

Red Oak Independent School District



Donald T. Shields Elementary

2025-2026 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

Needs Assessment Overview

Summary

Shields Elementary continues to show growth in reading and math, with i-Ready data reflecting progress across grade levels. While gains are evident, many students remain below grade level, highlighting the need for deeper alignment between instruction and data. The successful rollout of new curriculum will be refined next year, with additional adoption in K-1 reading and social studies.

Enrollment has grown from 400 to 650 students from 2020-2025, bringing increased diversity and the need for responsive systems. Leadership teams use data to drive decisions, and professional learning is personalized through the new "Base Camp" model. Technology is strong in grades 2-5, with room to grow in PK-1 integration.

Shields is viewed as a supportive, high-quality campus. Low staff turnover and strong family communication foster trust. The PTA is active, and student enrichment opportunities are abundant, though families seek more engagement options. Leadership programs and the presence of an SRO contribute to a safe and connected school culture.

Demographics

Summary

Shields Elementary currently serves students from ECSE to 5th grade. Shields Elementary ended the 2024-2025 school year with 659 students enrolled. Shields Elementary School is comprised of the following distributions:

- African American: 38.802%
- Hispanic: 36.08%
- White: 19.284%
- American Indian: 0.155%
- Asian: .9331%
- Pacific Islander: 0.155%
- 2 or more races: 4.354%
- Economically Disadvantaged: 61.86%
- English Learners: 14%
- MTSS Support: 6.5%
- SPED: 31.26%
- 504: 4.4%
- Foster Care: 0.3%
- Gifted/Talented: 5.46%
- Female: 46.03%
- Male: 53.97%
- Homeless: 0.61%

Attendance rate for 2024-2025 school year is **94.13%** with the following grade level attendance percentages:

EE, 83.4%

PK, 88.3%

K, 92%

1, 94.9%

2, 94.5%

3, 94.3%

4, 95.77%

5, 95.70%

Strengths

Shields Elementary serves a richly diverse student population with a balance of African American (38.8%), Hispanic (36.1%), and White (19.3%) students, allowing for inclusive practices and opportunities for cross-cultural learning. This diversity supports equity-based instruction and fosters a school culture that reflects the broader community.

Grades 4 and 5 maintained the highest attendance rates (95.77% and 95.70%), indicating strong student engagement and consistent routines in upper elementary. This strong attendance likely contributes to the increased STAAR performance noted in 5th grade.

With 31.26% of students identified as SPED and 14% as English Learners, Shields demonstrates a strong system for identifying and supporting diverse learning needs through special education and language services, ensuring equitable access to instruction.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
<p>1 Early childhood grades (EE: 83.4%, PK: 88.3%) show significantly lower attendance rates, which can negatively impact early literacy and readiness for Kindergarten, compounding achievement gaps over time.</p>	<p>A likely root cause of low attendance in early grades is that families of younger students may not view early childhood education as critical for academic success, combined with transportation, childcare, or health-related barriers that disproportionately affect low-income households.</p>
<p>2 With 31.26% of students receiving special education services, 6.5% receiving MTSS interventions, and 4.4% on 504 plans, a substantial portion of the student population requires additional academic and/or behavioral support, placing demand on staffing, scheduling, and instructional planning.</p>	<p>The high number of students in SPED and MTSS may stem from early academic gaps not being addressed with strong Tier 1 instruction, resulting in an overreliance on intervention and special education referrals. Additionally, inconsistent implementation of early universal screeners and progress monitoring may delay appropriate identification or support.</p>
<p>3 With 61.86% of students identified as economically disadvantaged, there is a high likelihood that barriers such as limited access to academic resources, inconsistent healthcare, and food insecurity impact student learning and attendance.</p>	<p>Students from economically disadvantaged backgrounds may experience limited access to enrichment opportunities outside of school, contributing to vocabulary gaps, reduced background knowledge, and inconsistent readiness for grade-level expectations. These challenges can directly influence performance and engagement, particularly in early literacy and numeracy.</p>

 = Priority

Student Learning

Summary

Shields Elementary is committed to providing a safe and supportive learning environment for each of our students every day of the school year. The use of data helps teachers collaborate in Professional Learning Communities (PLC) to design quality instruction based on the needs of individual students. Our goal is to know where students are performing and to provide the appropriate level of challenge to move them to their highest potential. While academic performance is 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 show academic success.

New curriculum was implemented this year district wide, this transition was an adjustment for all stakeholders as teachers learned to use the new resources through professional development, PLC teams, and through practice. After implementation of the new curriculum, gains were noted across assessment data and grade levels.

The following curriculum was implemented in the 2024-2025 school year:

Math K-5, Stemscopes

ELAR 2-5, Pearson My View/Savvas

Science K-5, HMH

The following curriculum will be implemented in the 2025-2026 school year:

ELAR K-1, Pearson My View/Savvas

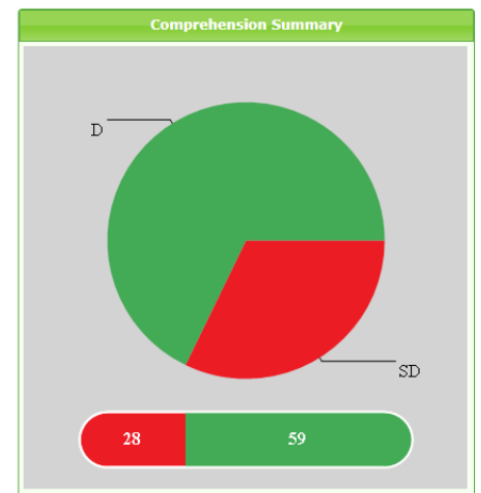
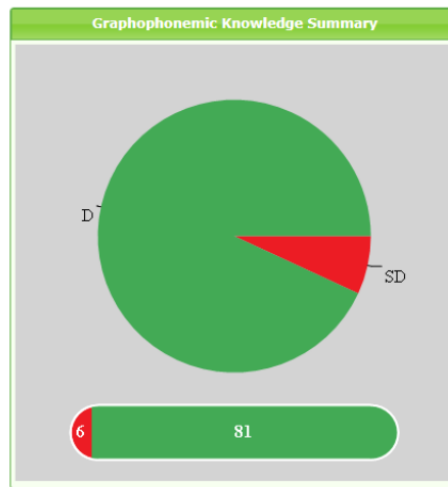
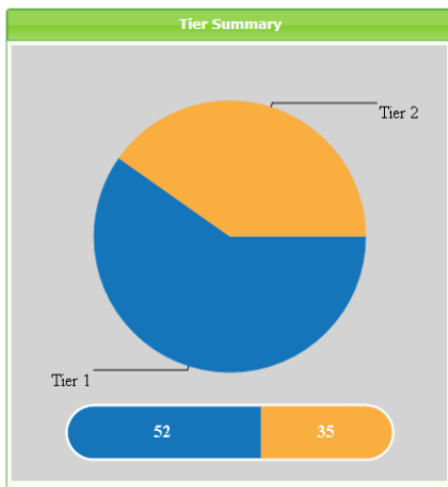
Social Studies K-5, Pearson/Savvas

The district continues to use Saxon Phonics for reading fundamentals for K-2nd grades. The campus monitors reading through TPRI reading inventory and Guided Reading Assessments (GRA) in primary grade levels at the beginning, middle, and end of the year. The data is as follows:

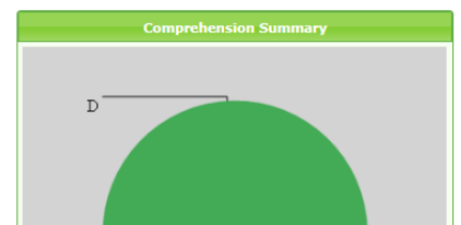
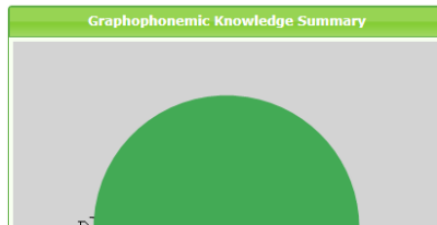
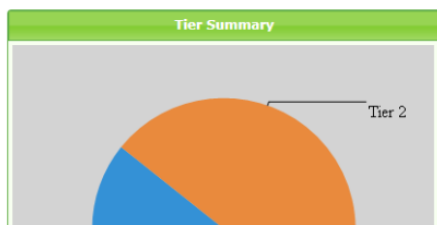
2024-2025 GRA EOY Data				
Grade	Teacher	Total Students	At or Above Level	Below Level
Kindergarten Level C	A	21	17	4
Kindergarten Level C	B	21	19	2
Kindergarten Level C	C	21	14	7
Kindergarten Level C	D	22	16	6
Kindergarten Total		85	66 (77.65%)	19 (22.35%)
1st Grade	A	20	13	7

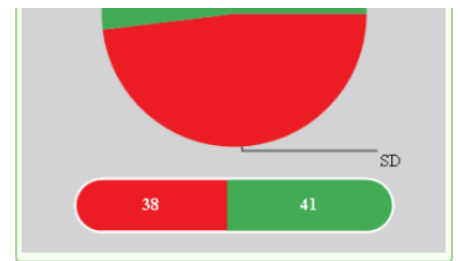
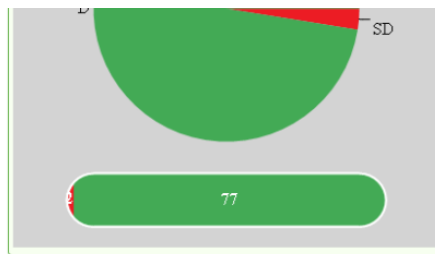
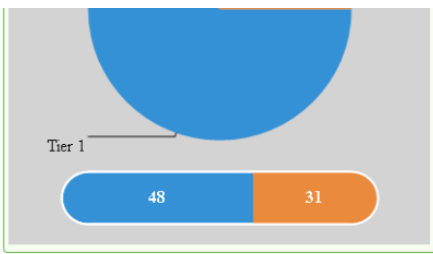
Level J				
1st Grade Level J	B	20	16	4
1st Grade Level J	C	20	15	5
1st Grade Level J	D	20	13	7
1st Grade Total		80	57 (71.25%)	23 (28.75%)
2nd Grade Level P	A	18	14	4
2nd Grade Level P	B	17	10	7
2nd Grade Level P	C	16	11	5
2nd Grade Level P	D	16	13	3
2nd Grade Level P	E	18	14	4
2nd Grade Total		85	62 (72.94%)	23 (27.06%)
K-2nd	Campus Total	250	185 (74%)	65 (26%)

Kindergarten, TPRI EOY, 24-25

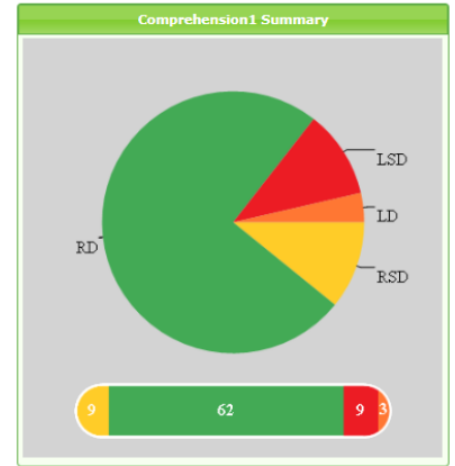
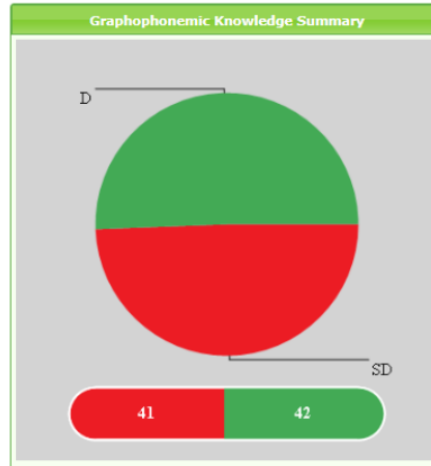
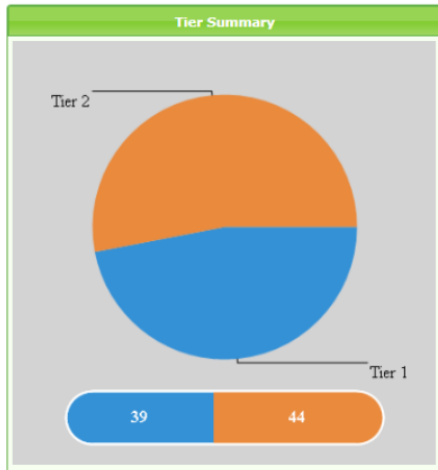


1st Grade, TPRI EOY, 24-25





2nd Grade, TPRI EOY, 24-25

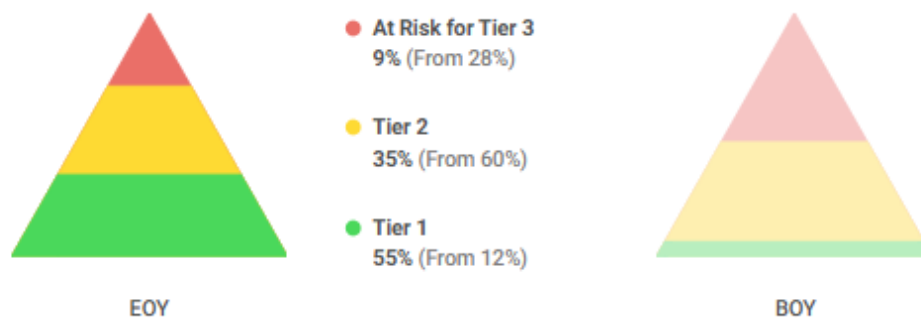


Along with the new core curriculum in math, reading, and science; the district also implemented the use of iReady diagnostics and intervention pathways. Students consistently worked on individualized math and reading pathways for 45 minutes a week, and were assessed at the beginning, middle, and end of the year. The results of the first year of implementation are as follows:

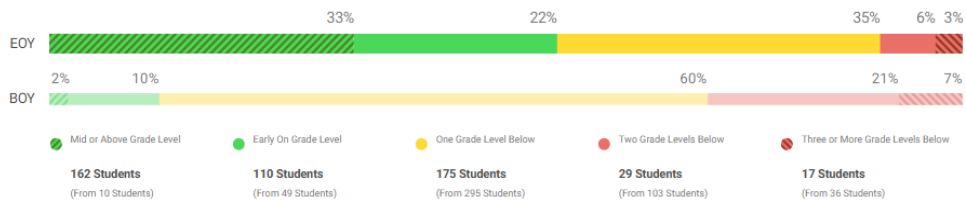
Campus iReady Data 2024-2025

Math

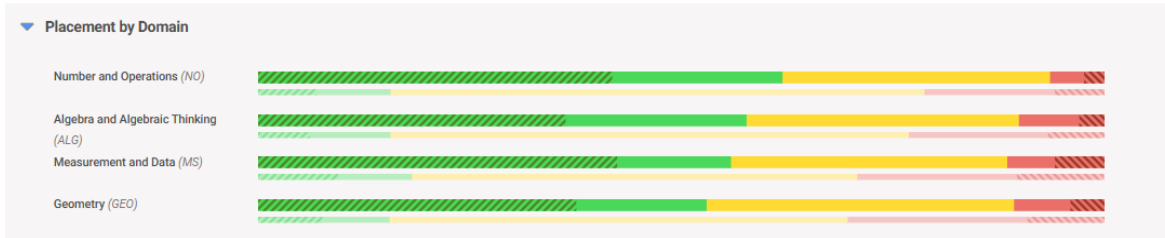
Overall Placement



Overall Placement
Students Assessed/Total: 493/556



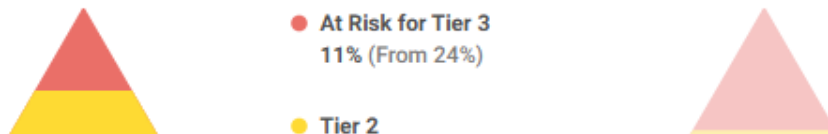
[The Mapping Between 5-Level and 3-Level Placements](#)



Grade		Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K	EOY		39%	20%	41%	0%	0%	80/90
	BOY		5%	11%	84%	0%	0%	
Grade 1	EOY		27%	33%	33%	7%	0%	70/88
	BOY		1%	1%	76%	21%	0%	
Grade 2	EOY		15%	21%	55%	9%	0%	78/88
	BOY		0%	1%	62%	37%	0%	
Grade 3	EOY		30%	26%	31%	6%	8%	90/98
	BOY		0%	12%	50%	22%	16%	
Grade 4	EOY		40%	18%	29%	9%	5%	91/101
	BOY		3%	13%	43%	27%	13%	
Grade 5	EOY		44%	19%	26%	5%	6%	84/91
	BOY		2%	18%	51%	17%	12%	

Reading

Overall Placement

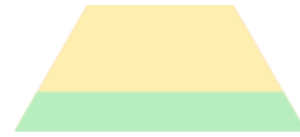




EOY

26% (From 47%)

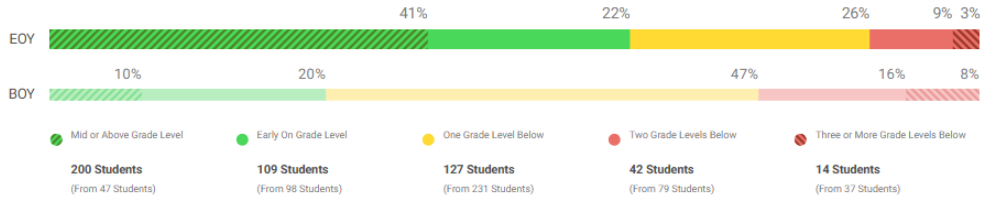
● Tier 1
63% (From 29%)



BOY

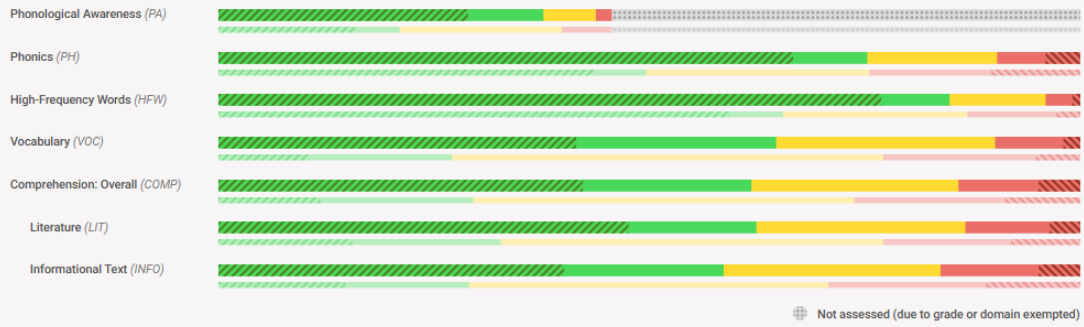
Overall Placement

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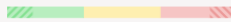


[The Mapping Between 5-Level and 3-Level Placements](#)

Placement by Domain



Grade		Overall Grade-Level Placement	●	●	●	●	●	Students Assessed/Total
Grade K	EOY		45%	19%	36%	0%	0%	67/90
	BOY		3%	22%	75%	0%	0%	
Grade 1	EOY		69%	8%	19%	3%	0%	72/88
	BOY		13%	10%	68%	10%	0%	
Grade 2	EOY		27%	25%	39%	9%	0%	85/88
	BOY		5%	16%	44%	35%	0%	
Grade 3	EOY		36%	26%	14%	16%	9%	90/98
	BOY		11%	33%	23%	13%	19%	
Grade 4	EOY		39%	28%	26%	3%	3%	95/101
	BOY		14%	14%	48%	13%	12%	
	EOY		34%	23%	22%	18%	4%	



Shields Preliminary STAAR Data 24-25

Grade	Math	Reading	Science
3	Masters GL: 14% Meets GL: 22% Approaches GL: 34% Did not Meet GL: 30%	Masters GL: 21% Meets GL: 31% Approaches GL: 24% Did not Meet GL: 23%	N/a
4	Masters GL: 18% Meets GL: 25% Approaches GL: 20% Did not Meet GL: 36%	Masters GL: 24% Meets GL: 37% Approaches GL: 24% Did not Meet GL: 14%	N/a
5	Masters GL: 24% Meets GL: 29% Approaches GL: 22% Did not Meet GL: 24%	Masters GL: 40% Meets GL: 32% Approaches GL: 13% Did not Meet GL: 15%	Masters GL: 14% Meets GL: 32% Approaches GL: 34% Did not Meet GL: 30%
Overall Averages	Math Masters GL: 18.6% Meets GL: 25.3% Approaches GL: 25.3% Did not Meet GL: 30%	ELAR Masters GL: 28.3% Meets GL: 33.3% Approaches GL: 30.5% Did not Meet GL: 17.33%	Masters GL: 14% Meets GL: 32% Approaches GL: 34% Did not Meet GL: 30%

Strengths

Across Kindergarten, 1st, and 2nd grades, the campus maintains a solid percentage of students performing at or above level, with an overall 74% of K–2 students meeting or exceeding expectations. Each grade is performing above 70%, indicating strong Tier 1 instruction and alignment in early literacy efforts.

5th grade students demonstrated the highest reading achievement, with 40% at Masters Grade Level. This suggests effective reading instruction and/or intervention systems in place for upper elementary students, possibly indicating strong Tier 1 curriculum and targeted supports in the final testing year before middle school.

While only 14% of 5th grade students reached the *Masters level* in Science, 70% of students either Approached, Met, or Mastered grade level expectations, showing that a solid foundation is in place for the majority of students. This provides a strong base to build on, especially with targeted supports to push more students from Approaches to Meets and Masters levels.

Math scores showed a positive trend from the 2023–2024 to the 2024–2025 school year, with increases in the

percentage of students reaching Meets and Masters Grade Level. This growth indicates that recent efforts to strengthen Tier 1 instruction, implement targeted interventions, and increase alignment with STAAR rigor are yielding results. The upward trajectory reflects a deeper understanding of math concepts and improved student confidence in problem-solving across grade levels.

Shields Elementary demonstrated overall growth in student performance from the BOY to EOY i-Ready Math Diagnostic. This indicates that targeted instructional strategies, intervention supports, and small group instruction contributed positively to academic progress across grade levels. Shields Elementary showed measurable growth in student reading achievement from BOY to EOY on the i-Ready Diagnostic. This progress suggests that guided reading, focused interventions, and the use of data-driven instruction supported overall improvement in reading comprehension and foundational literacy skills.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
<p>1 The contrast in percentages of students performing at the approaches and above domains in Reading Language Arts compared to the approaches and above domains in Math, indicate a need to strengthen math instruction.</p>	<p>Usage of the math curriculum implementation of Stem Scopes occurred in 2024-2025, and lack of vertical alignment left math learning gaps. After systematic use of Stem Scopes math curriculum and i-ready math, we hope to see gains of student mastery on STAAR.</p>
<p>2 While Kindergarten and 2nd Grade have fewer students below level (22.35% and 27.06% respectively), 1st Grade has the highest percentage of students below level at 28.75%, with 23 out of 80 students not meeting grade-level expectations.</p>	<p>A likely root cause of the high percentage of 1st grade students performing below grade level is that Tier 1 instruction and interventions may not be sufficiently differentiated or aligned to meet the growing needs of students requiring intensive support in kindergarten and first grade.</p>
<p>3 In 5th grade science, only 14% of students scored at the Masters level, while 30% did not meet grade level expectations. This indicates a significant number of students are struggling to demonstrate mastery of science content, and overall performance is lagging behind both Reading and Math.</p>	<p>A likely root cause of the low science performance across the district is that science instruction in earlier grades may not be consistently prioritized or vertically aligned, especially in hands-on investigations, academic vocabulary, and content retention. Students with learning needs may also lack access to scaffolded strategies for mastering abstract science concepts and test-taking skills.</p>
<p>4 Although Shields Elementary students demonstrated growth in both reading and math from BOY to EOY on the i-Ready Diagnostic, a significant number of students remain below grade level in both subjects. Many did not meet their typical or stretch growth targets, indicating that current instructional supports are not yet sufficient to close foundational skill gaps across content areas.</p>	<p>Core instruction and interventions in both reading and math may not have been consistently aligned with student-specific diagnostic data. Additionally, small group instruction may lack the frequency, differentiation, or rigor needed to accelerate learning for students performing below grade level.</p>

 = Priority

School Processes & Programs

Summary

Curriculum & instruction

The district implemented new curriculum over the 2024-2025 school year in reading, math, and science. The implementation process provided training for curriculum usage and resources, including developing lesson plan structures to be internalized by campus PLC teams. During the 2025-2026 school year, new curriculum will be introduced for social studies, along with Kindergarten and first grade reading to align with 2nd-5th grade curriculum. The focus moving forward will be how to refine the curriculum implemented last school year to improve overall student achievement.

Professional Development

Campus professional development is led by the campus instructional leadership team as well as campus teacher leaders. Staff members turn around learning from campus visits, conferences, and professional development opportunities such as TEPSA, Ron Clark Academy, Get Your Teach On, Lead4Ward, and Learning Forward Texas. The campus evaluates student achievement data along with campus walkthrough data to determine priority areas for professional learning. During 2024-2025, the school district is implementing a "Base Camp" professional learning model to allow all campus staff to attend and teach professional learning opportunities based on individual needs.

Leadership and Decision Making Processes

The campus has multiple level of decision making processes to gather information to ensure data-driven decision making. The campus instructional leadership team includes campus administration, counselor, and instructional coaches. The campus level leadership team consists of the instructional leadership team as well as grade level team leads and various teacher leaders on the campus. The Campus Advisory Committee includes all staff, parent representatives, and community partners. Decisions are made after analysis of data trends, surveys, student achievement, behavior data, and district initiatives.

Communication

Campus internal staff communication is done primarily through a "Morning Message" shared daily by the campus principal including logistical information, reminders, deadlines, positive shout outs, and inspirational messages. The campus staff also utilizes emails, staff meetings, and the "Remind" communication app as needed for communication. Family communication is through a monthly digital newsletter for all families, in addition to social media posts, campus/district website, communication daily folders with calendars and flyers, along with grade level weekly newsletters with curriculum objectives of the week/grading period.

Organization and Scheduling

The campus master schedule is adjusted each year based on instructional requirements and staff survey results identifying strengths and weaknesses. The campus instructional leadership team creates the master schedule, and it is analyzed by the campus leadership team during the annual leadership summer retreat. Classroom assignments and students with specialized learning services are considered in scheduling across the campus.

Extracurricular and Enrichment Activities

Shields Elementary offers multiple extracurricular after school clubs such as choir, steel drum band, art club, battle of the books, running club, amazing shake, and hosts with the most. There are also opportunities for students to participate in enrichment clubs during the school day such as Hawk Helpers, Shields Sunshine Club, Spelling Bee, and UIL. Clubs are sponsored by school staff and add value to the students' learning experiences.

Technology

Students in grades 2nd-5th have one to one devices, with every student being assigned a chromebook. Grades PK-1st have 10 ipads per classroom and have access to the campus computer lab once a week.

Strengths

Curriculum & Instruction

- Successful districtwide rollout of new curriculum in core subjects with embedded training and planning support.
- PLC structure used to support internalization and implementation of curriculum.

Professional Development

- Strong campus-led PD model with leadership opportunities for teacher leaders.
- Ongoing engagement in high-quality external PD experiences (TEPSA, Lead4Ward, etc.).
- “Base Camp” model promotes differentiated learning for all staff.

Leadership & Decision-Making

- Tiered leadership structure includes diverse perspectives: instructional leaders, team leads, teachers, parents, and community.
- Data-driven decisions supported by walkthroughs, achievement data, and stakeholder input.

Communication

- Clear internal communication systems (Morning Message, email, Remind) and consistent, layered family communication (newsletters, folders, social media).

Organization & Scheduling

- Master schedule is responsive to instructional needs and staff feedback.
- Consideration for inclusion and support services reflected in schedule planning.

Extracurricular & Enrichment

- Robust offering of before-, during-, and after-school enrichment opportunities that promote student engagement and leadership.

Technology

- 1:1 device access in grades 2–5 supports digital learning.
- Foundational tech exposure in PK–1 with structured access to iPads and lab time.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 Family communication may lack accessibility or clarity for all demographics	While communication is consistent, digital and English-dominant platforms may not reach or engage all families effectively (e.g., families with limited tech access or language barriers).
2 Limited technology integration in early grades	Although iPads are available in PK-1, usage may be inconsistent or limited to basic apps due to lack of training, guidance, or instructional time.
3 Professional development may not fully address specific instructional gaps	PD is high-quality but may lean toward general inspiration or big-picture learning. Without tightly aligned follow-up, not all PD translates into classroom impact.

 = Priority

Perceptions

Summary

At Shields, we are proud to maintain a low turnover rate for our staff, which is a testament to the positive and supportive work environment we have cultivated. This reputation has made Shields a desirable place to work, attracting several qualified individuals who are eager to join our team and contribute to our school's success.

Our families play a crucial role in our school community, and we are grateful for their overall support. This partnership is further strengthened by our active Parent-Teacher Association (PTA), which organizes multiple events and engagements throughout the year, fostering a strong sense of community and collaboration.

We have experienced significant growth in our student enrollment, increasing from 400 to 650 students over the past five years. This growth reflects the trust and confidence that families place in our educational offerings and the vibrant learning environment we provide.

Our dedicated staff goes above and beyond by hosting various extracurricular activities, enriching our students' educational experiences and providing them with opportunities to explore their interests and talents outside the classroom.

While our PTA is already active, we have received feedback from a few parents requesting even more engagement events and volunteer opportunities. We are committed to working with our PTA to explore additional ways to involve our families and enhance their participation in school activities.

The implementation of our school house system and the awarding of leadership jackets are initiatives designed to provide students with opportunities to develop and strengthen their character. These programs encourage leadership, teamwork, and a sense of belonging among our students.

The presence of a School Police Officer on campus maintains safety through safety drills, door checks, and active presence; providing peace of mind to our students, staff, and families. This addition underscores our commitment to maintaining a secure and supportive learning environment.

Finally, we have received positive feedback from parents regarding our communication systems, such as daily communication folders and calendars. These tools ensure that parents are well-informed and engaged in their children's education, fostering transparency and collaboration between home and school.

Strengths

Strengths

1. Staff Retention & Culture

- Low turnover rate highlights a positive, supportive, and stable work environment.
- Shields is seen as a desirable campus, attracting high-quality staff.

2. Family and Community Engagement

- Strong support from families and an active, involved PTA that hosts events throughout the year.
- Communication systems (folders, calendars) are well-received and promote parent involvement.

3. Enrollment Growth

- Enrollment has grown from 400 to 650 students in five years, reflecting strong community trust and school reputation.

4. Extracurricular Enrichment

- Staff commitment to extracurricular activities enhances student experiences and supports interest-based learning outside the classroom.

5. Student Leadership Development

- Programs like the house system and leadership jackets foster teamwork, character, and school pride.

6. Campus Safety

- The presence of a School Police Officer increases safety and reassured students, staff, and families.

Problem Statements Identifying Perceptions Needs

Problem Statement

Root Cause

1

Rapid enrollment growth presents challenges in maintaining personalized connections with all families and ensuring consistent student access to enrichment and leadership programs.

Growth may have outpaced infrastructure, staffing ratios, and systems for individual student recognition and involvement, leading to stretched resources and reduced visibility for some students.

2

While family support is strong, some parents report limited opportunities for engagement beyond current PTA-led events.

PTA-led efforts may not fully capture the diverse schedules, languages, and interests of all families. Volunteer coordination and inclusive outreach may need to be expanded to accommodate broader participation.

 = Priority



Data Documentation for CNA

Data Documentation for CNA

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)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- 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 diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Action research results



Goals

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

Performance Objective 1 High Priority

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

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.

Evidence that Demonstrates Success: Student success on CBAs, formative assessments, summative assessments, STAAR tests, TELPAS, GRA, TPRI, CLI, MAP and reduction of students in Tier II and Tier III intervention groups.

Staff Responsible for Monitoring: Campus Administrators
Leadership Team
All Professional Staff

Funding Sources: Extra Duty Literacy Support 211 Title I, \$10,000, Literacy Specialist (50% Salary) 211 Title I, \$35,000

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

Considerable Progress

December

February

April

June

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, and Pearson My View, Countdown to STAAR.

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.

Evidence that Demonstrates Success: Student progress on ELAR CBAs, formative and summative assessments, including GRA, STAAR tests, TELPAS, writing assessments, and TPRI.

Staff Responsible for Monitoring: Campus Administrators
Instructional Coach
ELAR Teachers (SPED included)
Dyslexia Therapist
Literacy Specialist

Funding Sources: Think it Up!, Saxon 211 Title I, \$2,000

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

December

Considerable Progress

February

April

June

Strategy 3 Targeted Support Strategy

Math instruction is guided and supported by research-based resources approved by the district.

The major activities used to support this strategy include:

Think Up! (iReady)

Number Talks

Reflex: Daily Math Fluency

Guided Math

Use of Math Manipulatives

Targeted Professional Development

Evidence that Demonstrates Success: Student progress on math CBAs, formative and summative assessments, including STAAR, teacher-made, and district benchmark assessments

Staff Responsible for Monitoring: Campus Administrators
Instructional Coach
All Math Teachers (SPED included)

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

Formative Reviews

Moderate Progress

December

Considerable Progress

February

April

June

Strategy 4

The campus will increase Masters level scores in Index 3 on STAAR across all tested grade levels and content areas.

The major activities used to support this strategy include:

Weekly PLC internalization meetings, 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, and data

driven Talon Time (intervention/acceleration) planning each six weeks.

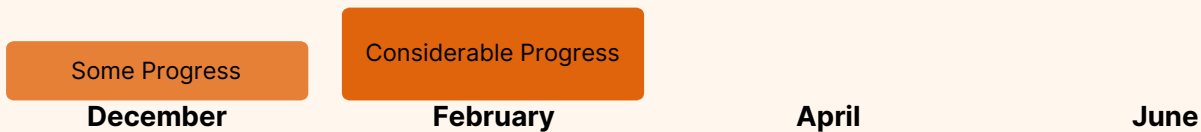
Evidence that Demonstrates Success: Pre-Assessment Data, Curriculum Based Assessments, MAP Testing, STAAR Testing Data

Staff Responsible for Monitoring: Campus Administrators
Instructional Coach
Content Teachers
GT Teacher
Dyslexia Therapist
Librarian
SPED teachers

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

Formative Reviews



Strategy 5 Targeted Support Strategy

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.

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

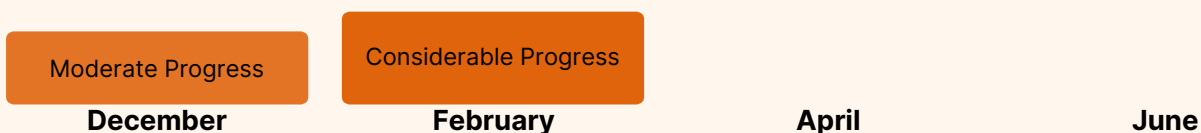
Staff Responsible for Monitoring: Campus Administrators
Content Teachers
Instructional Coaches
Literacy Specialist
Contracted Interventionists

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

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

Formative Reviews



Strategy 6

School wide communication folders will continue this 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.

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.

Data folders will also be in place for all students, all students across every grade level will have a data folder and the teacher and students will have part in setting data goals and progress tracking. The instructional coaches supplied teachers with assessment trackers and goal setting templates to include in data tracking folders.

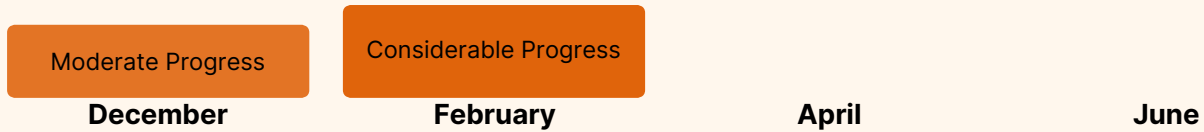
Evidence that Demonstrates Success: Teachers will send campus communication folders home daily.

Staff Responsible for Monitoring: Campus Administrators
Classroom Teachers
Team Leads

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews



Strategy 7

Students will increase proficiency in fact fluency of basic math computations and sight word recognition to support automaticity and overall academic success in reading and mathematics. Targeted instructional practices, progress monitoring, and family engagement will be used to ensure students achieve grade-level expectations.

Evidence that Demonstrates Success: Progress monitoring reports will show consistent upward growth using iready "fluency flight."

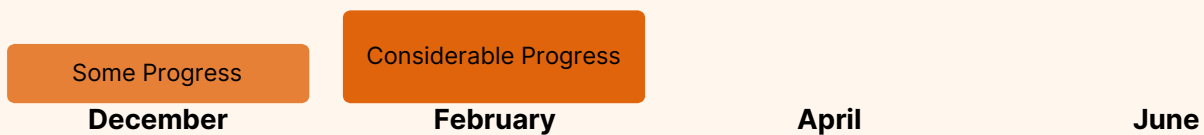
Increased student confidence and accuracy in math problem-solving and reading fluency, demonstrated during classroom observations and student work samples.

Staff Responsible for Monitoring: Classroom teachers, instructional coaches, campus leadership team

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Performance Objective 2

Equip students to be well-rounded with interpersonal skills to manage day-to-day challenges.

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

Evidence that Demonstrates Success: Discipline Reports
Decreased reports of bullying, harassment, and cyber safety.
Student/parent surveys

Staff Responsible for Monitoring: Campus Administrators
Counselor
Campus Police Officer
Campus staff
Hawk Helper committee members

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

Considerable Progress

December

February

April

June

Strategy 2

Provide opportunities for students to do service projects:


Safety Patrol
Hawk Helpers
Partner PE
Flag Patrol
Shields Houses
GT


Evidence that Demonstrates Success: Service projects completed during the school year.


Staff Responsible for Monitoring: Campus Administrators
Counselor
Campus Police Officer
Campus Staff

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

 Accomplished

 Accomplished

 Accomplished

December

February

April

June

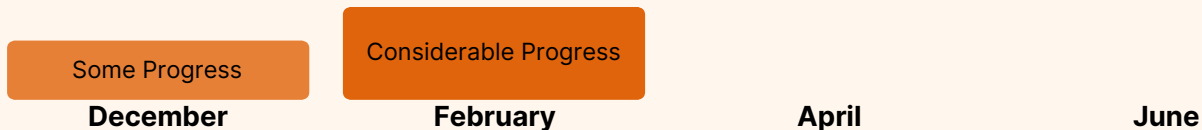
Strategy 3

Develop school health programs that focus on promoting healthy lifestyle choices and physical fitness such as Jump Rope for Heart or Boosterthon. The campus will review recommendations by SHAC Committee. The school nurse facilitates student instruction on healthy habits such as hand washing.

Evidence that Demonstrates Success: Attendance in activities
Fitness Gram Data

Staff Responsible for Monitoring: Principal
PE Teacher
School Nurse
PTA

Formative Reviews



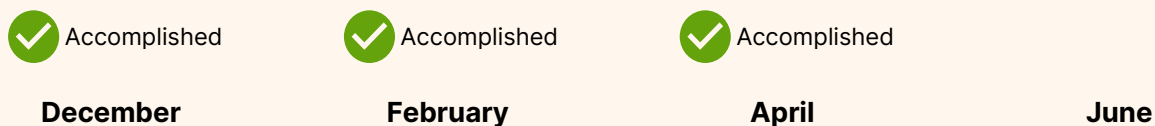
Strategy 4

Increase curiosity, research techniques, and love for learning by participating in the Texas Performance Standards Projects or like curriculum for Gifted and Talented students in K-5. Build a community for GT students through activities, service projects, and field trips.

Evidence that Demonstrates Success: End of year projects, presentations, and artifacts

Staff Responsible for Monitoring: GT Teacher
Classroom Teachers

Formative Reviews



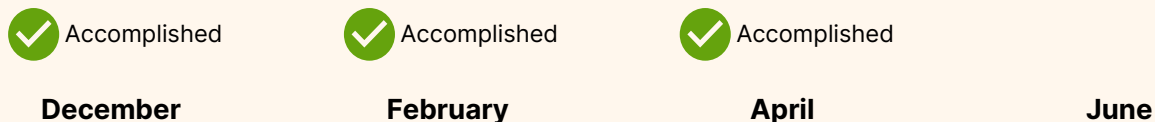
Strategy 5

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.

Evidence that Demonstrates Success: Increased motivation in students reflected in walk throughs and student achievement.

Staff Responsible for Monitoring: Campus Administrators
House Committee
Leadership Team

Formative Reviews



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.

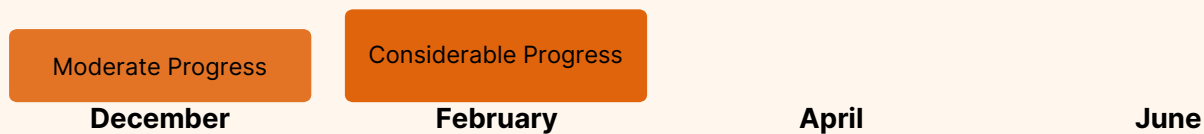
Evidence that Demonstrates Success: Reduced discipline referrals of economically disadvantaged students, increased student achievement of economically disadvantaged students, and strengthened relationships of student families as evidenced in school parent surveys.

Staff Responsible for Monitoring: Campus Administrators
Leadership Team
Counselor
Campus Staff

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Performance Objective 3 High Priority

Engage students in meaningful learning that includes a variety of instructional strategies.

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.

GRA

Literacy Specialist (50% funded with Title I funds)

TPRI

MTSS

Number Talks

Daily Math Fluency

Guided Math

StarFall

iReady

Eduphoria Aware

Benchmarks

Curriculum Based Assessments

TELPAS

Think it Up!

Science Penguin

Previous STAAR data

Heggerty

Lowman

Evidence that Demonstrates Success: Students and staff will become more aware of their growth and will set goals for continued growth.

Staff Responsible for Monitoring: All Professional Staff

Formative Reviews

Moderate Progress

December

Considerable Progress

February

April

June

Strategy 2

Plans for assisting Pre-Kindergarten students in the transition from early childhood programs.

The following activities will be used to support this strategy:

Implement Pre-Kindergarten Guidelines

Coordinate transition plan with PreK and Kindergarten teachers in the spring for PreK students to visit kinder classrooms

Coordinate with Specials Teachers to provide a tour of the gym, music room, and art room

Evidence that Demonstrates Success: TTESS

Pre-Kindergarten Report Card

Teacher Feedback

Frog Street Pre-Assessment

CLI Assessment

ESGI Assessment


Staff Responsible for Monitoring: Campus Administrators

Instructional Coaches

Teachers

Specials Teachers


Formative Reviews

 Discontinue


December

 Discontinue

February

 Discontinue

April

 Discontinue

June

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

Provide a campus mentor/ support for first and second year teachers (new to Shields Elementary and new to Red Oak ISD)

Evidence that Demonstrates Success: Meeting Notes
Mentor log

Staff Responsible for Monitoring: Campus Administrators
Instructional Coaches

Formative Reviews

Moderate Progress

December

Considerable Progress

February

April

June

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.

Evidence that Demonstrates Success: Teacher-leader presentation during monthly staff meeting

Staff Responsible for Monitoring: Campus Administrators
Instructional Coaches

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Some Progress

December

Considerable Progress

February

April

June

Performance Objective 2

Foster a supportive and inclusive work environment through differentiated strategies that promotes

Strategy 1

Staff development on this campus in Reading/English Language Arts (ELAR) includes the following:

Lead4ward Rocking Review

Literacy Footprints

Saxon Phonics

GRA

TPRI

Strategies for EB Learners, Ellevation

Supporting struggling learners

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

Evidence that Demonstrates Success: Curriculum Based Assessments

Pre-Assessments

STAAR Testing

T-TESS

Staff Development Sign in Sheets

Staff Responsible for Monitoring: Campus Administrators

Instructional Coach

Librarian

Literacy Specialist

Dyslexia Therapist

ELAR Teachers (SPED included)

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

December

Considerable Progress

February

April

June

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

Evidence that Demonstrates Success: Curriculum Based Assessments

- Pre-Assessments
- STAAR Testing
- T-TESS
- Staff Development Logs
- MAP testing

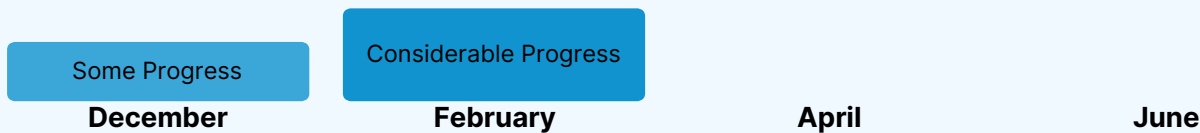
Staff Responsible for Monitoring: Campus Administrators

- Instructional Coach
- Math Teachers (SPED included)

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



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, and Leadership development.

Professional and para-professional staff participate in summer staff development through ROISD's exchange day program summer of 2024.

6 Hour GT update required annually along with all classroom teachers to acquire GT certification.

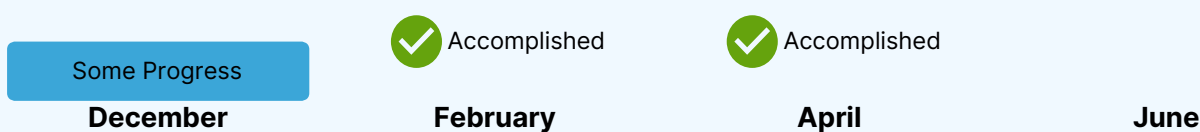
Evidence that Demonstrates Success: Professional Development Reports Classroom Implementation Staff Development Logs

Staff Responsible for Monitoring: Campus Administrators

- Instructional Coaches
- Teachers

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews



Strategy 4

Staff development on this campus in Science includes the following:

- Science Interactive Journaling
- Exploration through Stem Scopes
- HMH science curriculum implemented district wide in 2024
- Minimum 1-2 science experiences, hands-on interactions for students weekly
- Lead4Ward Science and Rocking Review
- CAST Science Conference

Science Penguin

Evidence that Demonstrates Success: Curriculum Based Assessments

Pre-Assessments

STAAR Testing

T-TESS

Staff Development Logs

Staff Responsible for Monitoring: Campus Administrators

Instructional Coach

Science Teachers

Funding Sources: Science Penguin 211 Title I, \$400

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

December

Considerable Progress

February

April

June

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

Evidence that Demonstrates Success: Pre-Assessments

T-TESS

Staff Development Logs

lesson plans

Staff Responsible for Monitoring: Campus Administrators

Instructional Coach

Social Studies Teachers

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

December

Moderate Progress

February

April

June

Strategy 6

Integrate technology into the daily curriculum. Technology will be utilized to improve and offer varied instruction in all classrooms. The following activities will be used to support this strategy:

Seesaw (K-2)

Canvas (3-5)

Professional Development on integrating technology in the

classroom
Collaborate with Campus/District Technology Specialists
Communicate and implement Lab, COW, tablet,
projector, and document camera usage expectations
Xtra Math
Typing.com
Brain Pop
Starfall
SORA
Epic
Pebble Go
Ebsco search (Gale and Britannica)
National Geographic Kids
Reflex Math
New Tech Apps Curriculum

Evidence that Demonstrates Success: Walkthroughs

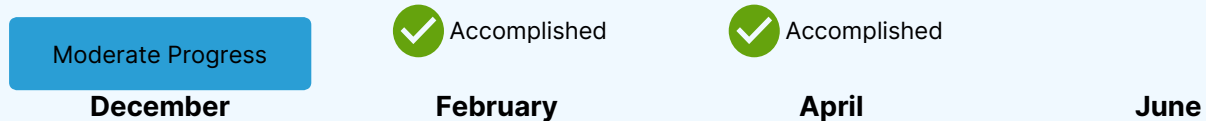
Lesson Plans
Computer lab
Student work samples

Staff Responsible for Monitoring: Campus Administrators

Instructional Coaches
Campus Lab Specialist
District Technology Specialists
Campus Technology Trainer
Librarian

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Performance Objective 3

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

Strategy 1

Recruit from teacher certification programs, 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

Formative Reviews



Accomplished

December



Accomplished

February



Accomplished

April

June

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

Utilize campus Title I funds to support tutoring for grades K-5 and other specified resources related to the area of math, reading, and science.

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

Formative Reviews

Some Progress

December

Considerable Progress

February

April

June

Performance Objective 2

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

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 Reviews

Some Progress

December

Moderate Progress

February

April

June

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

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)

Evidence that Demonstrates Success: Incentives

Attendance Awards
Classroom celebrations

Staff Responsible for Monitoring: Campus Administration

Registrar
Teachers/staff

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

December

Considerable Progress

February

April

June

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

Review and analyze student programs and facility needs

Evidence that Demonstrates Success: Full utilization of available facilities

Staff Responsible for Monitoring: Principal

Formative Reviews

Moderate Progress

December

Considerable Progress

February

April

June

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

Campus conducts appropriate bus safety, tornado, fire/evacuation and lockdown drills as required and submits appropriate documentation as required.

Evidence that Demonstrates Success: Campus Safety Reports

Campus Safety Plan

RAPTOR reporting

Staff Responsible for Monitoring: Campus Administration

Crisis Management Coordinator

Campus Police Officer

Formative Reviews



Accomplished

December

Considerable Progress

February

April

June

Strategy 2

Campus staff are trained in the safety management plan.

Evidence that Demonstrates Success: Staff Training Sign-in Sheet
RAPTOR reporting

Staff Responsible for Monitoring: Campus Administration
Crisis Management Coordinator
Campus Police Officer

Formative Reviews



Accomplished

December



Accomplished

February



Accomplished

April

June

Performance Objective 3

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

Strategy 1

We will ensure our facilities meet at least minimum standards for all programs in order for students to be successful.

Evidence that Demonstrates Success: Janitors
Maintenance and Upkeep

Staff Responsible for Monitoring: Secretary
Assistant Principal
Teachers

Formative Reviews



Accomplished

December



Accomplished

February



Accomplished

April

June

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

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.

Evidence that Demonstrates Success: Skyward

Campus Website
District Website
Positive E-mails

Staff Responsible for Monitoring: Campus Administration

Counselors
PTA
All Staff

Formative Reviews



Accomplished

December



Accomplished

February



Accomplished

April

June

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.

Evidence that Demonstrates Success: Campus attendance/participation

Sign-in sheets

Staff Responsible for Monitoring: Campus Administration

Instructional Coach

Formative Reviews

Moderate Progress

December

Considerable Progress

February

April

June

Performance Objective 2

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

Strategy 1

Provide multiple opportunities for activities promoting trust, participation, and positive relationships with parents and community including:

- PTA Activities
- Parent Conferences
- Meet the Teacher
- Fine Arts Programs
- Watch DOGS
- House Program (family sorting night)
- Title 1 Parent Nights (Family Literacy and Math Nights)
- Districtwide Coffee with the Superintendent
- Social Media communications

Evidence that Demonstrates Success: Parent surveys
Parent participation
Sign-in sheets

Staff Responsible for Monitoring: Campus Administration
Counselor
PTA Board
Campus Staff

Formative Reviews

Moderate Progress

December

Considerable Progress

February

April

June

Strategy 2

Family Engagement Math/Literacy/STAAR Information Nights

Evidence that Demonstrates Success: Parents and students will work together with staff to complete TEKS aligned activities to bridge the home/school learning gaps.

Staff Responsible for Monitoring: Campus Administration
Leadership Team,
Resource Teacher
Classroom Teachers

Formative Reviews

Moderate Progress

December

Considerable Progress

February

April

June



Title I Summary

Title I Personnel

Name	Position	Program	FTE
Nancy Atkins	Literacy Specilaist	Title I	0.5
Sara Stewart Brown	Instructional Coach	Title I	0.5
Tiffany Munoz	Instructional Coach	Title I	0.5



Committees

Committees

Campus Site-Based Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
October 8, 2025 @ 3:30 PM	Shields Library	--	--

Members

First Name	Last Name	Position	Committee Role
Lauren	Macik	Secretary/Parent	Parent
Darla	Wade	Parent	Parent
Lachandra	Robinson	Parent	Parent
Antoinette	Johnson	Parent	Parent
Kendra	Morris	Parent	Parent
Meghan	Kellis	Parent	Parent
Sarah	Jeffers	Community Member	Community Member
Elizabeth	Haugh	Parent	Parent
Joshua	Crutchfield	ROISD Technology	District-Level Professional
Jessica	Whitfill	Kindergarten Teacher	Teacher
BreAnna	Jacinto	SPED Teacher	Teacher
Samantha	Miller	Assistant Principal	Administrator
Christie	Hajovsky	5th Grade Teacher	Teacher
Rebekah	Santos	4th Grade Teacher	Teacher
Alissa	Gonsoulin	Parent	Parent
Kelsie	Reeves	Nurse	Non-classroom Professional
Dorthea	Herndon	PE/Crisis team lead	Classroom Teacher
Melanie	Dixon	Librarian	Non-classroom Professional
Rebekah	Santos	4th Grade Teacher	Classroom Teacher
Sonya	Rivera	3rd Grade Teacher/New Teacher Mentor	Classroom Teacher

Adriann	Windom	3rd Grade Teacher	Classroom Teacher
Kristen	Simpson	2nd Grade Teacher	Classroom Teacher
Melody	Hawkins	Student and Family Services	District-level Professional
Tyler	Tucker	Counselor	Non-classroom Professional
Emily	Bravenec	1st Grade Teacher	Classroom Teacher
Amanda	Simone	ECSE Assistant Principal	Administrator
Allyson	Bell	Principal	Administrator
Tiffany	Munoz	K-2 Instructional Coach	Non-Classroom Professional
Jana	Franco	SPED Teacher	Classroom Teacher
Melody	Hawkins	Student Services	District-level Professional
Raleigh	Lewis	1st Grade Teacher	Classroom Teacher
Sara	Brown	Instructional Coach	Classroom Teacher
Mendi	Scott	GT Teacher	Non-classroom Professional
Mandey	Pandey	Community Member	Business Representative



Funding Summary

Funding Summary



Policies, Procedures, and Requirements

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Title	Person Responsible	Review Date	Addressed By	Addressed On
Student Welfare: Discipline/Conflict/ Violence Management	--	--	LaKesha Bass	2/27/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	--	--	LaKesha Bass	2/27/2025