Red Oak Independent School District

Eastridge Elementary School

Accountability Rating: C

Distinction Designation:
Postsecondary Readiness

2026-2027 Campus Improvement Plan

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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”

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 8

School Processes & Programs 12

Perceptions 15

Priority Problem Statements 17

Data Documentation for CNA 19

Improvement Planning Data 20

Accountability Data 20

Student Data: Assessments 20

Student Data: Student Groups 21

Student Data: Behavior and Other Indicators 21

Employee Data 21

Parent/Community Data 21

Support Systems and Other Data 22

Goals 23

Goal 1 : Academics: Develop critical thinkers that will transcend college and career ... 24

Goal 2 : Human Resources: Intentional progress to hire and retain high-quality staff... 31

Goal 3 : Finance: Maintain fiscal stewardship and accountability to ensure financial... 33

Goal 4 : Growth, Facilities, Security: Prioritize and allocate resources to ensure saf... 35

Goal 5 : Communications: Ensure District is connected to the community in partner... 37

Title I Summary 39

Title I Personnel 40

Committees 41

Site Based Decision Making Committee 42

Meeting Logs 42

Members 42

2025-2026 Site Based Committee 42

Members 42

Policies, Procedures, and Requirements 44

Comprehensive Needs Assessment

Demographics

Summary

Eastridge Elementary currently serves students from Pre -Kindergarten to 5th Grade. Eastridge Elementary ended the 2024-2025 school year with approximately 502 students enrolled. Our current classrooms include: 2 Pre Kindergarten, 3 Kindergarten, 3 first grade, 4 second grade, 4 third grade, 4 fourth grade, and 5 fifth grade. In addition, we have two self contained classroom - Total Language Communication (TLC), as well as a resource math and resource reading classroom. Our students identified are provided services or classes from our specialists in dyslexia therapy, GT & speech. Eastridge finds great value in our two instructional coaches - one focused on Math and the other on RLA. They help support our teachers and their instruction in the classroom, as well as being knowledgeable about the content material and resources being used to instruct our students. We also have one reading interventionist to support students in reading development.

Eastridge Elementary School is comprised of the following Ethnic Distribution

- African American: 27.17%
- Hispanic: 44.38%
- White: 23.19%
- American Indian: 0%
- Asian: 0.4 %
- Two or More Races: 4.53%

Student Indicators for Success:

- Economically Disadvantaged: 64.67%
- English Learners: 10.51%
- At-Risk: 35.16% (Fall Dashboard of information)
- Average Daily Attendance 95%

Special Populations:

- Dyslexia 7.37%
- Gifted and Talented 6%
- Section 504 3.59%
- Special Education 19.47%

Teachers by Years of Experience 23-24

Beginning Teachers 5.6%

1-5 Years Experience28.0%

6-10 Years Experience 11.2%

11-20 Years Experience 42.6%

21-30 Years Experience 9.8%

Over 30 Years Experience 2.8%

24-25 Teacher Retention Rate: 86%

Strengths

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

- Red Oak ISD has a reputation for being family-oriented, and for providing high-quality educational opportunities for its students.
- Eastridge Elementary includes a variety of demographics and services students who speak 6 different languages.
- Our campus offers character programs through the use of Quaver.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Our campus has not met the 97% attendance rate goal in the last few years.	Eastridge has a rate of 95%; however, have noticed trends that lower grade levels (Prek-1) students have a lower rate of attendance than other grades. 3rd six weeks attendance rate declines due to sickness and holiday travel.

★ = Priority

Student Learning

Summary

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

STAAR Data 24-25

Grade 3 ELA				
Year	Did Not Meet	Approaches	Meets	Masters
23-24	15%	28%	28%	30%
24-25	11%	30%	33%	26%

Grade 4 ELA				
Year	Did Not Meet	Approaches	Meets	Masters
23-24	25%	30%	24%	21%
24-25	15%	27%	32%	27%

Grade 5 ELA				
Year	Did Not Meet	Approaches	Meets	Masters
23-24	22%	31%	24%	23%
24-25	34%	26%	22%	22%

Grade 3 Math				
Year	Did Not Meet	Approaches	Meets	Masters
23-24	26%	32%	32%	9%
24-25	26%	34%	24%	16%

Grade 4 Math				
Year	Did Not Meet	Approaches	Meets	Masters
23-24	36%	17%	33%	14%
24-25	26%	33%	22%	19%

Grade 5 Math				
Year	Did Not Meet	Approaches	Meets	Masters
23-24	21%	31%	32%	16%
24-25	37%	29%	22%	13%

Grade 5 Science				
Year	Did Not Meet	Approaches	Meets	Masters
23-24	39%	37%	13%	11%
24-25	34%	37%	19%	10%

GRA Data 24-25

Grade	Total Students	At Grade Level	Approaching Level	Below Level
K Level C	59	50	8	1
1 Level J	79	49	12	18
2 Level P	83	61	9	13

iReady Reading End of the Year 24-25

	Mid or Above	Early on Level	One Grade Below	Two or More Grade Levels Below
K	67%	23%	11%	
1	53%	9%	38%	
2	46%	17%	33%	5%
3	45%	30%	20%	6%
4	42%	16%	31%	10%
5	10%	27%	30%	32%

iReady Math End of the Year 24-25

	Mid or Above	Early on Level	One Grade Below	Two or More Grade Levels

				Below
K	63%	18%	19%	
1	30%	17%	52%	1%
2	28%	20%	46%	6%
3	35%	22%	37%	7%
4	42%	25%	23%	9%
5	20%	23%	35%	22%

Strengths

* 3rd Grade Reading had 26% of students master

*4th Grade Math had a 10% increase in students who mastered

*Foundational Kindergarten reading skills are on level

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Reading STAAR scores in the area of the Extended Constructed Response are below the state and region for grades 4, & 5.	Creating an awareness with staff on how the ECR are scored and determine our writing focus with our students based on the provided rubric for the ECR and SCR.
2	Reading difficulties and below reading levels are observed in all grade levels which directly impacts reading and math success.	Previous years situations has provided instructional opportunity gaps for us to work on to develop our students levels.
3 ★	Foundational math fact fluency is impacting students ability to complete computation efficiently.	Students are lacking the recall of basic facts for all operations.
4	Foundational word problem skills are preventing students from being successful on word problems.	Students are missing foundational skills to break down and correctly solve word problems across all grade levels.

★ = Priority

School Processes & Programs

Summary

Eastridge Elementary uses multiple resources to help provide focus for curriculum, instruction, and assessment. Curriculum based assessments were utilized as a guide to providing and promoting critical thinking and problem solving skills, communication, creativity, and collaboration. Each week, grade level PLCs meet for intensive data analysis, analyzing TEKs coming up in the next unit and planning out a formative assessment to check for student understanding.

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

Grade level PLCs are held weekly with campus administrators and both instructional coaches (Math focus & Reading Focus). The PLCs focus on analyzing and breaking down student expectations and instructions, data review, and strategic planning. Grade levels have a daily common planning and focused intervention time. Collaborative data meetings occur within a week after a formal assessment (CBA) has been given.

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

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

Strengths

- Staff will also utilize common formative assessments (CBA) and teacher created formative assessments to track student growth and progress.
- Each student has an individualized data folders or spreadsheets to track their personal data and growth after each CBA and Reading Level check. PreK, Kindergarten and 1st grade have additional components they track such as letters, sounds, number recognition, sight words and various other foundational skills.
- Progress is tracked for students by using Eduphoria and data folders. The students set goals and track their progress from assessment to assessment in data folders.
- Instructional Coaches with a designed focus of reading, math, science, and social studies will be utilized to provide resources and guidance to strengthen learning in the classroom.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Utilizing our PLC process for purposeful, intentional planning time to internalize lesson materials. The focus will be student growth & alignment with TRS.	Student achievement data shows the need for deeper instruction to take place for students of all academic levels.
2 ★	Students having foundational learning gaps - we must ensure intentional intervention groups to help fill the gaps and provide enrichment.	Students are showing significant gaps and need intervention based on their individual needs.

★ = Priority

Perceptions

Summary

Eastridge Elementary is a student-centered learning family. Students and staff are focused on teamwork, working together to grow as lifelong learners and focusing on individual student success. Student activities, staff leadership roles and the overall safety of the campus is driven by the ROISD 4 talons.

Each 6 weeks, students and staff are awarded recognition for displaying the characteristics of the 4 Talons.

Each week, we have a weekly drawing of Talon Cards for students exemplifying one of the 4 Talons through the week - 10 students are drawn each week to spin the prize wheel and be recognized for their exceptional behavior and choices.

To recognize our hard working teachers - teachers are nominated for "Heart of Teacher" monthly awards.

Safe and Orderly Schools Summary

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

Strengths

At Eastridge Elementary, we are proud to offer a variety of opportunities to support our staff and students to help them grow, not only academically, but socially and emotionally as well. We are also proud of our ongoing partnership with parents and community members. Our goal is to model the four talons in every area of our school year and through a variety of opportunities.

Safe and Orderly Schools Strengths

-Continue safety patrol for the 2025-2026 school year
-UIL academic competitions
-Spelling Bee

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Eastridge Elementary would like to bridge the connection between new families and continue to find innovative ways to increase parental and community involvement at the campus.	The several years during Covid with less activities has made the progress of implementing more parent involvement a slow process.
2 ★	Communication is key and vital for partnership- it is our job to keep an open line of communication between home and school.	Determining the best mode of communication with each family. Therefore, we send it in a variety of modes.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Reading STAAR scores in the area of the Extended Constructed Response are below the state and region for grades 4, & 5.	Creating an awareness with staff on how the ECR are scored and determine our writing focus with our students based on the provided rubric for the ECR and SCR.
2 ★	Our campus has not met the 97% attendance rate goal in the last few years.	Eastridge has a rate of 95%; however, have noticed trends that lower grade levels (Prek-1) students have a lower rate of attendance than other grades. 3rd six weeks attendance rate declines due to sickness and holiday travel.
3 ★	Foundational math fact fluency is impacting students ability to complete computation efficiently.	Students are lacking the recall of basic facts for all operations.
4 ★	Students having foundational learning gaps - we must ensure intentional intervention groups to help fill the gaps and provide enrichment.	Students are showing significant gaps and need intervention based on their individual needs.
5 ★	Communication is key and vital for partnership- it is our job to keep an open line of communication between home and school.	Determining the best mode of communication with each family. Therefore, we send it in a variety of modes.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **State and federal planning requirements**

Accountability Data

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

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Running Records results**
- [x] **Observation Survey results**
- [x] **Texas approved PreK - 2nd grade assessment data**

- [x] **Other PreK - 2nd grade assessment data**
- [x] **State-developed online interim assessments**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Capacity and resources data**
- [x] **Budgets/entitlements and expenditures data**
- [x] **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

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

Strategy 1

Promote College & Career Ready opportunities for our students.

Evidence that Demonstrates Success: Monthly college & career ready Thursday Live announcements including a teacher sharing their college story with students
Career Fair
Bring in Community members to talk to the kids about their careers.

Staff Responsible for Monitoring: Principal
Counselor

TEA Priorities: Connect high school to career and college

Formative Reviews

December	February	April	June

Performance Objective 2

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

Strategy 1

The counselor gives lessons on character throughout the year. Lessons include: Healthy Choices and Growth Mindset, Drug Awareness, Bullying, Gratitude, Personal Safety, Respect, Responsibility, Emotions Trustworthy/Integrity/Honesty, and Resilience. Teachers do a weekly lesson covering the same topics. The district will be using Quaver this year for guidance lessons.

Evidence that Demonstrates Success: Lesson Plans

Staff Responsible for Monitoring: Campus Administrators
Counselor

Formative Reviews

December	February	April	June

Strategy 2

Implement and use district-approved health services.

Evidence that Demonstrates Success: Referrals to outside sources.

Staff Responsible for Monitoring: Counselor
Principal

Formative Reviews

December	February	April	June

Performance Objective 3

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

Evaluation Data Source: Strive report of TTESS walkthroughs, Meeting agendas, Strive Report

Strategy 1

Teams will meet in Professional Learning Communities weekly for appropriate staff to understand the use of teaching methodologies that: identify, interpret, analyze, foster and encourage different types of thinking in students, identify learning needs and utilize understanding of implementing practice for the new item types. For the 25-26 school year our PLC meeting focus will be the process of internalizing lesson plans. Teachers will attend various professional development sessions throughout the year to help implement new instructional strategies. We will incorporate learning walks among our teachers in order to collaborate and make effective changes.

Evidence that Demonstrates Success: Agendas
Weekly PLC Meeting Slides
Lesson Plans
Learning walks schedule

Staff Responsible for Monitoring: Campus Administrators
Instructional Coaches
Campus teachers

Formative Reviews

December	February	April	June

Strategy 2

Campus staff will be trained throughout the year in using data to drive instructional decisions. Staff will participate in focused Professional Learning Communities (PLCs). Areas of focus for 2025-2026 school year will be: internalizing lesson plans to unpack TEKS; planning for instruction and assessment with the new item types, Literacy Stations, GRA TPRI, Guided Math, Eduphoria Aware, Benchmarks, Curriculum Based Assessments, TELPAS, STAAR 2025 Data, iReady Assessment Math & Reading and utilizing the Instructional Coaches (Reading & Math).

Evidence that Demonstrates Success: Curriculum Based Assessments Pre-Assessments Training agendas/Sign in Sheets Staff Development Reports Running Records STAAR Data TELPAS Data DRA data TPRI data Student Data folders; iReady reports from pre and post test

Staff Responsible for Monitoring: Campus Administrators
Instructional Coach
Librarian
Team Leads
Classroom Teachers

Funding Sources: Literacy library resources 199 PIC 11 Reg Ed, $1,000

Formative Reviews

December	February	April	June

Strategy 3

The Gifted and Talented program is a pull out program serving all students who meet the district criteria for GT. GT teachers will work with classroom teachers to increase the identification of gifted students. Through year GT testing will be included this year to help identify more frequently.

Evidence that Demonstrates Success: Number of GT students identified will increase.

Staff Responsible for Monitoring: GT Teacher

Formative Reviews

December	February	April	June

Strategy 4

Utilize a reading interventionist to work with students in 1st - 5th grade to provide targeted intervention fluidly throughout the year.

Evidence that Demonstrates Success: CBA Data
Benchmark Data
STAAR Data
Reading Level Data

Staff Responsible for Monitoring: Campus Administrators

Formative Reviews

December	February	April	June

Strategy 5

Staff development on this campus in Math includes the following:
Guided Math
Use of manipulatives
Supporting struggling learners
Horizontal team meetings across the district and/or area Vertical team meetings
Math Fact Fluency- Reflex
iReady Digital Assessment tool
Lead4ward

Evidence that Demonstrates Success: Curriculum Based Assessments
Benchmarks
Interims
STAAR Testing
TTESS Staff Development Reports
Reflex Math
PLC

Staff Responsible for Monitoring: Campus Administrators
Instructional Coach
Math Vertical Alignment Team
Curriculum and Instruction Department

Funding Sources: 199 PIC 11 Reg Ed, $600

Formative Reviews

December	February	April	June

Strategy 6

Minimum 40% science experiences, hands-on interactions for students. Horizontal team planning across the campus and district. One teacher will attend the CAST conference and present back to the staff.

Evidence that Demonstrates Success: Curriculum Based Assessments
Benchmarks
STAAR Testing
Staff Development Reports
TTAP

Staff Responsible for Monitoring: Campus Administrators
Instructional Coach
Science Vertical Alignment Team

Formative Reviews

December	February	April	June

Strategy 7

Staff development on this campus in Reading Language Arts (RLA) includes the following:
Strategies for ELL Learners
Supporting struggling learners
Collaborate/Plan with Instructional Coach and reading interventionist.
Lead4ward
Guided Reading
Literacy Stations
GRA
TPRI

Evidence that Demonstrates Success: Curriculum Based Assessments
Benchmarks
STAAR Testing
Staff Development Report

Staff Responsible for Monitoring: Campus Administrators
Instructional Coach
Reading Vertical Alignment Team
Literacy Specialist

Funding Sources: Literacy station materials 199 PIC 11 Reg Ed, $2,000

Formative Reviews

December	February	April	June

Performance Objective 4 ☑ HB3 Goal

Equip students with the knowledge and skills for high levels of academic achievement and success in their post-secondary life.

Evaluation Data Source: State of Texas Assessment of Academic Readiness results, Advanced Placement results

Strategy 1

Staff will develop plans for enrichment to increase masters level scores & maintain meets level in grades 3-5 to address the student achievement domain, school progress domain, and the closing the gaps domain. This will include student tracking their own data using individual digital student trackers for their progress and celebrating success / growth through LEVEL UP cart.

Evidence that Demonstrates Success: Increased masters & meets level scores on curriculum based assessments and STAAR.

Staff Responsible for Monitoring: Teachers
Instructional Coaches
GT Teacher
Campus Administrators

Formative Reviews

December	February	April	June

Strategy 2

The percent of 3rd grade students that score MEETS grade level or above on STAAR Reading will increase from 33% to 40% by June 2026. If obtained will maintain the 40% meets level each year. Staff will have PLCs using data from district created assessments to create plans for intervention and enrichment during Talon Time.

Evidence that Demonstrates Success: CBA Data
Benchmark Data
STAAR Data
Scholastic Reading

Staff Responsible for Monitoring: Classroom Teachers
Campus Administrators
Instructional Coach

Formative Reviews

December	February	April	June

Strategy 3

The percent of 3rd grade students that score MEETS grade level or above on STAAR Math will increase from 24% to 40% by June 2026. Staff will have PLCs using data from district created assessments to create plans for intervention and enrichment during Talon Time.

Evidence that Demonstrates Success: CBA Data
Benchmark Data
STAAR Data

Staff Responsible for Monitoring: Classroom Teachers
Campus Administrators
Instructional Coach

Formative Reviews

December	February	April	June

Strategy 4

Provide opportunities for students to participate in extracurricular activities such as: Student Council, Safety Patrol, Broadcasting, Yearbook club, UIL, and ASL.

Evidence that Demonstrates Success: Participation in programs

Staff Responsible for Monitoring: Principal Assistant
Counselor
Campus Professional Staff

Formative Reviews

December	February	April	June

Strategy 5

Participate in the Texas Performance Standards Projects or like curriculum for identified Gifted and Talented students in K-5

Evidence that Demonstrates Success: Lesson Plans

Staff Responsible for Monitoring: GT Teachers

Formative Reviews

December	February	April	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

Maintain a welcoming campus environment that staff take pride in.

Evidence that Demonstrates Success: Customer Service
Appreciation opportunities
Culture and Climate
More volunteer opportunities

Staff Responsible for Monitoring: Campus Administrators

Formative Reviews

December	February	April	June

Performance Objective 2

Foster a supportive work environment through differentiated strategies that promotes employee retention.

Strategy 1

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

Evidence that Demonstrates Success: Meeting Notes/Agenda

Staff Responsible for Monitoring: Campus Administrators
Instructional Coaches
Mentor Teachers
Coordinator of Mentors for ROISD
Touch base Tuesday

Formative Reviews

December	February	April	June

Performance Objective 3

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

Strategy 1

Promote scholarships to paraprofessional/support staff to complete a degree in education and become certified.

Evidence that Demonstrates Success: Number of staff members attending college/completing degree/certification.

Staff Responsible for Monitoring: Human Resources Department
Campus Administrators

Formative Reviews

December	February	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.

Evaluation Data Source: Utilize campus title one funds to support tutoring
Leverage community partners and resources

Strategy 1

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

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

December	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

December	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 targeted campus attendance rate. Assemble an Attendance committee that meets periodically to review weekly attendance data and students in danger of violating the 10% rule. Provide student incentives for attendance.

Evidence that Demonstrates Success: Attendance meetings, contracts, and plans with parents
Attendance phone calls

Staff Responsible for Monitoring: Counselor
Campus Adminsitrators
Registrar
Teachers

Formative Reviews

December	February	April	June

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

Performance Objective 1

Review and analyze student programs and facility needs.

Evaluation Data Source: Hired a new safety director

Strategy 1

Additional classroom space to accommodate growth at Eastridge.

Evidence that Demonstrates Success: Portable buildings

Staff Responsible for Monitoring: Campus Administrators
Assistant Superintendent of District Operations

Formative Reviews

December	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.

Evaluation Data Source: Weapons detection system being implemented and staff trained

Strategy 1

The campus will conduct regular drills practicing Hold, Shelter, Secure, Lockdown and Evacuate. Each semester 2 drills will be conducted.

Evidence that Demonstrates Success: Documentation of drills

Staff Responsible for Monitoring: Campus Administrators
Campus Police officer

Formative Reviews

December **February** **April** **June**

Strategy 2

Campus Safety training will take place during preservice week and emergency teams will be created in the Campus Crisis Handbook.

Evidence that Demonstrates Success: Documentation of training Crisis Handbook

Staff Responsible for Monitoring: Assistant Principal Campus Police Officer

Formative Reviews

December **February** **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: Custodians
Maintenance and Upkeep

Staff Responsible for Monitoring: Secretary
Assistant Principal
Teachers

Formative Reviews

December **February** **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

Participate in PTA sponsored activities, Red Oak Education Foundation programs, and community activities. Aquire additonal community partners to work with.

Evidence that Demonstrates Success: Campus Attendance
Participation sign in sheets
PTA Meetings

Staff Responsible for Monitoring: Principal

Formative Reviews

December	February	April	June

Strategy 2

Provide current data on events and school information on our website, weekly newsletters, and social media outlets. District is now using parent square for all communications.

Evidence that Demonstrates Success: Number of posts on website and social media outlets.

Staff Responsible for Monitoring: Campus Administrators

Formative Reviews

December	February	April	June

Performance Objective 2

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

Evaluation Data Source: Parent/community surveys, number of events held, external communication methods

Strategy 1

Opportunities for Parents, Teachers, and Students to work together to promote a cohesive relationship: Title 1 Parent Involvement Night Parent Night to promote literacy, math, science, and technology. Hispanic Heritage Night, and multiple clubs have started throughout the school.

Evidence that Demonstrates Success: Attendance Sign In sheets Title I parent survey

Staff Responsible for Monitoring: Campus Administrators

Formative Reviews

December	February	April	June

Strategy 2

Provide opportunities for volunteer support and leadership opportunities- including but not limited to Book Fairs, making copies, Field Trip chaperones, Christmas & EOY parties, etc.)

Evidence that Demonstrates Success: Number of participants

Staff Responsible for Monitoring: Principal
All Professional Staff
PTA board

Formative Reviews

December	February	April	June

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Angeli Johnson	Instructional Coach	Title I	0.5
Ashley Graves	Literacy Specialist	Title I	0.5
Jennifer Rucks	Instructional Coach	Title I	0.5

Committees

Committees

Site Based Decision Making Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
September 16, 2026 @ 3:30 PM	Eastridge Elementary	--	--

Members

First Name	Last Name	Position	Committee Role
Chandler	Townsend	Teacher	Member
Michelle	Carson	Teacher	Member
Kyndal	Davis	Teacher	Member
Erika	Rylander	Parent	Member
Amanda	Stanford	Teacher	Member
Shelsey	Wood	Parent	Community Rep
Maddie	Lee	Assistant Principal	Staff
Whittney	Trevino	Principal	Staff

2025-2026 Site Based Committee

Members

First Name	Last Name	Position	Committee Role
Shelsey	Wood	Business Member	Member
Erika	Rylander	Parent	Member
Maddie	Lee	AP	Member
Amanda	Stanford	Teacher	Member
Kyndal	Davis	Teacher	Member
Lynda	Davis	Teacher	Member
Michelle	Carson	Teacher	Member

Kerry	Halstead	Teacher	Member
Rachel	Bergman	Teacher	Member

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention		10/1/2027	LaKesha Bass	10/7/2026
Child Abuse and Neglect		10/1/2027	LaKesha Bass	10/7/2026
Coordinated Health Program		10/1/2027	LaKesha Bass	10/7/2026
Decision-Making and Planning Policy Evaluation	--	10/1/2027	LaKesha Bass	10/7/2026
Disciplinary Alternative Education Program (DAEP)	--	10/1/2027	LaKesha Bass	10/7/2026
Dropout Prevention	--	10/1/2027	LaKesha Bass	10/7/2026
Dyslexia Treatment Program	--	10/1/2027	LaKesha Bass	10/7/2026
Student Welfare: Crisis Intervention Programs and Training	--	10/1/2027	LaKesha Bass	10/7/2026
Student Welfare: Discipline/Conflict/ Violence Management	--	10/1/2027	LaKesha Bass	2/27/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	--	10/1/2027	LaKesha Bass	2/27/2025
Perkins - Comprehensive Local Needs Assessment	Brooks Humphrey	5/8/2028	LaKesha Bass	10/6/2026