Success: District Safety Audit/ Plan Notes ROISD PD Emergency Reponse Protocol Staff Responsible for Monitoring: Red Oak ISD Police Chief</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Support ethical uses of technology including Internet Safety, Acceptable Use, Social Networking, Digital Footprint and Copyright issues for teachers and students. Evidence that Demonstrates Success: Training Session Feedback Staff Responsible for Monitoring: Executive Director of Technology Education Technology Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Establish a dating violence policy and adopt/implement a policy addressing sexual abuse, sex trafficking, and other maltreatment of children [TEC 11.252(3)(E)], [TEC 37.083(a)] Evidence that Demonstrates Success: School Board Policy FFG Local and FFH Local. The policies are also located in the Student Handbook. Staff Responsible for Monitoring: Director of Student and Family Services Student Support Specialist</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Provide trauma-informed care training to district and campus staff . Evidence that Demonstrates Success: Required Suicide Prevention Training for employees Staff Responsible for Monitoring: Director of School and Family Services Student Support Specialist	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  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 3: Prevention program of unwanted physical or verbal aggression and sexual harassment [TEC 11.252(3)(E)], [TEC 37.083(a)]; dating violence [TEC 37.0831], sexual abuse, sex trafficking, and other maltreatment of children [TEC 38.0041(a)], [TEC 11.252(c)(9)].






Evaluation Data Sources: Training records

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff and students will receive training to prevent unwanted physical and verbal aggression and sexual harassment, dating violence, sexual abuse, sex trafficking, and other maltreatment of children.</p> <p>Evidence that Demonstrates Success: Training records. Incident reports.</p> <p>Staff Responsible for Monitoring: Assistant Superintendents of HR and Operations Director of Student Services Director of School and Family Services Student Support Specialist</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  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: Ensure Red Oak ISD is connected to the community in a partnership to further the success of Red Oak ISD students while communicating transparently and effectively with all stakeholders.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide opportunities to foster positive relationships between parents, community, and schools to include: Grandparent's Day, Community Partners Academy, District Advisory Committee, Education Foundation events, Senior Citizen Luncheon, Community Advisory Council, and Family Movie Night.</p> <p>Evidence that Demonstrates Success: Local Partnerships Increased number of community events and community/parent participation</p> <p>Staff Responsible for Monitoring: Communications Department Red Oak Education Foundation</p> <p>Title I: 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Enhance and strengthen partnerships with institutions of Higher Education.</p> <p>Evidence that Demonstrates Success: Memorandums of Understanding (MOU) with colleges Dual Credit Crosswalks Graduate School Offerings for staff</p> <p>Staff Responsible for Monitoring: Executive Director of C&I Director of CTE Advanced Academics Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue internships at Baylor Medical Center, Qarbon, and other local industries to build partnerships that create student internships, mentorships, and job-shadow opportunities.</p> <p>Evidence that Demonstrates Success: Student experiences and business partnerships</p> <p>Staff Responsible for Monitoring: CTE Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Create and expand reciprocal relationships with existing businesses; such as Hawks Perks.</p> <p>Evidence that Demonstrates Success: Local Partnerships Increased number of community events and community/parent participation</p> <p>Staff Responsible for Monitoring: Communications Department Red Oak Education Foundation</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Foster partnerships with businesses, community organizations, local government, and higher education institutions.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Saundra King	Accountant	Title I	.2

District Funding Summary

199 22 CTE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Industry-Based Certifications		\$38,000.00
Sub-Total					\$38,000.00
Budgeted Fund Source Amount					\$38,000.00
+/- Difference					\$0.00
461 Campus Activity					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	TSIA Tests		\$7,000.00
Sub-Total					\$7,000.00
Budgeted Fund Source Amount					\$7,000.00
+/- Difference					\$0.00
199 31 Counselors					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	SAT Tests		\$18,000.00
Sub-Total					\$18,000.00
Budgeted Fund Source Amount					\$18,000.00
+/- Difference					\$0.00
Grand Total Budgeted					\$63,000.00
Grand Total Spent					\$63,000.00
+/- Difference					\$0.00

Addendums

RED OAK ISD GRADUATE PROFILE

4 TALONS OF THE HAWK



EXHIBITS ACADEMIC READINESS

1% Better Daily
Loving Tough

SEEKS OPPORTUNITIES AND CHALLENGES OF LEARNING

Growth
Resilience
Integrity
Tenacity

DEMONSTRATES FAIR, RESPECTFUL, & WELL-ROUNDED CHARACTERISTICS

Respect
Encourage
Appreciate
Communicate
Honor

LEAVES A LEGACY THROUGH SERVICE

"We Before Me"

RED OAK ISD EDUCATOR PROFILE 4 TALONS OF THE HAWK



RED OAK ISD

Daily Enrollment & Attendance Analysis for the Day ending: 11-4-2022

RED OAK HIGH SCHOOL - 001						
	EOY	EOY	EOY	EOY	EOY	
	CY	2021-22	2020-21	2019-20	2018-19	2017-18
12th Grade	510	480	423	468	444	455
11th Grade	444	500	477	432	458	439
10th Grade	519	458	529	511	438	458
9th Grade	690	556	475	540	511	456
Total Enrollment	2163	1994	1904	1951	1851	1808

Total Absences:	220
Daily ADA	% of Attendance
1943.00	89.83
2ND SW ADA	% of Attendance
2025.32	93.81
Yearly ADA	% of Attendance
2031.64	94.37

2ND SW ADA Percentage Breakdown		
ROHS	11-4 Only	9-26 THRU 11-4
12th Grade	91.57	94.06
11th Grade	86.94	94.27
10th Grade	90.56	93.73
9th Grade	89.86	93.38

RED OAK MIDDLE SCHOOL - 04						
	EOY	EOY	EOY	EOY	EOY	
	CY	2021-22	2020-21	2019-20	2018-19	2017-18
8th Grade	550	588	498	470	503	478
7th Grade	511	512	544	514	447	480
6th Grade	485	492	486	529	487	433
Total Enrollment	1546	1592	1528	1513	1437	1391

Total Absences:	105
Daily ADA	% of Attendance
1441.00	93.21
2ND SW ADA	% of Attendance
1444.96	93.66
Yearly ADA	% of Attendance
1442.33	94.55

2ND SW ADA Percentage Breakdown		
ROMS	11-4 Only	9-26 THRU 11-4
8th Grade	93.27	93.20
7th Grade	93.35	93.98
6th Grade	92.99	93.84

ELLIS COUNTY JJAEP - 009						
	EOY	EOY	EOY	EOY	EOY	
	CY	2021-22	2020-21	2019-20	2018-19	2017-18
12th Grade	0					
11th Grade	0					
10th Grade	0					
9th Grade	3					
8th Grade	3					
7th Grade	0					
6th Grade	0					
5th Grade	0					
Total Enrollment	6					

Total Absences:	-
Daily ADA	% of Attendance
-	-
2ND SW ADA	% of Attendance
-	-
Yearly ADA	% of Attendance
-	-

2ND SW ADA Percentage Breakdown		
JJAEP	11-4 Only	9-26 THRU 11-4
12th Grade		
11th Grade		
10th Grade		
9th Grade		
8th Grade		
7th Grade		
6th Grade		
5th Grade		

RED OAK ELEMENTARY - 101						
	EOY	EOY	EOY	EOY	EOY	
	CY	2021-22	2020-21	2019-20	2018-19	2017-18
5th Grade	72	113	107	98	113	113
4th Grade	99	75	108	116	100	106
3rd Grade	68	97	73	103	101	91
2nd Grade	88	68	95	78	94	101
1st Grade	73	94	72	94	81	90
Kinder	85	62	85	72	79	71
Pre-K	30	38	19	46	36	34
EE	18	22	24	15	15	14
Total Enrollment	533	569	583	622	619	620

Total Absences:	37.5
Daily ADA	% of Attendance
478.50	92.73
2ND SW ADA	% of Attendance
480.13	94.12
Yearly ADA	% of Attendance
477.06	94.43

2ND SW ADA Percentage Breakdown		
ROE	11-4 Only	9-26 THRU 11-4
5th Grade	95.83	95.91
4th Grade	91.92	93.54
3rd Grade	91.18	95.67
2nd Grade	90.91	94.28
1st Grade	98.63	95.34
Kinder	92.94	91.21
Pre-K	63.33	89.45
EE	100.00	96.60

WOODEN ELEMENTARY - 102		EOY	EOY	EOY	EOY	EOY
	CY	2021-22	2020-21	2019-20	2018-19	2017-18
5th Grade	92	96	85	118	97	93
4th Grade	77	87	85	97	112	94
3rd Grade	89	74	71	96	96	100
2nd Grade	60	87	79	83	98	91
1st Grade	79	60	88	85	78	91
Kinder	80	72	54	98	73	67
Pre-K	27	38	22	0	29	17
EE	1	1	3	1	3	4
Total Enrollment	505	515	487	578	586	557

Total Absences:	29.5
Daily ADA	% of Attendance
460.50	93.98
2ND SW ADA	% of Attendance
452.10	92.61
Yearly ADA	% of Attendance
458.33	94.22

2ND SW ADA Percentage Breakdown		
HAW	11-4 Only	9-26 THRU 11-4
5th Grade	95.65	95.03
4th Grade	97.40	95.51
3rd Grade	89.89	90.30
2nd Grade	90.00	94.23
1st Grade	100.00	92.50
Kinder	90.00	88.91
Pre-K	96.15	90.11
EE	0.00	0.00

EASTRIDGE ELEMENTARY - 103		EOY	EOY	EOY	EOY	EOY
	CY	2021-22	2020-21	2019-20	2018-19	2017-18
5th Grade	81	69	88	67	89	80
4th Grade	100	75	61	75	61	91
3rd Grade	74	89	76	56	79	67
2nd Grade	87	67	72	70	62	73
1st Grade	77	86	61	78	76	65
Kinder	67	68	67	64	64	63
Pre-K	22	21	14	32	14	21
EE	3	4	3	2	1	3
Total Enrollment	511	479	442	444	446	463

Total Absences:	54.5
Daily ADA	% of Attendance
442.50	89.03
2ND SW ADA	% of Attendance
467.54	94.57
Yearly ADA	% of Attendance
466.15	94.98

2ND SW ADA Percentage Breakdown		
EES	11-4 Only	9-26 THRU 11-4
5th Grade	91.36	97.04
4th Grade	88.00	95.09
3rd Grade	95.95	94.65
2nd Grade	83.91	93.66
1st Grade	90.91	94.17
Kinder	85.07	92.83
Pre-K	86.36	92.18
EE	0.00	0.00

SHIELDS ELEMENTARY - 105		EOY	EOY	EOY	EOY	EOY
	CY	2021-22	2020-21	2019-20	2018-19	2017-18
5th Grade	106	100	88	104	116	106
4th Grade	76	107	86	91	95	111
3rd Grade	75	74	88	85	88	90
2nd Grade	88	77	73	93	75	84
1st Grade	81	79	75	73	89	70
Kinder	85	78	67	78	70	83
Pre-K	41	34	16	35	25	16
EE	13	22	17	10	15	11
Total Enrollment	565	571	510	569	573	571

Total Absences:	53
Daily ADA	% of Attendance
487.00	90.28
2ND SW ADA	% of Attendance
493.29	92.54
Yearly ADA	% of Attendance
497.92	94.22

2ND SW ADA Percentage Breakdown		
DTS	11-4 Only	9-26 THRU 11-4
5th Grade	85.85	94.44
4th Grade	94.67	93.67
3rd Grade	92.00	94.46
2nd Grade	94.32	94.25
1st Grade	93.75	92.41
Kinder	87.21	88.64
Pre-K	90.00	88.59
EE	55.00	75.86

SCHUPMANN - 107		EOY	EOY	EOY	EOY	EOY
	CY	2021-22	2020-21	2019-20	2018-19	2017-18
5th Grade	112	109	90	74	75	82
4th Grade	105	98	81	75	60	69
3rd Grade	113	98	83	68	71	61
2nd Grade	113	94	90	69	63	63
1st Grade	105	109	85	62	65	63
Kinder	95	104	88	68	49	61
Pre-K	35	36	27	22	11	19
EE	4	2	5	3	2	5
Total Enrollment	682	650	549	441	396	423

Total Absences:	70
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Daily ADA	% of Attendance
590.50	89.40
2ND SW ADA	% of Attendance
613.43	93.04
Yearly ADA	% of Attendance
613.36	94.07

2ND SW ADA Percentage Breakdown		
RPS	11-4 Only	9-26 THRU 11-4
5th Grade	92.86	95.20
4th Grade	93.33	94.20
3rd Grade	88.50	93.99
2nd Grade	84.96	92.13
1st Grade	86.67	91.45
Kinder	92.63	91.50
Pre-K	77.14	89.66
EE	0.00	0.00

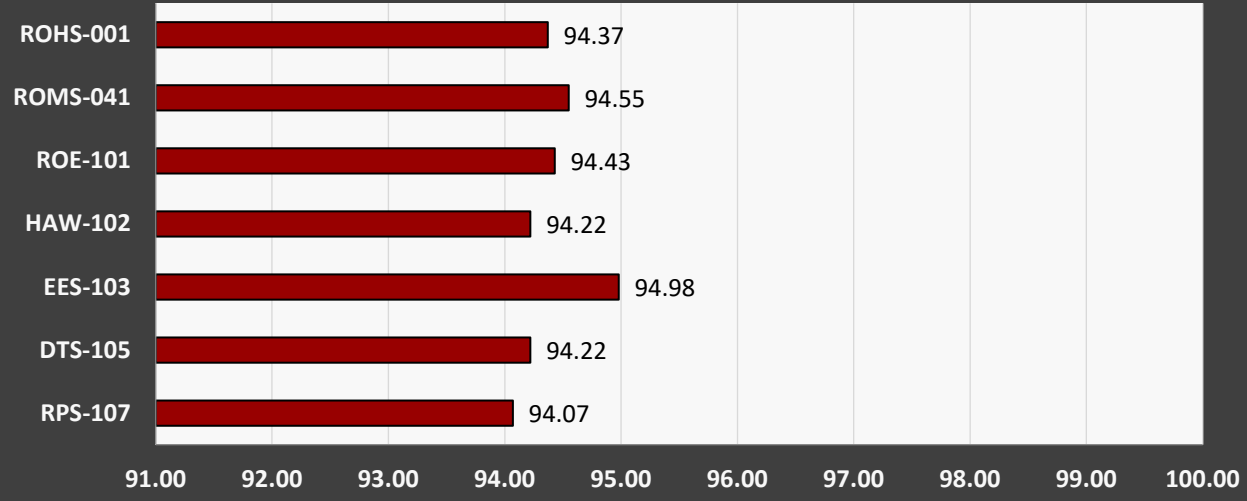
ROISD Enrollment/Grade Level		EOY	EOY	EOY	EOY	EOY
	CY	2021-22	2020-21	2019-20	2018-19	2017-18
12th Grade	510	480	423	468	444	455
11th Grade	444	500	477	432	458	439
10th Grade	519	458	529	511	438	458
9th Grade	693	556	475	540	511	456
8th Grade	553	588	498	470	503	478
7th Grade	511	512	544	514	447	480
6th Grade	485	492	486	529	487	433
5th Grade	463	487	458	461	490	474
4th Grade	457	442	421	454	428	471
3rd Grade	419	432	391	408	435	409
2nd Grade	436	393	409	393	392	412
1st Grade	415	428	381	392	389	379
Kinder	412	384	361	380	335	345
Pre-K	155	167	98	135	115	107
EE	39	51	52	31	36	37
Total Enrollment	6511	6370	6003	6118	5908	5833

Total Absences:	569.5
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Daily ADA	% of Attendance
5849.00	91.14
2ND SW ADA	% of Attendance
5982.48	93.57
Yearly ADA	% of Attendance
5989.77	94.41

ROISD Campus YRLY SUM		EOY	EOY	EOY	EOY	EOY
	CY	2021-22	2020-21	2019-20	2018-19	2017-18
ROHS-001	2163	1994	1904	1951	1851	1808
ROMS-041	1546	1592	1528	1513	1437	1391
ROE-101	533	569	583	622	619	620
HAW-102	505	515	487	578	586	557
EES-103	511	479	442	444	446	463
DTS-105	565	571	510	569	573	571
RPS-107	682	650	549	441	396	423
Total Enrollment	6505	6370	6003	6118	5908	5833

CAMPUS ADA PERCENTAGE - YTD



YEAR TO DATE	
ROHS-001	94.37
ROMS-041	94.55
ROE-101	94.43
HAW-102	94.22
EES-103	94.98
DTS-105	94.22
RPS-107	94.07



Monthly Financial Report

November 2022

RED OAK ISD-TAX COLLECTIONS

Monthly Tax Collections

As of October 31, 2022

GENERAL FUND

	MONTHLY	YEAR TO DATE	BUDGET	YTD % OF BUDGET
CURRENT TAXES COLLECTED	95,317	197,852	29,195,770	0.68%
DELINQUENT TAX COLLECTED	2,706	15,548	200,000	7.77%
PENALTIES AND INTEREST COLLECTED	4,085	29,458	150,000	19.64%
TOTAL FUNDS COLLECTED	102,108	242,859	29,545,770	0.82%

DEBT SERVICE

	MONTHLY	YEAR TO DATE	BUDGET	YTD % OF BUDGET
CURRENT TAXES COLLECTED	35,228	74,233	10,551,132	0.70%
DELINQUENT TAX COLLECTED	972	5,324	50,000	10.65%
PENALTIES AND INTEREST COLLECTED	1,517	10,884	30,000	36.28%
TOTAL FUNDS COLLECTED	37,717	90,440	10,631,132	0.85%

TOTAL TAX COLLECTIONS	139,824	333,298	40,176,902	0.83%
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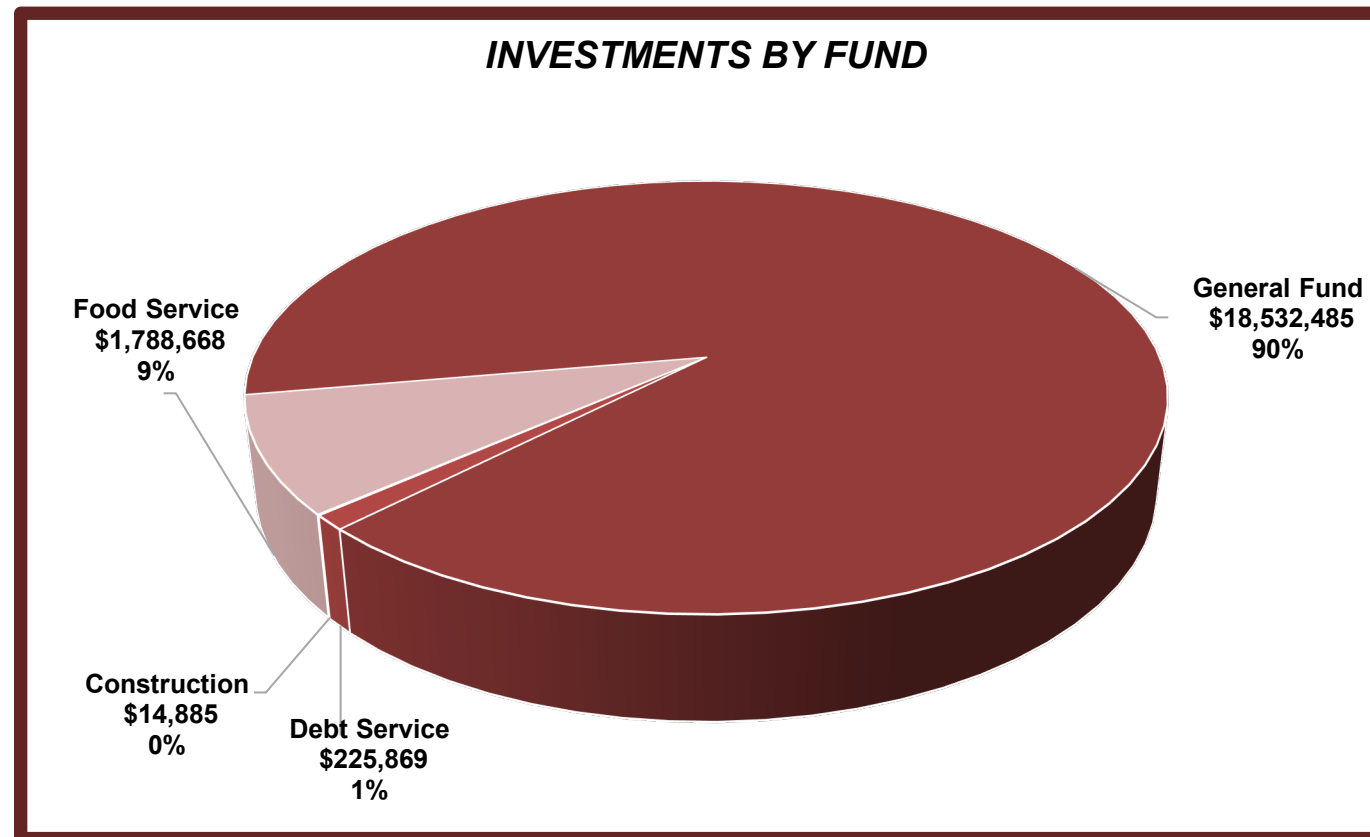
Red Oak Independent School District
Investment Summary Report
As of October 31, 2022

INVESTMENT POOL ACCOUNTS	BEGINNING BALANCE 09/01/2022	DEPOSITS	WITHDRAWALS	INTEREST FOR MONTH	ENDING BALANCE 09/30/2022	INTEREST RATE	INTEREST YEAR TO DATE
TEXSTAR							
General Fund	\$ 9,793.68	\$ -	\$ -	23.73	\$ 9,817.41	2.8531%	\$ 69.87
TEXPOOL							
General Fund	2,479.67	-	-	6.13	2,485.80	3.0392%	18.92
Money Market	1,430.47	-	-	3.55	1,434.02	3.0392%	10.86
FIRST PUBLIC-GOV.OVERNIGHT							
General Fund	18,461,273.30	6,915,857.57	6,904,511.79	46,128.63	18,518,747.71	3.0729%	133,265.90
Debt Service	210,674.77	14,630.35	-	563.39	225,868.51	3.0729%	14,022.18
Construction	14,846.52	-	-	38.74	14,885.26	3.0729%	76.15
Food Service	1,390,130.10	469,511.79	75,000.00	4,025.80	1,788,667.69	3.0729%	12,540.22
TOTAL INVESTMENT POOLS	\$ 20,090,629	\$ 7,400,000	\$ 6,979,512	\$ 50,790	\$ 20,561,906		160,004.10

We, the approved Investment Officers of Red Oak ISD, hereby certify the Investment Report represents the investment portion of the District as of the above date in compliance with the Texas Public Funds Investment Act and Red Oak ISD Investment Policy CDA

 (signature on file)
 William Johnston, Ed.D., CPA
 Assistant Superintendent of Business Services/CFO

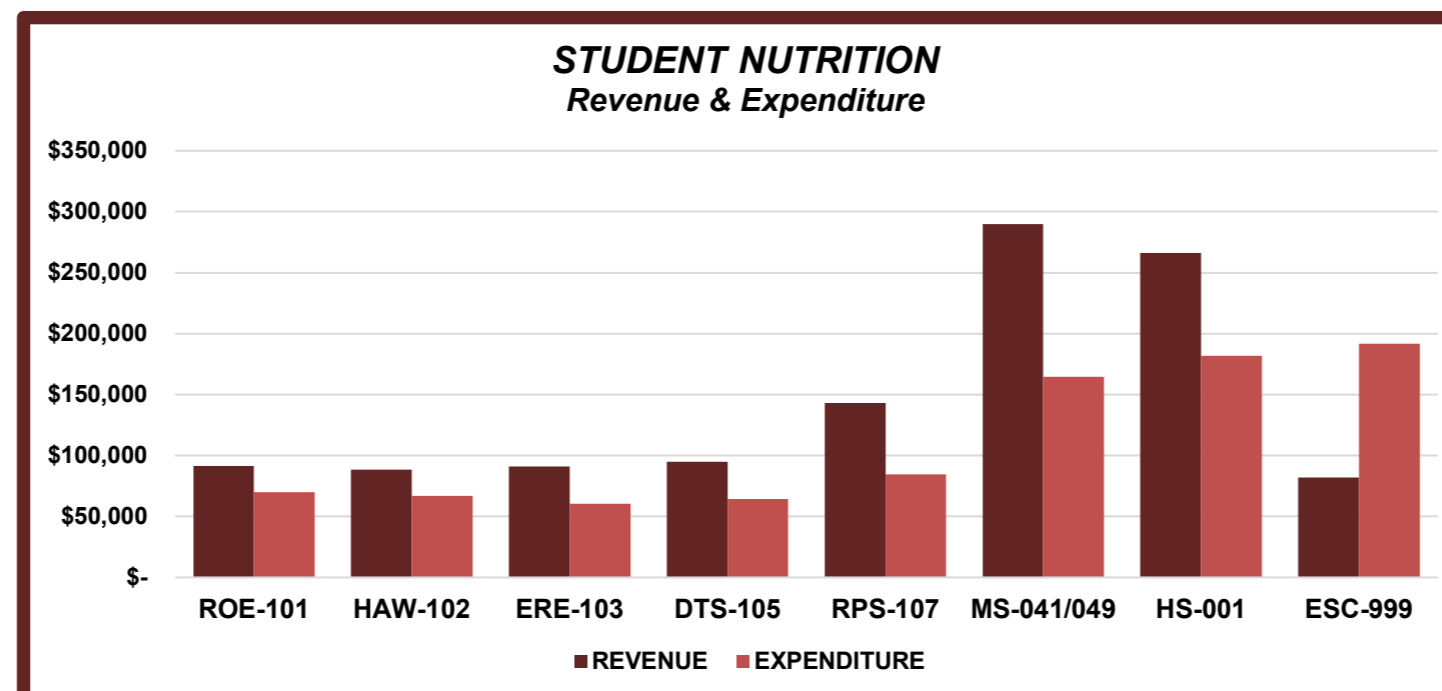
 (signature on file)
 Sandra King, RTSBA
 Finance Coordinator



Red Oak ISD - Student Nutrition
Revenue / Expenditure Detail
 As of October 31, 2022

	ROE-101	HAW-102	ERE-103	DTS-105	RPS-107	MS-041	HS-001	ESC-999	TOTAL
Average Daily Participation (ADP):									
Breakfast	137	105	135	158	262	305	159	0	1,261
Lunch	323	308	330	317	471	1101	968	0	3,818
Afterschool	22	20	28	30	28	0	0	0	128

	ROE-101	HAW-102	ERE-103	DTS-105	RPS-107	MS-041/049	HS-001	ESC-999	TOTAL	ORIGINAL BUDGET	% EXP TO BUDGET
57xx Local Revenue	\$ 21,761	\$ 23,319	\$ 24,101	\$ 25,538	\$ 29,635	\$ 82,499	\$ 106,937	\$ 41,061	\$ 354,850	\$ 661,700	54%
58xx State Matching								13,861	\$ 13,861	105,000	13%
5921 Federal - Breakfast	13,767	11,718	13,921	17,474	29,051	32,605	12,846		\$ 131,383	310,000	42%
5922 Federal - Lunch	56,066	53,304	53,034	51,656	84,280	174,891	146,179		\$ 619,410	1,530,000	40%
5923 USDA Commodities									\$ -	120,000	0%
5949 Other Revenue								26,999	\$ 26,999		
TOTAL REVENUE	\$ 91,594	\$ 88,341	\$ 91,055	\$ 94,668	\$ 142,966	\$ 289,996	\$ 265,962	\$ 81,921	\$ 1,146,503	\$ 2,726,700	42%
61xx Payroll	\$ 33,999	\$ 26,721	\$ 24,718	\$ 27,472	\$ 27,107	\$ 65,799	\$ 88,758	\$ 110,796	\$ 405,371	\$ 1,545,943	26%
62xx Contracted Services	1,231	1,123	1,004	2,183	2,319	1,958	3,153	2,149	\$ 15,119	41,200	37%
63xx Supplies	34,613	39,254	34,398	34,852	55,170	96,816	89,726	77,154	\$ 461,983	1,928,492	24%
64xx Travel / Miscellaneous								1,710	\$ 1,710	11,065	15%
66xx Capital Outlay			210						\$ 210	200,000	0%
TOTAL EXPENDITURES	\$ 69,843	\$ 67,099	\$ 60,330	\$ 64,508	\$ 84,595	\$ 164,573	\$ 181,637	\$ 191,808	\$ 884,393	\$ 3,726,700	24%
Other Sources (Uses)											
Operating Transfers In											
Revenue Over (Under) Expenditures	\$ 21,750	\$ 21,242	\$ 30,726	\$ 30,160	\$ 58,371	\$ 125,422	\$ 84,326	\$ (109,887)	\$ 262,110	\$ (1,000,000)	



*The District reports on the modified accrual basis.

Red Oak ISD - Debt Service Fund
Revenue / Expenditure Detail
As of October 31, 2022

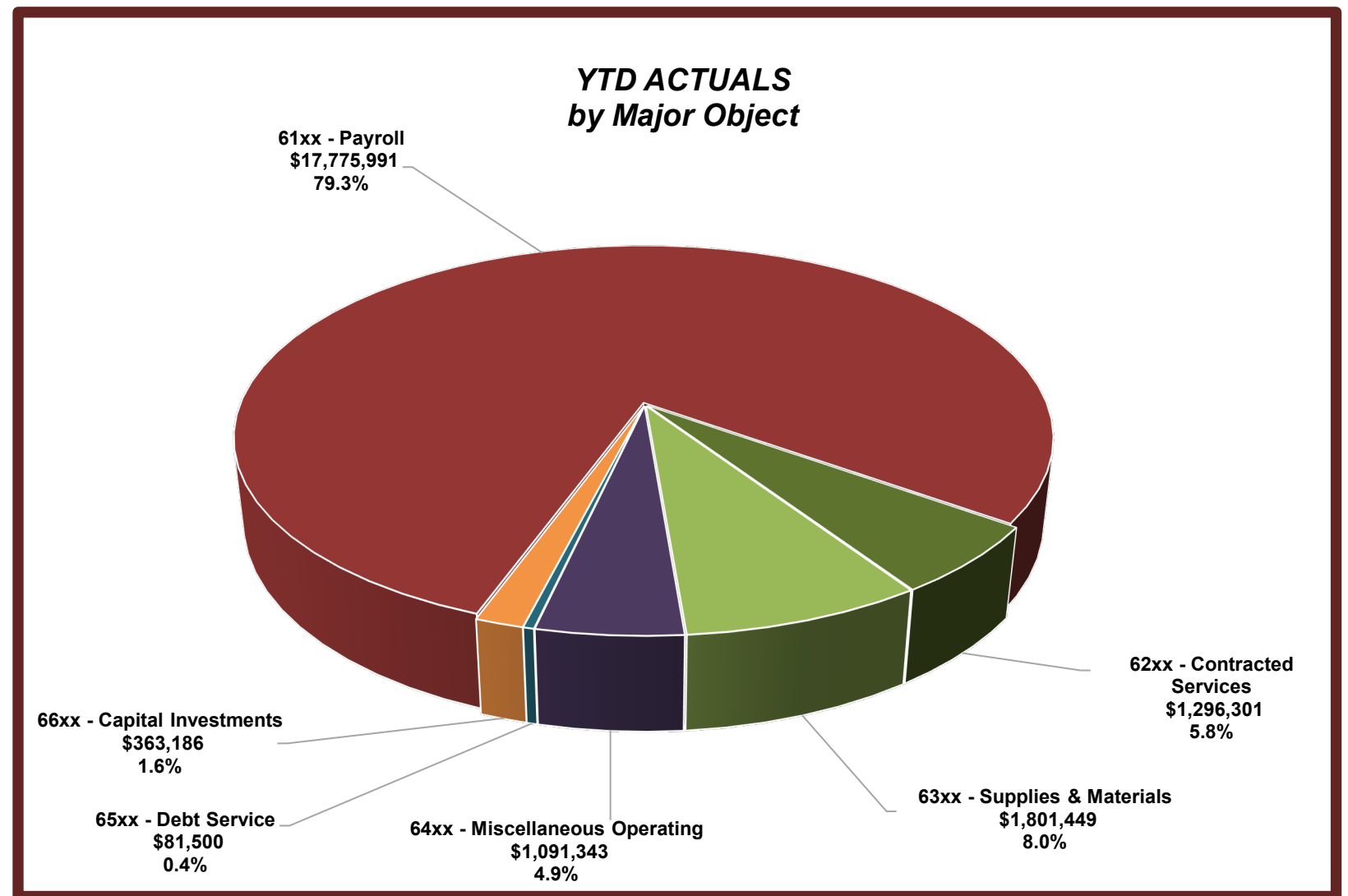
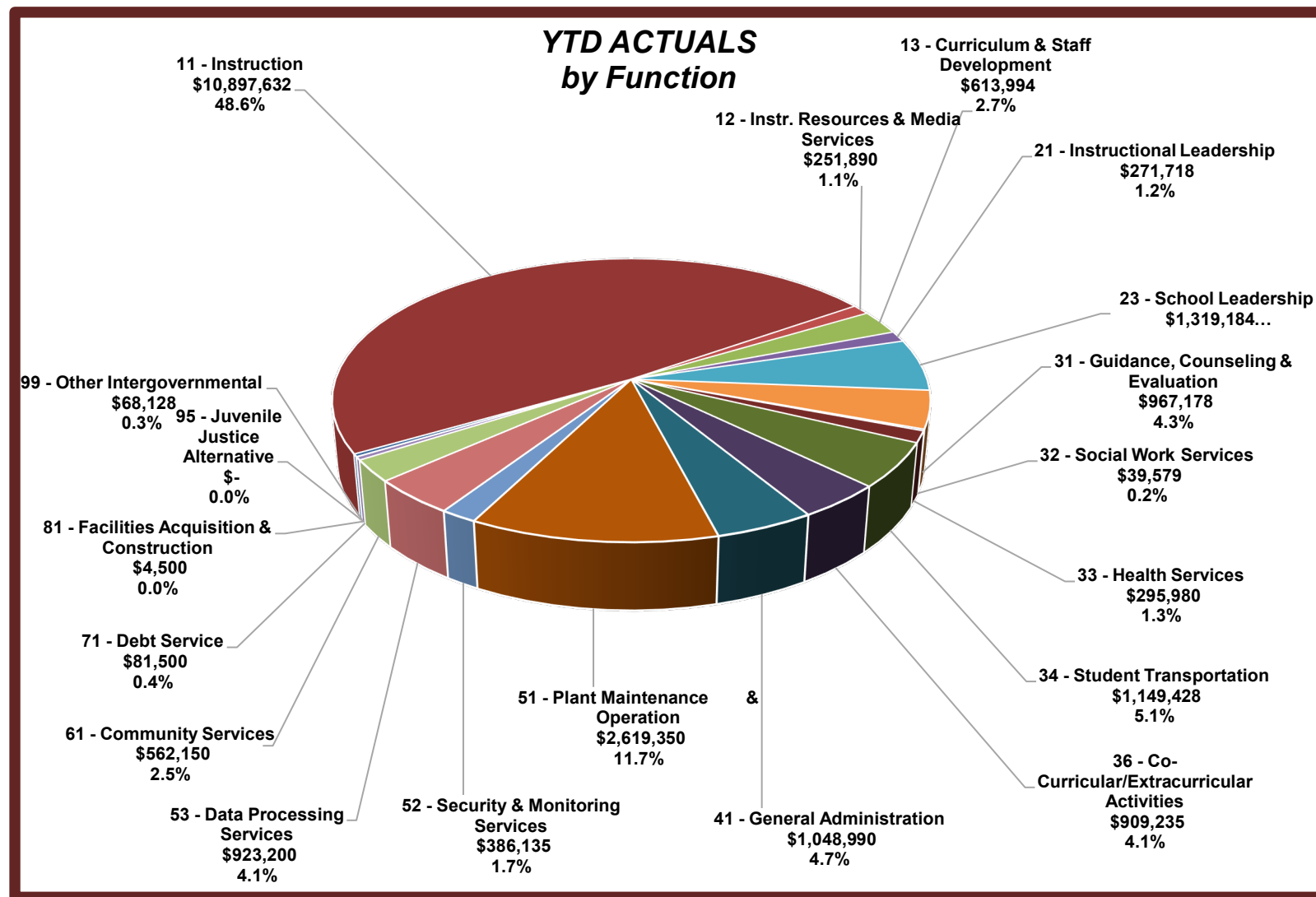
	Original Budget	YTD Actuals	Outstanding Encumbrances	Balance	% Expended to Budget
Revenues					
57xx Local	\$ 10,691,132	\$ 104,476	\$ -	\$ 10,586,656	0.98%
58xx State	25,000	-	-	25,000	0.00%
TOTAL	\$ 10,716,132	\$ 104,476	\$ -	\$ 10,611,656	0.97%
Expenditures					
71 Debt Service	\$ 10,045,240	7,757,106	\$ -	\$ 2,288,134	77.22%
TOTAL	\$ 10,045,240	\$ 7,757,106	\$ -	\$ 2,288,134	77.22%
Other Resources/(Uses)					
Issuance of Bonds	\$ -	\$ -	\$ -	\$ -	0.00%
Premium/Discount	-	-	-	-	0.00%
Escrow	-	-	-	-	0.00%
TOTAL	\$ -	\$ -	\$ -	\$ -	0.00%
Revenue Over					
(Under) Expenditures	\$ 670,892	\$ (7,652,630)	\$ -	\$ 8,323,522	

Red Oak ISD - General Fund
Revenue/Expenditure Detail
As of October 31, 2022

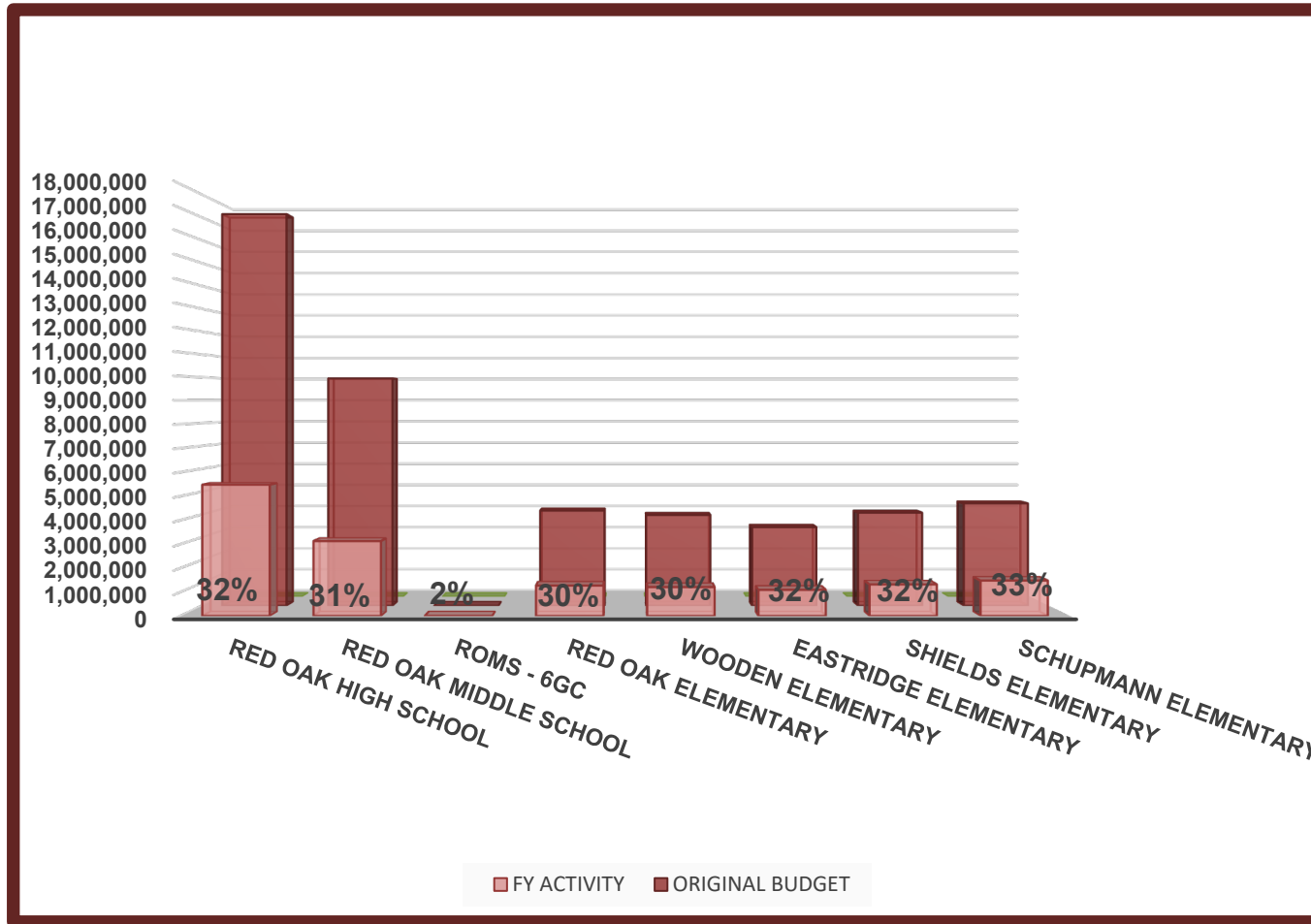
	Amended Budget	2022-2023 YTD Actuals	Outstanding Encumbrances	Balance	% Expended to Budget	2021-2022 YTD Actuals	YTD Actuals Variance
Revenues							
57xx Local	\$ 29,446,686	\$ 816,132	\$ -	\$ 28,630,554	2.77%	\$ 581,088	\$ 235,044
58xx State	38,218,922	14,244,151		23,974,771	37.27%	14,491,636	(247,485)
59xx Federal	1,150,000	55,170		1,094,830	4.80%	-	55,170
TOTAL	\$ 68,815,608	\$ 15,115,453	\$ -	\$ 53,700,155	22%	\$ 15,072,724	\$ 42,729
Expenditures							
11 Instruction	\$ 35,159,270	\$ 10,897,632	\$ 481,555	\$ 23,780,083	32.36%	\$ 9,818,021	\$ 1,079,611
12 Instr. Resources & Media Services	1,031,672	251,890	14,881	764,901	25.86%	259,275	(7,384)
13 Curriculum & Staff Development	1,936,350	613,994	11,475	1,310,881	32.30%	551,977	62,017
21 Instructional Leadership	816,034	271,718	2,343	541,973	33.58%	234,181	37,537
23 School Leadership	4,034,222	1,319,184	5,633	2,709,405	32.84%	1,170,004	149,180
31 Guidance, Counseling & Evaluation	2,888,265	967,178	67,262	1,853,825	35.82%	772,116	195,062
32 Social Work Services	175,548	39,579	-	135,969	22.55%	37,697	1,882
33 Health Services	902,216	295,980	1,465	604,771	32.97%	253,972	42,008
34 Student Transportation	3,314,580	1,149,428	162,880	2,002,272	39.59%	678,311	471,117
36 Co-Curricular/Extracurricular Activities	2,488,881	909,235	123,596	1,456,050	41.50%	815,745	93,490
41 General Administration	2,967,403	1,048,990	80,589	1,837,824	38.07%	888,096	160,894
51 Plant Maintenance & Operation	7,343,382	2,619,350	1,508,467	3,215,565	56.21%	2,390,283	229,066
52 Security & Monitoring Services	1,387,310	386,135	64,499	936,676	32.48%	307,887	78,248
53 Data Processing Services	1,698,076	923,200	98,333	676,543	60.16%	783,304	139,896
61 Community Services	1,774,578	562,150	66,134	1,146,294	35.40%	456,965	105,185
71 Debt Service	450,500	81,500	-	369,000	18.09%	88,250	(6,750)
81 Facilities Acquisition & Construction	52,321	4,500	-	47,821	8.60%	-	4,500
95 Juvenile Justice Alternative	45,000	-	-	45,000	0.00%	-	-
99 Other Intergovernmental	350,000	68,128	273,957	7,915	97.74%	56,181	11,947
TOTAL	\$ 68,815,608	\$ 22,409,770	\$ 2,963,071	\$ 43,442,768	37%	\$ 19,562,264	\$ 2,847,506
Other Resources/(Uses)							
Sale of Property	\$ 0	\$ -	\$ -	\$ -	0.00%	\$ -	\$ -
	\$ 0	\$ -	\$ -	\$ 0	0%	\$ -	\$ -
Revenue Over (Under) Expenditures	\$ 0	\$ (7,294,317)	\$ (2,963,071)	\$ 10,257,387		\$ (4,489,540)	\$ (2,804,777)

*The District reports on the modified accrual basis.

Red Oak ISD - General Fund
Revenue / Expenditure Detail
As of October 31, 2022



Red Oak ISD - General Fund
Comparison by Campus
As of October 31, 2022



Questions



Bill Johnston

Chief Financial Officer

972-617-4005

bill.johnston@redoakisd.org