Red Oak Independent School District

Red Oak Elementary School

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

Red Oak Elementary is a neighborhood Title I campus currently serving students from Pre-Kindergarten to 5th Grade. Red Oak Elementary began the 2023-2024 school year with 522 students enrolled as of September 5. This is currently very comparable to starting enrollment of 2022-2023 of 528.

In the 2023-2024 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 29 general education staff, 1 Gifted and Talented teacher that is shared with Eastridge Elementary, 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 2022-2023 fall PEIMS submission indicates 31 Gifted and Talented students, 100 Special Education students on the campus, 36 students with Autism, 29 students with Dyslexia, 40 English Language Learners and 21 504 students.

Based on the 2022-2023 fall PEIMS submission, Red Oak Elementary School was comprised of the following Ethnic Distribution:

- African American: 36.36%
- Hispanic: 36.55%
- White: 21.59%
- Asian: 2.27%
- American Indian: 0.0%
- Two or More Races: 3.0%

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

- Economically Disadvantaged: 64.39%
- English Learners: 7.58%
- At-Risk: 41.1%
- Dyslexia: 5.49%
- 504: 3.98%
- Gifted and Talented: 5.87%

Overall, ROE enrollment is decreasing and our economically disadvantaged percentage has increased. ROE added a second Prekindergarten classroom in 2021-2022.

- 18-19 602

- 19-20 610

- 20-21 578

- 21-22 542

- 22-23 528

Red Oak Elementary Attendance:

For 22-23 ROE was between 94% and 95% attendance rate - 5th grade attendance was the highest - younger grades were lower than the higher grades around 90%.

For 21-22, ROE was at 93% attendance with 603 students

For 18-19, ROE was at 96% with 650 students, before COVID - PreK-1st were at 95%. There was a huge district push with iCount and bikes as prizes.

Attendance took the biggest dip during COVID and we are still working to reestablish attendance expectations. Continue to share the 90% attendance rule in parent newsletters and attendance percentages, have teachers include importance of attendance in their newsletters, have lower grade teachers call parents when attendance begins to become a concern. Grade level EE-1 grade level party by six weeks for highest attendance, share for the week in announcements on Fridays!

ROISD teacher retention rate is slightly higher than the region rate and surrounding districts. Red Oak Elementary retention rate is aligned with the ROISD retention rate.

Demographics Strengths

Red Oak Elementary is a very diverse campus which provides students with opportunities to develop an understanding for a variety of cultures and abilities.

5th grade attendance is a strength when compared to the younger grade levels.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Red Oak Elementary attendance is below pre Covid rates and currently around 94% to 95%. **Root Cause:** We are working to reestablish attendance expectations for students post Covid.

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 - 2022		
	ROE	Rating
Overall	92	A
Student Achievement: STAAR	78	C
Student Progress	91	A
Academic Growth	91	A
Relative Performance (Eco. Dis: 56%)	80	B
Closing the Gaps	94	A

For the 2022-2023 school year, the STAAR test was a new format which provides ROE with new opportunities to grow our staff and students.

Red Oak Elementary students are below the state and region in the following areas:
All RLA
ECR
3rd and 5th Math
5th Science
4th Math was not below the state or region.

	2023		
	Approaches	Meets	Masters
3rd Grade Math	59.02%	27.87%	3.27%
3rd Grade Reading	71.67%	33.33%	10%
4th Grade Math	75.56%	53.33%	25.56%
4th Grade Reading	77.53%	47.19%	15.73%
5th Grade Math	74.29%	42.86%	14.29%
5th Grade Reading	78.26%	47.83%	18.84%
5th Grade Science	62.86%	34.29%	12.86%

ECR Points			
	3	4	5
State	2.53	2.71	3.93
Region	2.7	2.88	4.14
Red Oak ISD	2.46	2.16	4.31
Red Oak Elementary	1.33	2.06	3.16

TPRI data is high for Red Oak Elementary. Continue to monitor phonics instruction.

TPRI Data:

Grade	Really Did not meet	Did not meet	Approaches	Meets	Masters
2	3%	11%	8%	14%	65%
1	3%	8%	14%	13%	62%
KG	7%	3%	7%	20%	63%

Student Learning Strengths

Red Oak Elementary received a rating of an A for the 2021-2022 school year.

4th Grade Math students were in line with the state and region.

TPRI scores are high with over 60% at Masters in Kindergarten, 1st and 2nd grades.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 59% of students were at approaches on 3rd grade math.   **Root Cause:** Students are not understanding and retaining their math instruction.

Problem Statement 2: Extended constructed response scores were low for Red Oak Elementary   **Root Cause:** Students struggled identifying which question was asking for an

extended constructed response and then struggled with writing the ECR and typing it into the testing platform.

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.

Red Oak Elementary addresses behavioral and social-emotional needs through a combination of campus, classroom and administrative support. For the 2022-2023 school year, Red Oak Elementary had the highest number of referrals in of the elementary schools in the district with 503 total referrals for 134 students. As we move through the 2023-2024 school year, ROE will utilize a behavior tracker and classroom referrals to provide alternatives to the office referral.

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 take CBAs online to allow for appropriate practice for STAAR. Students will use Chromebooks made available through the school district going 1-1 which will be included in 2nd grade this school year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Red Oak Elementary had the highest number of office referrals in of the elementary schools in the district with 503 total office referrals for 134 students. As we move through the 2023-2024 school year, ROE will utilize a behavior tracker and classroom referrals to provide alternatives to the office referral. **Root Cause:** Teachers document student behavior regularly in Skyward.

Perceptions

Perceptions Summary

Red Oak Elementary is a student-centered learning family. Students and staff are focused on growing students and making positive parent phone call to increase communication with families. Student activities, staff leadership roles and the overall safety of the ROE campus is driven by the ROISD 4 Talons.

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.

Parents participated in district surveys and shared that they want at least weekly communication through Skyward and email. Some parents do like Remind and Dojo.

As a campus, we can make sure we are offering volunteer opportunities through the volunteer platform.

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
Flag Crew	Heart of a Teacher	Watch DOGS
Library Aides	Teacher/ Staff Member of the Year	Thanksgiving Lunch
Hawk Assemblies	Staff social events	PTA Volunteer Opportunities/ Events/ Fundraisers
Student Council	Team Lead opportunities	Class Parties
Anti-bullying program	Ongoing Professional Development	Music Performances
Partner PE	Mentors	Grandparents Luncheon
UIL	Student Teachers	Book Fair (Fall & Spring)
Guidance Lessons	Education Foundation Partnership	Volunteer Appreciation Breakfast
Red Ribbon Week	PLC Professional Development	Social Media
		Family Fun Events such as Trunk or Treat
		ROE 101 Title I Night

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents are not aware of the volunteer opportunities available to them.   **Root Cause:** Red Oak Elementary needs to improve use of the volunteer portal.

Priority Problem Statements

Problem Statement 1: 59% of students were at approaches on 3rd grade math.

Root Cause 1: Students are not understanding and retaining their math instruction.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Red Oak Elementary had the highest number of office referrals in of the elementary schools in the district with 503 total office referrals for 134 students. As we move through the 2023-2024 school year, ROE will utilize a behavior tracker and classroom referrals to provide alternatives to the office referral.

Root Cause 2: Teachers document student behavior regularly in Skyward.

Problem Statement 2 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- 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

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: Utilize district common assessments, GRA, TPRI, ESGI, MAP and other data available, dissect and interpret data to facilitate Professional Learning Community (PLC) discussions for determining instruction for students on all levels.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Evidence that Demonstrates Success: Students success on CBAs, formative assessments, summative assessments, STAAR tests, TPRI, GRA and reduction of students in Tier II and Tier III intervention groups. MAP Goal setting Student Data Binders Utilize Eduphoria **Staff Responsible for Monitoring:** Campus Administrators All Professional Staff **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 5: Effective Instruction - **Additional Targeted Support Strategy** **Funding Sources:** Curriculum Associates iReady! and Toolbox Supplemental Resources - 211 Title I	30%	60%	90%	

Strategy 2 Details	Reviews			
Strategy 2: 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 iReady, Brainpop and TEKS-based instructional focus materials to support individual student needs and fill gaps in background knowledge. **Evidence that Demonstrates Success:** Eduphoria RtI MAP GRA TPRI **Staff Responsible for Monitoring:** Campus Administrators Counselor Case Managers All Professional Staff **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Additional Targeted Support Strategy**	Formative			Summative
	Dec	Feb	Apr	June
	25%	50%	75%	

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: 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	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Evidence that Demonstrates Success: Lesson Plans **Staff Responsible for Monitoring:** Counselor Campus Administrators **Title I:** 2.6 **- ESF Levers:** Lever 3: Positive School Culture **- Results Driven Accountability**	25%	50%	75%	

Strategy 2 Details	Reviews			
Strategy 2: Utilize restorative practices and Suite 360 to create and build positive classroom environments and teach behavior expectations.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Evidence that Demonstrates Success: Lesson plans Discipline referrals **Staff Responsible for Monitoring:** Counselor All Professional Staff **Title I:** 2.4, 2.5 **- ESF Levers:** Lever 3: Positive School Culture **- Results Driven Accountability**	25%	50%	75%	

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: Utilize Guided Reading with ongoing professional development and RtI to support and intervene with identified struggling readers.			**Formative**			**Summative**
			Dec	**Feb**	**Apr**	**June**
Evidence that Demonstrates Success: GRA results TPRI RTI MAP **Staff Responsible for Monitoring:** Campus Administrators All Professional Staff **Title I:** 2.4, 2.5, 2.6 **- Additional Targeted Support Strategy**			25%	50%	75%	

Strategy 2 Details			Reviews			
Strategy 2: Teacher leaders will present current strategies being used in their classroom at staff meetings for others to learn. Two teachers will share per semester during staff meetings or PLCs.			**Formative**			**Summative**
			Dec	**Feb**	**Apr**	**June**
Evidence that Demonstrates Success: A minimum of two instructional strategies per semester will be shares from a variety of staff. **Staff Responsible for Monitoring:** Campus Administrators Instructional Coaches Team Leads **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction			25%	50%	75%	

Strategy 3 Details	Reviews			
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.	**Formative**			**Summative**
	Dec	Feb	Apr	June
Evidence that Demonstrates Success: Circle Inventory **Staff Responsible for Monitoring:** Campus Administrators Instructional Coaches Pre-Kindergarten and Kindergarten teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Student instructional resources - 199 32 Pre K - $1,000	25%	50%	75%	

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: Retain staff by creating a climate that adds value to staff by providing quarterly morale boosting activities.		**Formative**			**Summative**
Evidence that Demonstrates Success: Quarterly morale boosting activities for staff		Dec	Feb	Apr	June
Staff Responsible for Monitoring: Principal Counselor Culture and Climate Committee **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture		25%	50%	75%	

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: Provide a campus mentor/ support for first and second year teachers (new to Red Oak Elementary and new to Red Oak ISD)	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Evidence that Demonstrates Success: Meeting Notes/Agenda **Staff Responsible for Monitoring:** Campus Administrators Instructional Coaches Mentor Teachers Coordinator of Mentors for ROISD **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning	25%	50%	75%	

Strategy 2 Details		Reviews			
Strategy 2: Provide teachers opportunities to have ongoing professional development in the areas of Reading, Writing, Math, EB strategies and best practices.		**Formative**			**Summative**
		Dec	Feb	Apr	June
Evidence that Demonstrates Success: Agendas/Sign in sheets from meetings Lesson Plans Lead4ward - Leading Learning Series Lead4ward Rockin Review **Staff Responsible for Monitoring:** Campus Administrators Instructional Coach Literacy Specialist Team Leads ROISD Curriculum Department **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Additional Targeted Support Strategy** **Funding Sources:** Lead4ward Leading Learning Series - 211 Title I - $1,520		25%	50%	75%	

Strategy 3 Details		Reviews			
Strategy 3: Administrators will commit to a minimum of four walkthroughs for all teaching staff.		**Formative**			**Summative**
		Dec	Feb	Apr	June
Evidence that Demonstrates Success: Eduphoria **Staff Responsible for Monitoring:** Campus Administrators **Title I:** 2.4, 2.5, 2.6		25%	50%	100%	

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: Share staffing opportunities through campus email, campus and district Facebook pages.	**Formative**			**Summative**
Evidence that Demonstrates Success: Email ROE Facebook Page ROISD Facebook Page **Staff Responsible for Monitoring:** Counselor Campus Administrators **Title I:** 2.4, 2.6	**Dec**	**Feb**	**Apr**	**June**
	25%	50%	75%	

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 accountability and responsibility of resources to support the District's mission.

Strategy 1 Details	Reviews			
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.	**Formative**			**Summative**
	Dec	Feb	Apr	June
Evidence that Demonstrates Success: Focus on Reading, Math, and Science Student Sign-up Sheets Tutorial Letters Goal Setting Parent informational letters **Staff Responsible for Monitoring:** Campus Administrators Instructional Coaches Teachers **Title I:** 2.4, 2.5, 2.6	✗	50%	100%	

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

Strategy 1 Details		Reviews			

Strategy 1: Grade levels will spend their budget by February 1, 2024 to ensure we are appropriately utilizing funds for this year.
    Evidence that Demonstrates Success: Skyward weekly budget reports
    Staff Responsible for Monitoring: Team Leads
 Secretary
 Principal
 	
 Title I:
 2.6
		Formative			**Summative**

		Dec	Feb	Apr	June
		25%	75%	100%	

	No Progress		Accomplished	→	Continue/Modify	✕	Discontinue

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			
Strategy 1: Educate parents about the Title I Fund usage during our Title I Family Night.		**Formative**			**Summative**
Evidence that Demonstrates Success: Powerpoint from Title I Family Night		**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Administrators **Title I:** 2.6, 4.1, 4.2		25%	100%	100%	
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: Continue to engage families that have overflow PreK students at Red Oak Elementary.	**Formative**			**Summative**
Evidence that Demonstrates Success: Teacher newsletters Weekly campus newsletter Skyward emails **Staff Responsible for Monitoring:** Classroom Teachers Team Leads Counselor Campus Administrators **Title I:** 2.5, 2.6	**Dec**	**Feb**	**Apr**	**June**
	25%	50%	75%	

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 local and State requirements.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Evidence that Demonstrates Success: Drill Schedule Drill Logs Fall Safety Day Spring Safety Day **Staff Responsible for Monitoring:** Campus Police Office ROISD Chief of Police Campus Administrators **Title I:** 2.4	25%	50%	75%	

Strategy 2 Details	Reviews			
Strategy 2: Provide CPI (Crisis Prevention Intervention) Training for the prevention and intervention campus based teams.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Evidence that Demonstrates Success: Certificates and Documentation of Training uploaded in Eduphoria Documentation of Event **Staff Responsible for Monitoring:** Campus Administrators Director of Specialized Learning Teachers & Aides **Title I:** 2.4, 2.6	100%	100%	100%	

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: Develop school clubs to allow students opportunities to explore special interests and foster positive learning experiences.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Evidence that Demonstrates Success: Club membership lists Student Council Art Crew Cubing Club **Staff Responsible for Monitoring:** All Professional Staff Campus Administrators **Title I:** 2.4, 4.2	25%	50%	75%	

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: Provide 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.	**Formative**			**Summative**
	Dec	Feb	Apr	June
Evidence that Demonstrates Success: Campus Celebration Assemblies every six weeks PTA Meeting sign ins Parent Survey ROE 101 Night Trunk or Treat **Staff Responsible for Monitoring:** Campus Administrators Counselor Teachers **Title I:** 2.5, 4.1, 4.2	25%	50%	75%	

Strategy 2 Details	Reviews			
Strategy 2: Hold yearly parent-teacher conferences to share beginning of the year data and set goals for the school year.	**Formative**			**Summative**
Evidence that Demonstrates Success: Number of parent conferences held	Dec	Feb	Apr	June
Staff Responsible for Monitoring: Principal Classroom teachers **Title I:** 4.1, 4.2 - **ESF Levers:** Lever 5: Effective Instruction	100%	100%	100%	

Strategy 3 Details	Reviews			
Strategy 3: Communicate with parents on a regular basis through student folders, calendars, newsletters, positive phone calls, campus and district website and parent conferences.	**Formative**			**Summative**
	Dec	Feb	Apr	June
Evidence that Demonstrates Success: Skyward Social Media campus website district website positive emails positive phone call logs Smore Newsletters **Staff Responsible for Monitoring:** Campus Administrators Counselor PTA All Professional Staff **Title I:** 4.1, 4.2	25%	50%	75%	

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: Partner with our community members and local churches to increase involvement and student participation within the community.	**Formative**			**Summative**
	Dec	Feb	Apr	June
Evidence that Demonstrates Success: Track the events in which we partnered with the community using a calendar of district and campus events. Have student council partner with the community on outreach projects. **Staff Responsible for Monitoring:** Campus Administrators Campus Site Based Committee Counselor **Title I:** 4.2 **- TEA Priorities:** Connect high school to career and college	25%	50%	75%	

Strategy 2 Details	Reviews			
Strategy 2: Utilize the ROISD volunteer program to encourage parent and community volunteers in a wide variety of events throughout the school year.	**Formative**			**Summative**
	Dec	Feb	Apr	June
Evidence that Demonstrates Success: Volunteer Management system **Staff Responsible for Monitoring:** Campus Administrators **Title I:** 4.1, 4.2	25%	50%	75%	

Strategy 3 Details	Reviews			
Strategy 3: Invite local businesses and community members and parents to present their career information to our students.	**Formative**			**Summative**
	Dec	Feb	Apr	June
Evidence that Demonstrates Success: Photos of event **Staff Responsible for Monitoring:** Campus Administrators Counselor **Title I:** 2.4, 4.1, 4.2	15%	50%	50%	

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

Title I Personnel

Name	Position	Program	FTE
Emily Martinez	Instructional Coach	Title I	.5
Rhonda Svehlak	Instructional Coach	Title I	.5
Susan Cox	Literacy Specialist	Title I	.5