Red Oak Independent School District

H.A. Wooden Elementary School

2024-2025 Campus Improvement Plan

Mission Statement

The Mission of Red Oak ISD:

4 Talons of the Hawk

Exhibits Academic Readiness: 1% Better Daily & Love Tough

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

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

Leaves a Legacy Through Service: "We Before Me"

Vision

The Vision of Red Oak ISD:

"Realizing Our Individual Students' Dreams"

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Wooden Elementary is a Title I campus currently serving 524 students from PK to 5th grade. In the 2024-2025 school year, Wooden houses a Functional Living specialized classroom, two resource teachers, and 1 special education para-professional. Additionally, Wooden Elementary had 9 bilingual classrooms with 4 bilingual para-professionals. There were 30 general education staff, 1 gifted and talented teacher, 2 teachers trained in dyslexia (1 is also the bilingual reading interventionist), 1 bilingual instructional coach, 1 ELAR and 1 Math instructional coach, and 1 reading interventionist. Teachers are trained in and utilize guided reading, 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: 7.06%

Hispanic: 65.65%

White: 23.28%

American Indian: 0%

Asian: .38%

Two or More Races: 3.44%

Emergent Bilingual: 39.69%

At-Risk: 57.94%

Mobility Rate: 11.94%

 Data used was from 2023-2024 school year.

Demographics Strengths

Wooden elementary continues to become more diverse and provides our students with the opportunity to develop an understanding for others on a local, state and national and global level. The overall 2022 accountability rating was an "A" indicating there are academic strengths exhibited by our students as a whole.

Our attendance rate increased last school year. The average was 95.2% which was a slight increase from 94.96% in the 2022-2023 school year.

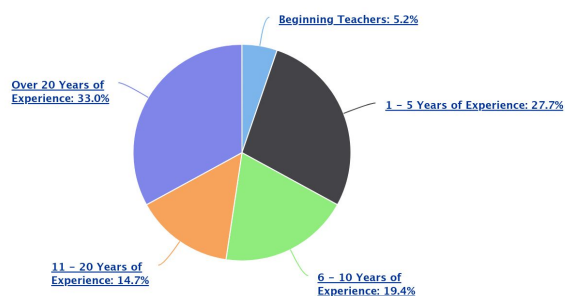|	1 - First six weeks		2 - Second six weeks		3 - Third six weeks		4 - Fourth six weeks		5 - Fifth six weeks		6 - Sixth six weeks		Total	
	PIA	Attendance Enrollment	PIA	Attendance Enrollment	PIA	Attendance Enrollment	PIA	Attendance Enrollment	PIA	Attendance Enrollment	PIA	Attendance Enrollment	PIA	Attendance Enrollment
Grade PK	92.7%	45	93.0%	44	94.0%	44	88.5%	44	95.5%	44	94.6%	44	93.1%	45
Grade KG	94.7%	61	94.0%	60	93.3%	61	93.5%	61	95.6%	60	96.3%	60	94.6%	63
Grade 01	95.7%	93	93.9%	92	94.4%	92	92.5%	93	96.2%	95	94.4%	95	94.5%	103
Grade 02	96.1%	83	94.6%	83	95.7%	83	91.8%	83	96.1%	83	96.0%	83	95.1%	90
Grade 03	97.6%	70	96.6%	69	97.1%	70	94.0%	69	96.2%	68	95.1%	69	96.1%	74
Grade 04	96.7%	97	95.3%	99	95.4%	100	94.5%	99	95.5%	99	95.8%	99	95.5%	107
Grade 05	97.7%	80	96.0%	82	95.4%	83	95.4%	88	96.5%	89	95.7%	89	96.1%	89
Total Students	96.3%	529	95.0%	529	95.2%	533	93.4%	537	96.0%	538	95.5%	539	95.2%	571

2023-2024:

Attendance by Grade Level & Marking Period

For the current school year (2024-2025)

29 of 37 teachers are ESL certified.

23 of 36 teachers have completed the GT certification process.

Teacher FTE Percentage by Years of Experience for 2023 – 2024

- Beginning Teachers: 5.2%
- 1 – 5 Years of Experience: 27.7%
- 6 – 10 Years of Experience: 19.4%
- 11 – 20 Years of Experience: 14.7%
- Over 20 Years of Experience: 33.0%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our student attendance rate has been low the past few years, not meeting the 97% goal for the district. **Root Cause:** PreK and Kindergarten and 1st grade all averaged below 95% attendance for the 2023-2024 school year.

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

	2023 Approaches	2024 Approaches	2023 Meets	2024 Meets	2023 Masters	2024 Masters
3rd grade Math	66.25%	75.38%	36.25%	43.08%	13.75%	12.31%
3rd grade Reading	80.82%	71.67%	50.62%	50%	19.18%	21.67%
3rd grade Spanish Math	NA	0%	NA	0%	NA	0%
3rd grade Spanish Reading	28.57%	100%	28.57%	60%	0%	0%
4th grade Math	83%	75%	58%	51.04%	49.43%	20.83%
4th grade Reading	86.15%	82.42%	49.23%	49.45%	12.31%	19.78%
4th grade Spanish Reading	83.33%	71.43%	66.67%	57.41%	33.33%	42.86%
4th grade Spanish Math	50%	0%	50%	0%	50%	0%
5th grade Math	93%	84.71%	66%	68.24%	27%	22.35%
5th grade Reading	81.82%	76.83%	56.82%	50%	30.68%	15.85%
5th grade science	73%	66.67%	38%	25%	9%	5.95%
5th grade Spanish Math	100%	100%	0%	50%	0%	0%
5th grade Spanish Reading	67%	100%	33%	20%	0%	0%
5th grade Spanish Science	0%	66.67%	0%	0%	0%	0%

Student Learning Strengths

2024 Strengths

<u>3rd Math</u>

Increased in our approaches and meets level by 9% points an 7% points in the student achievement domain.

TELPAS Results

We were able to reclassify 17 students due to their scores on their TELPAS composite scores and passing the STAAR reading test.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our overall achievement scores have decreased in the past two years.   **Root Cause:** Our Hispanic and AA students scored lower in Academic Achievement, Low ECR scores.

School Processes & Programs

School Processes & Programs Summary

Wooden Elementary uses multiple resources to help provide focus for curriculum, instruction, and assessment. The Texas Curriculum Management Program Cooperative's (TCMPC) 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 also utilized 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, iReady, Stem Scopes, TCMPC, and campus/district benchmarks for formal assessments in kindergarten through 2nd grade. In addition to these assessments, we also utilize STAAR released items. 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 coaches. 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 MTSS 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.

For the social/emotional needs of our students, students meet twice monthly with the counselor supporting needs as outlined by the district and by the campus. We also utilize the Suite360 curriculum for student behaviors. We support positive behavior with Talon Tags, Booth Buddies and Positive classroom referrals for classroom teachers. Relationships are a vital part of Wooden. Students are also supported academically through serving different groups of students based on needs. These student populations are gifted and talented, emergent bilingual, special education, and students who need academic intervention.

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. The students set goals and track their progress from assessment to assessment.

- Clubs - We have Ballet Folklorico, Student Council and have community service projects throughout the school years.
- Every grade level has an academically relevant field trip each year.

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 TEKS that need to be taught and to utilize data for intervention and enrichment. We will do this through lesson internalization.

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. We welcome volunteers on campus and communicate through email, text and our weekly newsletter sent out by email, social media and text weekly.

Realizing our students' individual dreams is our highest priority. Therefore, 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 a Hawk in our students and who they become. Seeing evidence of how our students live out the 4 Talons is a great contributor to our community and our society as a whole.

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 ballet folklorico. 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 compared other campuses. Discipline policies and procedures are both proactive and reactive. We will continue to use a Suite 360 program in 2024-2025 to reduce bullying and promote social skills. We also use the StopIt app to report bullying on campus.

- Safety drills are conducted monthly on our campus. They are orderly, well-coordinated, and well-supervised.

- Accountability is fast and accurate through staff trainings and all staff using Raptor for an accountability system.

- Having an armed police officer on campus daily helps everyone feel more secure so that we can continue to educate our students without worry.

- Communication is sent out weekly from the campus and grade levels.
- We have a high participation of families at all of our events.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Wooden Elementary would like to improve the ongoing communication and participation between teachers, staff and parents.

Priority Problem Statements

Problem Statement 1: Our student attendance rate has been low the past few years, not meeting the 97% goal for the district.

Root Cause 1: PreK and Kindergarten and 1st grade all averaged below 95% attendance for the 2023-2024 school year.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Our overall achievement scores have decreased in the past two years.

Root Cause 2: Our Hispanic and AA students scored lower in Academic Achievement, Low ECR scores.

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR 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
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications 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.

Strategy 1 Details	Reviews			
Strategy 1: All teachers; including Special Education, Reading Support, Dyslexia Therapists, Instructional Coaches 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 1, EB, 504, GT, SpEd) and their related performance.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**

Evidence that Demonstrates Success: Student success on CBAs, formative/summative assessments, STAAR Tests, GRA, TPRI, iReady Math and Reading, CLI and the reduction of Tier 2 and Tier 3 intervention groups.
     Staff Responsible for Monitoring: Campus Administrators
 Leadership Team
 Professional Staff
 	
     Title I:
 2.4, 2.5, 2.6
  - TEA Priorities:
 Improve low-performing schools
  - ESF Levers:
 Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Reading and Language Arts and Spanish Reading and Language Arts 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/Benchmark, iReady Reading, Reading/Writing Journaling, Word Wall Activities, Guided Reading, Writing Stations, Targeted Professional Development, Saxon Phonics/Estrellita, Literacy Footprints (shared reading) In addition, reading enrichment opportunities will be implemented on campus to increase the love of reading to students through Reader of the Month and the Book Vending Machine. **Evidence that Demonstrates Success:** Student progress on RLA/SLAR CBAs, formative and summative assessments, including GRA/Benchmark, STAAR tests, Interim Assessments, TELPAS, Writing Assessments and TPRI. **Staff Responsible for Monitoring:** Campus Administrators Instructional Coach ELAR Teachers (SPED included) Dyslexia Therapist Reading Support **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Math instruction is guided and supported by researched-based resources approved by the district. Resources included to support this strategy include: iReady Number Talks Reflex Guided Math Use of Math Manipulatives StemScopes Targeted Professional Development **Evidence that Demonstrates Success:** Student progress on math CBA, iReady math, formative/summative assessments including STAAR, Interim assessment, teacher-made and district benchmark assessments **Staff Responsible for Monitoring:** Campus administrators Leadership team All math teachers (including SpEd) **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**

Strategy 4 Details	Reviews			
Strategy 4: The campus will increase Master level scores on STAAR across all tested grade levels and content areas.	**Formative**			**Summative**
The major activities use to support this strategy include:	Dec	Feb	Apr	June
Aligned resources PLC Internalization G/T support Talon Time extension activities Collaboration with ICs Differentiation SpEd and Reading Support Tutors **Evidence that Demonstrates Success:** Testing Data **Staff Responsible for Monitoring:** Instructional Coaches Content Teachers GT Teacher/Librarian Support Staff **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

0% No Progress   100% 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			
Strategy 1: Provide opportunities for students to do service projects:				**Formative**			**Summative**
Student Council Partner PE				**Dec**	**Feb**	**Apr**	**June**

Flag Patrol
Safety Patrol
Canned Food Drive
Toys for Tots
Treats for the Nursing Home (cards, treats)
 	
    Evidence that Demonstrates Success: Students will complete service projects during the school year.
 	
    Staff Responsible for Monitoring: Campus Administrators
Counselor
Teachers
 	
    Title I:
2.5, 2.6							

Strategy 2 Details				Reviews			
Strategy 2: Continue to build a campus culture that understands and celebrates the success of ALL students on campus through staff training and reflection. Continue with school club participation and implement the book vending machine talon tags, positive classroom referrals, and math/readers of the month, attendance incentives and personal best.				**Formative**			**Summative**
				Dec	**Feb**	**Apr**	**June**

Evidence that Demonstrates Success: Decrease in classroom disruptions/discipline referrals
Attendance Incentives
Mathematicians/Readers of the Month
Personal Best
    Staff Responsible for Monitoring: Campus Administrators
Counselor
Teachers
 	
    Title I:
2.4, 2.5, 2.6, 4.2
  - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture							

Strategy 3 Details	**Reviews**			
Strategy 3: Utilize Suite360, guidance lessons, and counseling referrals to build conflict resolution skills and teacher behavior expectations. Reduce the number of out of placement days for all students.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Evidence that Demonstrates Success: Discipline Referrals **Staff Responsible for Monitoring:** Campus Administrators Teachers Counselor **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	**Reviews**			
Strategy 4: Develop school health programs that focus on promoting healthy lifestyle choice and physical fitness such as the Fun Run and in PE. Review recommendations made by the SHAC committee.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Evidence that Demonstrates Success: Attendance in activities; Fitness Gram Data **Staff Responsible for Monitoring:** PE Teacher School Nurse **Title I:** 2.4, 2.5, 2.6, 4.2				

Strategy 5 Details	**Reviews**			
Strategy 5: Participate in the Texas Performance Standards Projects or like curriculum for Gifted and Talented students in K-5.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Evidence that Demonstrates Success: End of year projects, presentations and artifacts **Staff Responsible for Monitoring:** GT Teacher Classroom teacher				

0% No Progress   100% 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.

Strategy 1 Details	Reviews			
Strategy 1: Campus staff will be trained through the year in using data to drive instructional decisions and promote growth both in the students and in themselves. Staff will focus on lesson internalization in PLCs (Professional Learning Communities) and in Content Area Vertical Alignment during committee meetings.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
GRA/Benchmark MTSS Reading Support Guided Math iReady Data Starfall Eduphoria Aware Benchmarks Interim Assessments TELPAS Science Penguin STAAR 2023/2024 Data **Evidence that Demonstrates Success:** Students and staff will utilize the programs to become more aware of their growth. **Staff Responsible for Monitoring:** All professional staff **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math				

	0% No Progress	100% 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 4: Ensure that all students can access an engaging instructional environment that promotes high levels of achievement.

Strategy 1 Details	Reviews			
Strategy 1: Wooden will work to increase to increase the academic growth in targeted sub-populations through effective PLCs and planning, formative assessments, aggressive monitoring, and specialized acceleration using state compensatory educational funds. Teachers will be trained on engagement strategies and supplied with necessary resources.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Evidence that Demonstrates Success: Increase in meets and masters performance (all students) **Staff Responsible for Monitoring:** Campus administrators Teachers Instructional Coaches Tutors Reading Support **Title I:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				
0% No Progress 100% 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 5: Encourage students to explore, identify and develop their strengths and passions through multiple pathways that are appropriate to each individual.

Strategy 1 Details	Reviews			
Strategy 1: School wide communication folders will be used in the 24-25 school year to provide feedback to parents, give academic resources, and information to connect families to school communities such as the calendar in the newsletter with all events and testing.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**

0% No Progress   100% 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			
Strategy 1: Provide a campus mentor/support for 0-5 year teachers (new to ROISD and new to teaching)	**Formative**			**Summative**
Evidence that Demonstrates Success: Meeting notes/Mentor Log **Staff Responsible for Monitoring:** Campus Administrators Instructional Coaches **Title I:** 2.4, 2.5, 2.6	Dec	Feb	Apr	June
Strategy 2 Details	**Reviews**			
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.	**Formative**			**Summative**
Evidence that Demonstrates Success: Teacher-leader presentation during monthly staff meetings **Staff Responsible for Monitoring:** Campus Administrators Instructional Coaches **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Dec	Feb	Apr	June

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

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			
Strategy 1: Conduct employee incentives/recognition for attendance and employee of the month recognition.				**Formative**			**Summative**
Evidence that Demonstrates Success: Google form for nomination, monthly calendar for staff appreciation.				**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Administrators Sunshine committee **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture							

Strategy 2 Details	Reviews			
Strategy 2: Staff development on this campus in Reading Language Arts (RLA) includes the following:	**Formative**			**Summative**
- Lead4Ward Rockin Review	**Dec**	**Feb**	**Apr**	**June**

- Literacy Footprints
- Saxon Phonics
- GRA/Benchmark
- TPRI/TejasLee
- Strategies for EB Learners/Ellevation
- Collaborate/Plan with Instructional Coaches, Reading Support, Dyslexia Therapists, and LMS
 - Gretchen Bernabei - (RACE writing strategy)
- Region 10 Training and Conferences
 	
    Evidence that Demonstrates Success: CBAs
    PreAssessments
    STAAR Testing
    T-TESS
    Sign in Sheets
    Staff Responsible for Monitoring: Instructional Coaches
    Librarian
    Literacy Specialist
    Dyslexia Therapist
    RLA Teachers(SpEd included)
 	
    Title I:
    2.4, 2.5, 2.6
    - ESF Levers:
    Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Staff development on this campus in Math includes the following: - Lead4Ward Rockin Review - Math Committee Meetings - Strategies for EB Learners/Ellevation - Collaborate/Plan with Instructional Coaches - Use of manipulatives - Region 10 Training and Conferences **Evidence that Demonstrates Success:** CBAs PreAssessments STAAR Testing T-TESS Sign in Sheets iReady Math **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 5: Effective Instruction	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Sustained and ongoing professional development will be aligned to campus needs identified in the comprehensive needs assessment including summer staff development. Required staff development days for Summer 2025 (12 hours) the following will be required; content based and principal approved IN ADDITION to 6 hour GT update or any other required certifications. **Evidence that Demonstrates Success:** Staff development logs certificates **Staff Responsible for Monitoring:** Campus administrators instructional coaches teachers **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**

Strategy 5 Details	Reviews			
Strategy 5: Staff development on this campus in Science includes the following:	**Formative**			**Summative**
- Science interactive journaling	**Dec**	**Feb**	**Apr**	**June**

- New HMH curriculum
- Lead4Ward Science
- Hands on labs
- Science Penguin
 	
    Evidence that Demonstrates Success: Pre-Assessments
    STAAR testing
    T-TESS
    Staff Development Logs
 	
    Staff Responsible for Monitoring: Instructional Coaches
    Science teachers
 	
    Title I:
    2.4, 2.5, 2.6
   - **ESF Levers:**
    Lever 5: Effective Instruction				

Strategy 6 Details	Reviews			
Strategy 6: Staff development on this campus in Social Studies includes the following:	**Formative**			**Summative**
- Academic vocabulary	**Dec**	**Feb**	**Apr**	**June**

- Collaboration/Planning with RLA Instructional Coach
- RLA Committee
- Supporting struggling learners
- Studies Weekly
    Evidence that Demonstrates Success: T-TESS
    Staff development logs
 	
    Staff Responsible for Monitoring: Instructional Coach
    Social Studies Teachers
 	
    Title I:
    2.4, 2.5, 2.6
   - **ESF Levers:**
    Lever 5: Effective Instruction				

Strategy 7 Details	Reviews			

Strategy 7: 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)
Canvas (3-5)
Professional development on integrating technology in the classroom
Collaborate with campus/district technology specialists
Typing.com
Starfall
Epic
iReady
 	
    Evidence that Demonstrates Success: Computer lab
Student work samples
 	
    Staff Responsible for Monitoring: Instructional Coaches
Computer lab teachers
 	
    Title I:
2.4, 2.5, 2.6
 - **ESF Levers:**
Lever 5: Effective Instruction
	Formative			**Summative**

	Dec	Feb	Apr	June

0% No Progress   100% Accomplished   Continue/Modify   Discontinue

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			
Strategy 1: Recruit from teacher certification programs, National Board Region 10 Cohort, advertisements to ensure avenues for attracting highly qualified teachers. **Evidence that Demonstrates Success:** Highly qualified staff report successfully filled staff vacancies **Staff Responsible for Monitoring:** HR Department Principal **Title I:** 2.4, 2.5, 2.6	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**

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

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

Performance Objective 1: Ensure fiscal integrity by creating and maintaining a sufficient operating budget for the everyday operations of the District.

Strategy 1 Details		Reviews		
Strategy 1: Utilize campus compensatory education funds to support tutoring 1-5 and other specified resources related to the areas of math and reading.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Evidence that Demonstrates Success: Attendance sheets Tutorial Letters Goal Setting Parent informational letters **Staff Responsible for Monitoring:** Secretary Principal Instructional Coaches **Title I:** 2.4, 2.5, 2.6				

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

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

Performance Objective 2: Educate stakeholders about the public education financial system and the funding of Red Oak ISD through regular and transparent communication.

Strategy 1 Details	Reviews			
Strategy 1: Monitor student attendance to attain targeted 97% campus attendance rate.	**Formative**			**Summative**
Help to inform parents of how attendance affects funding.	**Dec**	**Feb**	**Apr**	**June**
Evidence that Demonstrates Success: Attendance Incentives and Awards Increase in attendance rates.				
Staff Responsible for Monitoring: Campus Administrators Counselor Registrar Teachers				
Title I: 2.6				

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

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

Performance Objective 3: 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.	**Formative**			**Summative**
Evidence that Demonstrates Success: Skyward Financial Records	Dec	Feb	Apr	June
Staff Responsible for Monitoring: Secretary Principal				

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

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.			**Formative**		**Summative**
Evidence that Demonstrates Success: Full utilization of available facilities **Staff Responsible for Monitoring:** Campus Administrators		**Dec**	**Feb**	**Apr**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue					

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			
Strategy 1: Review the campus crisis plans and ensure that various drills are conducted in accordance with city and state requirements. **Evidence that Demonstrates Success:** Drill Schedule After action reports **Staff Responsible for Monitoring:** ROISD Chief of Police Campus Administrators **Title I:** 2.5, 2.6		**Formative**			**Summative**
		Dec	Feb	Apr	June

Strategy 2 Details		Reviews			
Strategy 2: Campus staff is trained in the safety management plan. **Evidence that Demonstrates Success:** Staff training sign in sheet **Staff Responsible for Monitoring:** Campus Administrators Crisis Management Coordinator SRO **Title I:** 2.6		**Formative**			**Summative**
		Dec	Feb	Apr	June

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

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			
Strategy 1: Ensure that our facilities meet at least minimum standards for all programs in order for students to participate in activities and be successful. **Evidence that Demonstrates Success:** Maintenance Custodians **Staff Responsible for Monitoring:** Secretary Assistant Principal Teacher	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**

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

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			
Strategy 1: Communicate with parents on a regular basis through student planners, calendars, newsletters, positive phone calls, the district website and scheduled parent conferences.	**Formative**			**Summative**
	Dec	Feb	Apr	June
Evidence that Demonstrates Success: Skyward Campus Website District Website Positive E-mails **Staff Responsible for Monitoring:** Campus Administrators Counselors PTA All Staff **Title I:** 4.1, 4.2				

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

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			
Strategy 1: Provide opportunities for parents and the community to visit, volunteer and celebrate with students and staff.	**Formative**			**Summative**
Evidence that Demonstrates Success: Facebook	**Dec**	**Feb**	**Apr**	**June**
Photos of events				
Newspaper Articles				
Counselor Newsletters				
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				
Cinco de Mayo				
Staff Responsible for Monitoring: Campus Administrators				
Counselor				
Team Leaders				
PTA				
All Campus Staff				
Title I:				
4.1, 4.2				

Strategy 2 Details		Reviews		
Strategy 2: Create opportunities for families and staff to socialize and connect outside of school hours.		**Formative**		**Summative**
Evidence that Demonstrates Success: Social Media Family Nights PTA Nights Sweetheart Dance Math/Science family night Literacy family night **Staff Responsible for Monitoring:** Campus Administrators Team Leaders Counselor **Title I:** 2.4, 4.2	**Dec**	**Feb**	**Apr**	**June**

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

Title I Personnel

Name	Position	Program	FTE
Andrea Swords	Literacy Specialist	Title I	.50
Donna Little	Instructional Coach	Title I	.50
Griselda Hernandez	Instructional Coach	Title I	.25
Janette Reyes	Bilingual Aide	Title I	.50
Jasmine Harrott	Instructional Coach	Title I	.50