

**Red Oak Independent School District
Donald T. Shields Elementary
2023-2024 Campus Improvement Plan**



Mission Statement

The Mission of Red Oak ISD:

4 Talons of the Hawk

Exhibits Academic Readiness: 1% Better Daily & Love Tough

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

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

Leaves a Legacy Through Service: "We Before Me"

Vision

The Vision of Red Oak ISD:

"Realizing Our Individual Students' Dreams"

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Comprehensive Needs Assessment

Demographics

Demographics Summary

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

Shields Elementary School is comprised of the following ethnic distribution:

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

Special programs are growing in the areas of:

SPED (2018 14.52% to 2023 25.4%)

Dyslexia (2018 5.38% to 2023 10.30%)

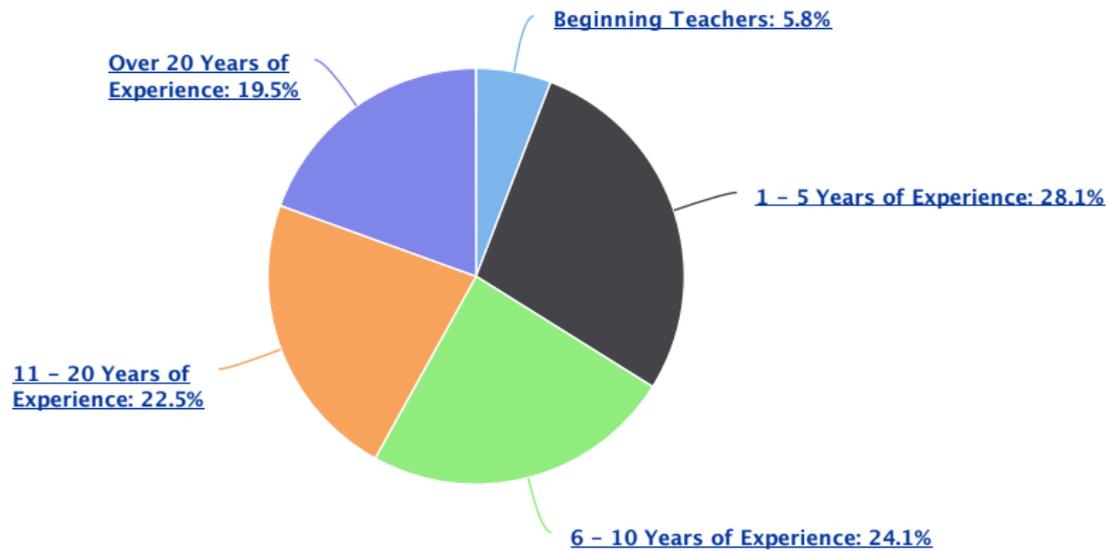
Eco Dis (2018 51.32% to 62.95%)

Special programs are decreasing in the areas of:

GT (2018 6.77% to 2023 5.83%)

504 (2018 8.09% to 2023 6.96%)

Teacher FTE Percentage by Years of Experience for 2022 – 2023



Demographics Strengths

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

- Red Oak ISD has a reputation for being family-oriented, and for providing high-quality educational opportunities for its students.
- Parent and staff surveys reflect positive impressions of the school and staff.
- Implementation of an effective house system and leadership program has made positive impacts instructionally and behaviorally on campus
- DTS has highest district retention rate for 2 years from 2021-2023 (80% or higher)

Problem Statements Identifying Demographics Needs

Problem Statement 1: For the years 2020-2023, about 2% of students enrolled throughout the school year in 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:** The Temporary Group Foster Home serves male students in our attendance zones as a temporary shelter while awaiting permanent foster placement.

Problem Statement 2 (Prioritized): The district attendance goal of 97% has not been achieved. Average attendance percentage for the campus from 2016-2023 is 95.42% with the attendance percentage for the year 2022-2023 93.99% **Root Cause:** EE-1st grade attendance is significantly lower than 2nd grade and above. EE-85.48% PK-90.54% K-91.82% 1-93.15 2-94.53 3-95.65 4-95.38 5-95.24

Student Learning

Student Learning Summary

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

Campus Assessment Information

STAAR:

- RLA - Aligned with to slightly below - 4th grade RLA the one point below the region and two below the state.
- Math - in line with the state and one point below region.
- Science-in line with state and region; Spanish science below Region & State
- RLA Spanish-Above state and region in 3rd and 4th, 5th grade 3-4 points below

Shields Above or at District, Region, State:

ELAR-5th

Math-3rd, 4th, 5th

Science-5th

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

3rd and 5th above district, state, region

4th above district average

NWEA MAP Testing

Strengths

- MAP Math, In line with district for DNM and approaches
- 4th and 5th grade MAP Math performed stronger than grades 2-3 and district
- MAP ELAR 5th above district in all categories

Weaknesses

- MAP ELAR 3rd below district and campus
- 4th Grade ELAR MAP masters significantly below district

Guided Reading Assessment (GRA)

Shields 23-24
GRA at a Glance

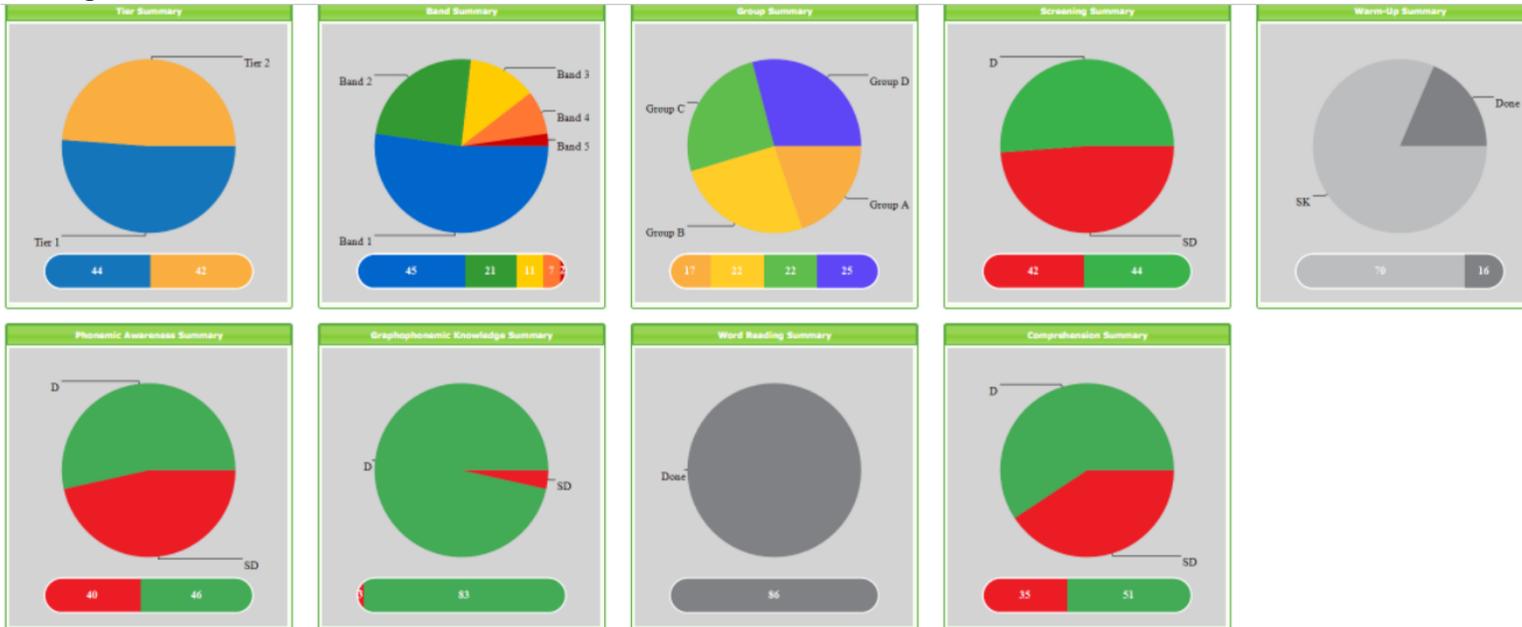
Grade	Total Students	At or Above Level	Below Level	Year's Growth	Some Growth
K Level C goal	75	51 68%	24 32%	n/a	66 88%
1 Level J goal	77	37 48%	40 52%	47 61%	77 100%
2 Level N goal	84	35 59%	49 41%	74 88%	84 100%
3 Level P goal	74	48 64%	26 36%	65 87%	72 97%

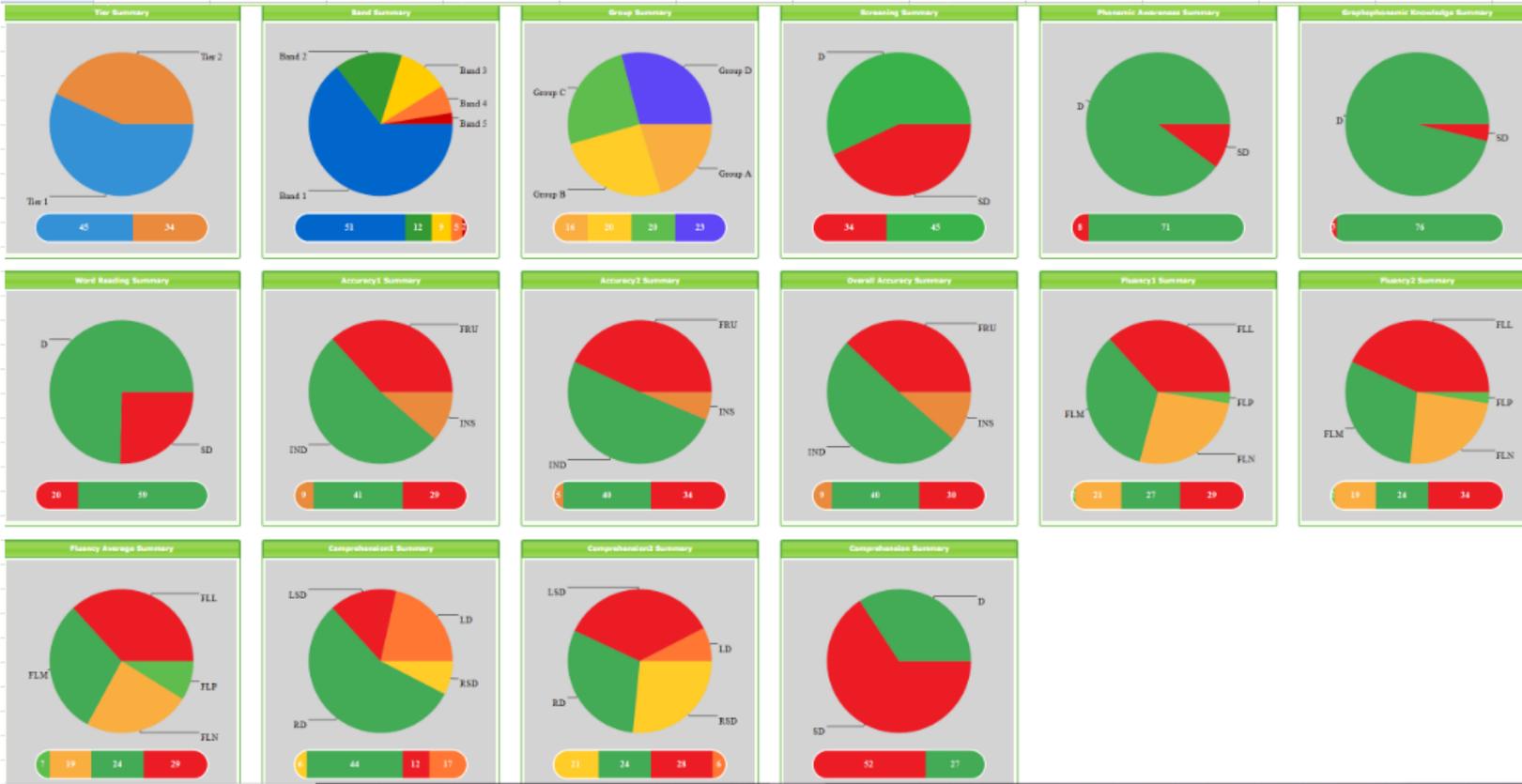
>80

<50

Texas Primary Reading Instrument (TPRI)

Kindergarten





2nd



Student Learning Strengths

- Resource students made growth on STAAR rdg and math
- 85% or higher 2nd and 3rd grade students making year’s worth of growth
- 5th STAAR ELAR, 3 and 4th STAAR MATH at top of district
- TIL process implemented fully, PLC process deeper
- 100% of 1st and 2nd graders made growth on reading levels

Problem Statements Identifying Student Learning Needs

Donald T. Shields Elementary
Generated by Plan4Learning.com

Problem Statement 1 (Prioritized): There is a large contrast in percentages of students performing in the meets and masters ratings compared to the approaches rating, indicating an imbalance of acceleration and enrichment for average and above average students. **Root Cause:** 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 2: STAAR data indicates a disproportionality between ethnicity groups and economically disadvantaged students across all subjects in the rating categories of approaches, meets, and masters. **Root Cause:** Different backgrounds both culturally and economically have different priorities, values, and experiences. Title I is leveling the playing field for students of all backgrounds.

School Processes & Programs

School Processes & Programs Summary

Shields Elementary uses multiple resources to help provide focus for curriculum, instruction, and assessment. The TEKS Resource System's scope and sequence and curriculum based assessments were utilized as a guide to providing and promoting critical thinking and problem solving skills, communication, creativity, and collaboration. Each week, grade level PLCs met and implemented Texas Instructional Leadership strategies including learning standards breakdown, data analysis, formative assessment, and creating learning objectives and exit tickets.

For each content area, assessment plays a vital role in driving instruction and making decisions. Shields Elementary is committed to provide opportunities for students to interact collaboratively, with hands-on activities, performance based assessments, open-ended questions and responses, and promoting the 21st Century Skills to ensure mastery. Students are encouraged and allowed to demonstrate their learning through authentic assessments, including project-based learning, student-created products, and presentations (group and individual). We utilize TPRI, GRA, 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 Lead4ard. All special courses and programs such as special education, dyslexia, LPAC, technology lab, fine arts, and physical education promote and provide support for the standard of assessment utilized by our campus and district. Our EB students are also assessed formally each year by the Texas English Language Proficiency Assessment System (TELPAS). All assessment data, whether formal or informal, is disaggregated, analyzed, and fine-tuned to drive instructional needs.

Student progress is monitored through informal and formal assessments, along with focused tutorials and interventions. The 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.
- Suite 360 has been implemented to provide behavior framework and intervention for all students
- Campus House system creates a sense of belonging across campus and celebrations of student success are held systematically on the campus and classroom level

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a large contrast in percentages of students performing in the meets and masters ratings compared to the approaches rating, indicating an imbalance of acceleration and enrichment for average and above average students. **Root Cause:** 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.

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.

Perceptions Strengths

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

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

Staff Leadership Strengths

- Increased teacher leadership opportunities during weekly PLC planning and monthly professional development trainings on campus.
- Campus Leadership Team being developed with leadership retreat for campus planning and developing strong teacher leaders on campus.
- Staff committees utilized to create and cultivate special opportunities for students

Safe and Orderly Schools Strengths

- Full-time, armed Red Oak ISD PD police officer on site during the school day and at after hours events.
- Campus holds monthly safety drills using the RAPTOR technology system

Student Leadership Strengths

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Shields Elementary would like to bridge the connection between new families and continue to find innovative ways to increase parental and community

involvement at the campus **Root Cause:** As Red Oak has grown in size, families have felt disconnected with the growing school community.

Priority Problem Statements

Problem Statement 1: The district attendance goal of 97% has not been achieved. Average attendance percentage for the campus from 2016-2023 is 95.42% with the attendance percentage for the year 2022-2023 93.99%

Root Cause 1: EE-1st grade attendance is significantly lower than 2nd grade and above. EE-85.48% PK-90.54% K-91.82% 1-93.15 2-94.53 3-95.65 4-95.38 5-95.24

Problem Statement 1 Areas: Demographics

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 an imbalance of acceleration and enrichment for average and above average students.

Root Cause 2: 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 2 Areas: Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: Academics: Develop critical thinkers that will transcend college and career goals by excelling in the 4 Talons.

Performance Objective 1: Develop students who are college, career, and military ready that possess the academic skills for post-secondary success.

High Priority

Strategy 1 Details	Reviews			
<p>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 II and Tier III intervention groups.</p> <p>Staff Responsible for Monitoring: Campus Administrators Leadership Team All Professional Staff</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 Specialist (50% Salary) - 211 Title I - \$35,000, Extra Duty Literacy Support - 211 Title I - \$10,000</p>	Formative			Summative
	Dec	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>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: GRA, MAP, Reading/Writing Journaling, Word Wall Activities/Genre Wall, Guided Reading, Writing Stations, Targeted Professional Development, Think Up! (i ready), Saxon Phonics, word mapping resources, Literacy Footprints (shared reading), Boardworks, Progress Learning</p> <p>In addition, reading enrichment opportunities will be implemented on campus to increase a love of reading in students through Battle of the Books, Author visits, and Book vending machine.</p> <p>Evidence that Demonstrates Success: Student progress on ELAR CBAs, formative and summative assessments, including GRA, STAAR tests, TELPAS, writing assessments, and TPRI.</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coach ELAR Teachers (SPED included) Dyslexia Therapist Literacy Specialist</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Think it Up!, Reading A-Z, Boardworks, Saxon, Literacy Footprints, Progress Learning - 211 Title I - \$2,000, Poster Maker to aide instruction - 211 Title I - \$4,000</p>	Formative			Summative
	Dec	Feb	Apr	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:</p> <ul style="list-style-type: none"> Think Up! (iready) Number Talks Reflex: Daily Math Fluency Guided Math Xtra Math Progress Learning Use of Math Manipulatives Targeted Professional Development Boardworks <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: Campus Administrators Instructional Coach All Math Teachers (SPED included)</p> <p>Title I: 2.4, 2.5, 2.6</p> <ul style="list-style-type: none"> - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy <p>Funding Sources: Think it Up! Mentoring Minds - 211 Title I - \$6,000</p>	Formative			Summative
	Dec	Feb	Apr	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.</p> <p>The major activities used to support this strategy include: DDI, TIL, and LAFA processes during weekly PLCS, Gifted/Talented/SPED Push-in, Literacy Intervention, PLC extensions, Increased Higher Level Thinking activities, Talon Time, Collaboration with ICs, GT Teacher, Librarian, Dyslexia, SPED and Reading Support, contract interventionists,</p> <p>Evidence that Demonstrates Success: Pre-Assessment Data, Curriculum Based Assessments, MAP Testing, STAAR Testing Data</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coach Content Teachers GT Teacher Dyslexia Therapist Librarian SPED teachers</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 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Shields elementary will work to increase the academic growth in targeted sub-populations through effective PLCs and planning, formative assessments, aggressive monitoring, and specialized acceleration using state compensatory education. Teachers will be trained on engagement strategies and supplied with necessary resources such as timers, engagement kits, and other tools to utilize engagement training.</p> <p>Evidence that Demonstrates Success: Increase in meets and masters performance (all students)</p> <p>Staff Responsible for Monitoring: Campus Administrators Content Teachers Instructional Coaches Literacy Specialist Contracted Interventionists</p> <p>Title I: 2.4, 2.5</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 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: Compensatory Education , Acceleration - 199 24 ACC ED - \$5,000</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: School wide communication folders will be implemented 23-24 school year to provide frequent feedback to parents, academic resources to families, and information to connect families to school communities such as district yearly calendar and school monthly calendar with academic testing, assessment windows, engagement nights/activities, and campus events/programs.</p> <p>Grade 2-5 will include math grow journals with parent/student resources and activities to support learning in each math unit of instruction. Needs, composition books.</p> <p>Evidence that Demonstrates Success: Teachers will send campus communication folder on Thursdays of each week minimum.</p> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Team Leads</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 1: Academics: Develop critical thinkers that will transcend college and career goals by excelling in the 4 Talons.

Performance Objective 2: Equip students to be well-rounded with interpersonal skills to manage day-to-day challenges.

Strategy 1 Details	Reviews			
<p>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, Hawk helpers, Amazing Shake, House System; promote 4 Talons characteristics</p> <p>Evidence that Demonstrates Success: Discipline Reports Decreased reports of bullying, harassment, and cyber safety. Student/parent surveys</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Campus Police Officer Campus staff Hawk Helper committee members</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide opportunities for students to do service projects: Safety Patrol Hawk Helpers Partner PE Flag Patrol Shields Houses</p> <p>Evidence that Demonstrates Success: Service projects completed during the school year.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Campus Police Officer Campus Staff</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Develop school health programs that focus on promoting healthy lifestyle choices and physical fitness such as Jump Rope for Heart, Boosterthon, and Go Noodle. 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
	Dec	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Participate in the Texas Performance Standards Projects or like curriculum for Gifted and Talented students in K-5.</p> <p>Evidence that Demonstrates Success: End of year projects, presentations, and artifacts</p> <p>Staff Responsible for Monitoring: GT Teacher Classroom Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: 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.</p> <p>Staff Responsible for Monitoring: Campus Administrators House Committee Leadership Team</p>	Formative			Summative
	Dec	Feb	Apr	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Create a campus culture that understands and celebrates students of students considered economically disadvantaged on campus through staff training, and reflection. Implement the house system to create sense of belonging on campus for ALL students.</p> <p>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: Campus Administrators Leadership Team Counselor Campus Staff</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
	Dec	Feb	Apr	June
	 70%	 85%	 100%	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 1: Academics: Develop critical thinkers that will transcend college and career goals by excelling in the 4 Talons.

Performance Objective 3: Engage students in meaningful learning that includes a variety of instructional strategies.

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 Specialist (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
	Dec	Feb	Apr	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:</p> <ul style="list-style-type: none"> 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>Evidence that Demonstrates Success: TTESS</p> <ul style="list-style-type: none"> Pre-Kindergarten Report Card Teacher Feedback Frog Street Pre-Assessment CLI Assessment ESGI Assessment <p>Staff Responsible for Monitoring: Campus Administrators</p> <ul style="list-style-type: none"> Instructional Coaches Teachers Specials Teachers <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Human Resources: Intentional progress to hire and retain high-quality staff to ensure best learning.

Performance Objective 1: Attract, engage, and retain top talent through competitive compensation packages.

Strategy 1 Details	Reviews			
<p>Strategy 1: 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: Campus Administrators Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide opportunities for teacher leaders to present best practices and research-based strategies they are using successfully in their classrooms with the entire staff. Teacher leaders will attend specialized staff development sessions to share best practices with campus including Ron Clark Academy, Get Your Teach on, and TEPSA.</p> <p>Evidence that Demonstrates Success: Teacher-leader presentation during monthly staff meeting</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 2: Human Resources: Intentional progress to hire and retain high-quality staff to ensure best learning.

Performance Objective 2: Foster a supportive and inclusive work environment through differentiated strategies that promotes employee retention.

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff development on this campus in Reading/English Language Arts (ELAR) includes the following: Lead4ward Rocking Review Literacy Footprints Saxon Phonics Progress Learning GRA TPRI Strategies for EB Learners, Ellevation Supporting struggling learners TIL, LAFA, and DDI processes through PLCS Collaborate/Plan with Instructional Coach, Reading Support, Dyslexia Therapists, and Librarian Gretchen Bernabei (RACE writing strategy) Jeff Anderson (writing strategy) WINK: ELAR comprehension question strategy used campus wide Region 10 training and conferences</p> <p>Evidence that Demonstrates Success: Curriculum Based Assessments Pre-Assessments STAAR Testing T-TESS Staff Development Sign in Sheets</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coach Librarian Literacy Specialist 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
	Dec	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Staff development on this campus in Math includes the following: Lead4ward Rocking Review Professional development in math content area Math Team Meetings Use of manipulatives Supporting struggling learners Campus/District math planning/training</p> <p>Evidence that Demonstrates Success: Curriculum Based Assessments Pre-Assessments STAAR Testing T-TESS Staff Development Logs MAP testing</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coach 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</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Sustained and ongoing professional development will be aligned to campus needs identified in the Comprehensive Needs including summer staff development such as Get your teach on, Region 10 trainings, Educator Summit.</p> <p>Required Staff Development Days for summer 2023 (18 hours), the following will be required: content based and principal approved</p> <p>6 Hour GT update required annually along with all classroom teachers to acquire GT certification</p> <p>Evidence that Demonstrates Success: Professional Development Reports Classroom Implementation Staff Development Logs</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coaches Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Dec	Feb	Apr	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 Science Penguin</p> <p>Evidence that Demonstrates Success: Curriculum Based Assessments Pre-Assessments STAAR Testing T-TESS Staff Development Logs</p> <p>Staff Responsible for Monitoring: Campus Administrators 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
	Dec	Feb	Apr	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Staff development on this campus in Social Studies includes the following: Academic Vocabulary Collaboration/Planning with Instructional Coach, Literacy Strategist, Librarian, and ELAR Team Supporting struggling learners Social Studies weekly (paper and online) Graphic organizers</p> <p>Evidence that Demonstrates Success: Pre-Assessments T-TESS Staff Development Logs lesson plans</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coach Social Studies Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	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:</p> <p>Seesaw (K-2) Canvas (3-5) Professional Development on integrating technology in the classroom Collaborate with Campus/District Technology Specialists Communicate and implement Lab, COW, tablet, Mimio, projector, and document camera usage expectations Xtra Math Typing.com Brain Pop Starfall SORA Epic Pebble Go Prodigy (reading/math) Ebsco search (Gale and Britannica)</p> <p>Evidence that Demonstrates Success: Walkthroughs Lesson Plans Computer lab Student work samples</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coaches Campus Lab Specialist District Technology Specialists Campus Technology Trainer Librarian</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Human Resources: Intentional progress to hire and retain high-quality staff to ensure best learning.

Performance Objective 3: Develop innovative and targeted recruitment practices that meet the diverse District needs of all employees.

Strategy 1 Details	Reviews			
<p>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: HR Department Principal</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Finance: Maintain fiscal stewardship and accountability to ensure financial stability and transparency.

Performance Objective 1: Ensure fiscal accountability and responsibility of resources to support the District's mission.

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize campus ESSER III and Title I funds to support tutoring for grades K-5 and other specified resources related to the area of math and reading.</p> <p>Evidence that Demonstrates Success: Focus on Reading, Math, and Science</p> <ul style="list-style-type: none"> Student Sign-up Sheets Tutorial Letters Goal Setting Parent informational letters <p>Staff Responsible for Monitoring: Campus Administrators</p> <ul style="list-style-type: none"> Instructional Coaches Teachers <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 3: Finance: Maintain fiscal stewardship and accountability to ensure financial stability and transparency.

Performance Objective 2: Ensure fiscal integrity by creating and maintaining a sufficient operating budget for the everyday operations of the District.

Strategy 1 Details	Reviews			
Strategy 1: Monitor the usage of funds and anticipated yearly spending using prior record for analysis. Evidence that Demonstrates Success: Skyward Financial Records Staff Responsible for Monitoring: Secretary Principal	Formative			Summative
	Dec	Feb	Apr	June
	 55%	 80%	 80%	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Finance: Maintain fiscal stewardship and accountability to ensure financial stability and transparency.

Performance Objective 3: Educate stakeholders about the public education financial system and the funding of Red Oak ISD through regular and transparent communication.

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

Goal 4: Growth, Facilities, Security: Prioritize and allocate resources to ensure safety and security and appropriate facilities.

Performance Objective 1: Provide facilities to accommodate current and future growth across the District.

Strategy 1 Details	Reviews			
Strategy 1: Review and analyze student programs and facility needs Evidence that Demonstrates Success: Full utilization of available facilities Staff Responsible for Monitoring: Principal	Formative			Summative
	Dec	Feb	Apr	June
	 70%	 100%	 100%	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Growth, Facilities, Security: Prioritize and allocate resources to ensure safety and security and appropriate facilities.

Performance Objective 2: Ensure District facilities meet or exceed safety and security standards for physical requirements, technology systems, and implementation of procedures and protocols.

Strategy 1 Details	Reviews			
<p>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 RAPTOR reporting</p> <p>Staff Responsible for Monitoring: Campus Administration Crisis Management Coordinator Campus Police Officer</p> <p>Title I: 2.6</p>	Formative			Summative
	Dec	Feb	Apr	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 RAPTOR reporting</p> <p>Staff Responsible for Monitoring: Campus Administration Crisis Management Coordinator Campus Police Officer</p> <p>Title I: 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Growth, Facilities, Security: Prioritize and allocate resources to ensure safety and security and appropriate facilities.

Performance Objective 3: Attempt to have facilities meet or exceed minimum standards for all programs to provide opportunities for student participation.

Strategy 1 Details	Reviews			
<p>Strategy 1: We will ensure our facilities meet at least minimum standards for all programs in order for students to be successful.</p> <p>Evidence that Demonstrates Success: Janitors Maintenance and Upkeep</p> <p>Staff Responsible for Monitoring: Secretary Assistant Principal Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: Communications: Ensure District is connected to the community in partnerships to further student success while communicating transparently and effectively.

Performance Objective 1: Prioritize and enhance parent and teacher communications.

Strategy 1 Details	Reviews			
<p>Strategy 1: Communicate with parents on a regular basis through calendars, Title I surveys, newsletters, Class Dojo, Facebook, teacher websites, positive phone calls, the district website and scheduled parent conferences.</p> <p>Evidence that Demonstrates Success: Skyward Campus Website District Website Positive E-mails</p> <p>Staff Responsible for Monitoring: Campus Administration Counselors PTA All Staff</p> <p>Title I: 4.1</p>	Formative			Summative
	Dec	Feb	Apr	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. Invite community members to support various programs such as Amazing Shake, House assemblies, fire department for fire safety week, etc.</p> <p>Evidence that Demonstrates Success: Campus attendance/participation Sign-in sheets</p> <p>Staff Responsible for Monitoring: Campus Administration Instructional Coach</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 5: Communications: Ensure District is connected to the community in partnerships to further student success while communicating transparently and effectively.

Performance Objective 2: Provide opportunities to foster positive relationships between students, parents, schools and staff, and the community.

Strategy 1 Details	Reviews			
<p>Strategy 1: 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 six week awards House Assemblies Title 1 Parent Nights (Family Literacy and Math Nights) <p>Evidence that Demonstrates Success: Parent surveys Parent participation Sign-in sheets</p> <p>Staff Responsible for Monitoring: Campus Administration Counselor PTA Board Campus Staff</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: 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.</p> <p>Staff Responsible for Monitoring: Campus Administration Leadership Team, Resource Teacher Classroom Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
				

 No Progress

 Accomplished

 Continue/Modify

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Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Nancy Atkins	Literacy Specilaist	Title I	.5
Tiffany Munoz	Instructional Coach	Title I	.5
Tyler Tucker	Instructional Coach	Title I	.1