Red Oak Independent School District

Donald T. Shields Elementary

Accountability Rating: B

Distinction Designation:
Academic Achievement in Science, Top 25 Percent:
Comparative Academic Growth

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”

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Shields Elementary continues to demonstrate strong academic growth and a commitment to continuous improvement. Student achievement data indicates progress in reading and mathematics in 4th and 5th grades on STAAR assessments, while campus teams continue to refine instructional practices, curriculum implementation, and intervention systems to increase achievement for all student groups. During the 2025-2026 school year, the district implemented new social studies curriculum and aligned Kindergarten and first-grade reading resources with grades 2-5, creating greater vertical alignment across content areas. Professional learning focused on MTSS Tier I best practices, trauma-informed practices, student growth monitoring, and assessment systems to support instructional effectiveness and student success.

The campus has experienced sustained enrollment growth, increasing from approximately 400 students in 2020 to more than 650+ students in 2026. As enrollment and student needs continue to evolve, Shields utilizes collaborative leadership structures, data-driven decision-making processes, and ongoing professional learning to support both students and staff. Technology integration remains a strength through the one-to-one Chromebook initiative in grades 2-5 and the use of digital learning resources across all grade levels.

Stakeholder feedback reflects a highly positive perception of the campus. Staff survey results indicate a 93% overall satisfaction rate, while parent surveys highlight strengths including a welcoming environment and clear communication. Family engagement continues to grow through an active PTA and a variety of school events. Students benefit from numerous leadership and enrichment opportunities, including the fourth annual Amazing Shake program, the establishment of the campus's first National Elementary Honor Society chapter, UIL participation, fine arts programs, and service-learning experiences. While stakeholder feedback is overwhelmingly positive, opportunities for growth include continued refinement of campus discipline systems and the expansion of STEM-focused engagement opportunities and student clubs.

Overall, Shields Elementary is viewed as a safe, welcoming, student-centered campus with strong relationships, effective communication systems, meaningful leadership opportunities, and a commitment to academic excellence and continuous improvement.

Demographics

Summary

Overview

Program participation data indicates that Shields Elementary serves a student population with significant and diverse learning needs requiring both targeted intervention and enrichment opportunities. Nearly one-third of students (29.86%) receive Special Education services, which is substantially higher than typical state averages and necessitates intentional planning for staffing, inclusion practices, and specialized instructional supports.

Additionally, 11.51% of students receive dyslexia services, reinforcing the importance of structured literacy instruction and early intervention systems. Section 504 services support an additional 3.42% of students, reflecting the need for accommodations within the general education setting.

Emergent Bilingual students represent 12.29% of the student population, with 11.98% receiving ESL services. The absence of a bilingual program indicates that language support is delivered primarily through ESL instructional models. This has implications for instructional strategies, teacher training, and access to language supports across content areas.

Gifted and Talented students represent 4.51% of enrollment, highlighting the need to balance intervention systems with opportunities for enrichment and advanced academic programming.

As a Title I Schoolwide campus, 100% of students benefit from federally funded programs designed to improve academic outcomes and provide supplemental support.

Overall, the data reflects a campus with a high concentration of students requiring specialized academic interventions, particularly in Special Education and literacy-related services, alongside a need to support emergent bilingual learners and provide enrichment opportunities for advanced students.

2025-2026 School Year Information

School Population	Count	Percent
Student Total	**643**	**100%**
Early Education Grade	23	3.58%
Pre-Kindergarten Grade	38	5.91%
Kindergarten Grade	84	13.06%
1st Grade	98	15.24%
2nd Grade	94	14.62%
3rd Grade	99	15.40%
4th Grade	102	15.86%
5th Grade	105	16.33%

Student Demographics	Count	Percent
Gender		
Female	304	47.28%
Male	339	52.72%
Ethnicity		
Hispanic-Latino	238	37.01%

Race		
American Indian - Alaskan Native	1	0.16%
Asian	5	0.78%
Black - African American	266	41.37%
Native Hawaiian - Pacific Islander	1	0.16%
White	111	17.26%
Two-or-More	21	3.27%

Student Programs	Count	Percent
Dyslexia	74	11.51%
Full-Time Hybrid/Virtual Program	0	0.00%
Gifted and Talented	29	4.51%
MS Advanced Math Participation	0	0.00%
Regional Day School Program for the Deaf	0	0.00%
Section 504	22	3.42%
Special Education (SPED)	192	29.86%
Emergent Bilingual		
Emergent Bilingual (EB)	79	12.29%
Bilingual	0	0.00%
English as a Second Language (ESL)	77	11.98%
Alternative Methods for Bilingual Education	0	0.00%
Alternative Methods for ESL	0	0.00%
Title I Part A		
Schoolwide Program	643	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

Strengths

Demographic Strengths

1. **Attendance Rates**
    - Shields Elementary demonstrates a strong attendance rate of approximately 94.9%, indicating consistent student engagement and effective campus systems to promote daily attendance.
2. **Diverse Student Population**
    - The campus serves a highly diverse student population, with African American (38%) and Hispanic (37%) students representing the majority. This diversity provides opportunities for culturally responsive teaching and inclusive learning environments.
3. **Comprehensive Support Systems**
    - The campus provides a wide range of services to meet student needs, including Special Education (29.86%), Dyslexia (11.51%), Section 504 (3.42%), and Emergent Bilingual/ESL supports (12%), demonstrating a strong infrastructure for addressing diverse learning needs.
4. **Title I Schoolwide Program**
    - As a Title I Schoolwide campus (100% participation), Shields Elementary has access to federal resources that support academic interventions, extended learning opportunities, and family engagement initiatives.

5. **Balanced Gender Distribution**
    - The near-balanced gender distribution (54% male, 46% female) supports equitable access to instruction and programming across student groups.

Special Education Trends

Summer Special Education Year Comparison Percentages - Number of Years Displayed: 5 Possible Years for All Campuses

	2021 - 2022			2022 - 2023			2023 - 2024			2024 - 2025			2025 - 2026		
	SPED Pop	Total Pop	Percent	SPED Pop	Total Pop	Percent	SPED Pop	Total Pop	Percent	SPED Pop	Total Pop	Percent	SPED Pop	Total Pop	Percent
070911105 - Shields EL	103	613	16.80%	157	618	25.40%	182	635	28.66%	206	659	31.26%	238	693	34.34%
070911 - Red Oak ISD	103	613	16.80%	157	618	25.40%	182	635	28.66%	206	659	31.26%	238	693	34.34%

It is important to note that Shields Elementary serves as a centralized campus for specialized programming, including four self-contained Special Education units that provide services for students from multiple campuses requiring more intensive support. This organizational structure contributes to a higher concentration of students receiving Special Education services on this campus.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
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.	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.
2	With 34.34% of students receiving special education services, a substantial portion of the student population requires additional academic and/or behavioral support, placing demand on staffing, scheduling, and instructional planning.	It is important to note that Shields Elementary serves as a centralized campus for specialized programming, including four self-contained Special Education units that provide services for students from multiple campuses requiring more intensive support. This organizational structure contributes to a higher concentration of students receiving Special Education services on this campus.
3	Over half of the student population (61.8%) is identified as economically disadvantaged.	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.

★ = Priority

Student Learning

Summary

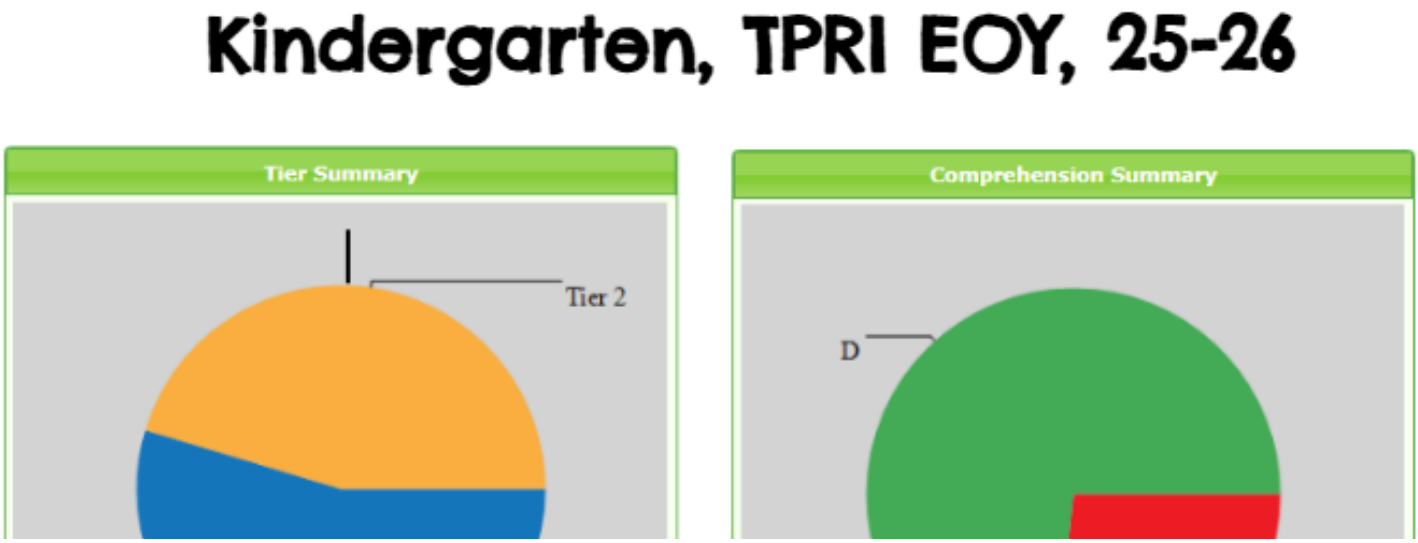
Shields Elementary is committed to providing a safe and supportive learning environment for each of our students every day of the school year. The use of data helps teachers collaborate in Professional Learning Communities (PLC) to design quality instruction based on the needs of individual students. 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.

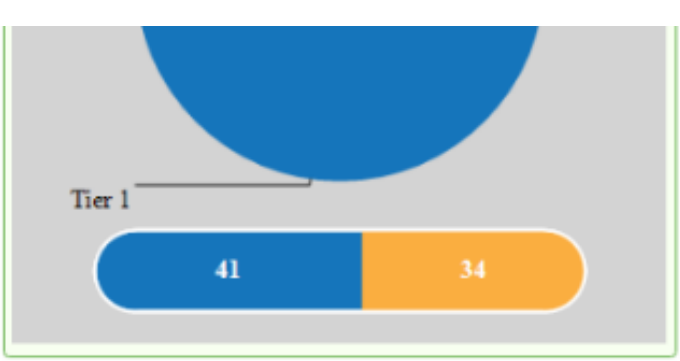
New curriculum was implemented this year district wide, this transition was an adjustment for all stakeholders as teachers learned to use the new resources through professional development, PLC teams, and through practice. After implementation of the new curriculum, gains were noted across assessment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

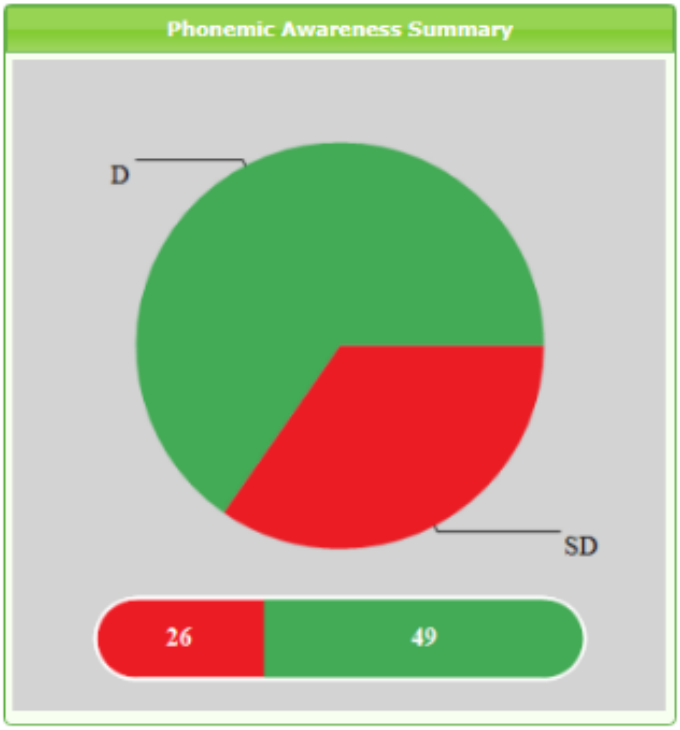
The following curriculum was implemented in the 2025-2026 school year:
ELAR K-1, Pearson My View/Savvas
Social Studies K-5, Pearson/Savvas

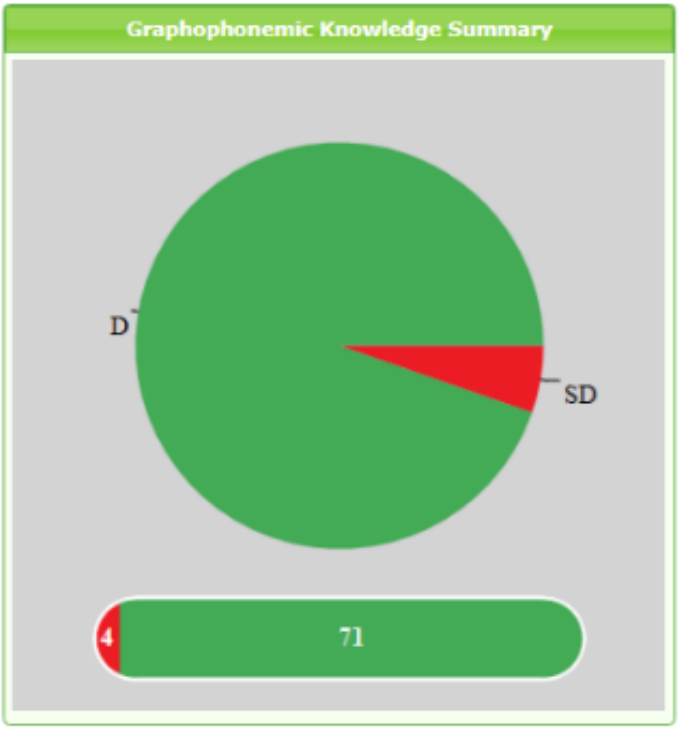
The district continues to use Saxon Phonics for reading fundamentals for K-2nd grades. The campus monitors reading through TPRI reading inventory and Guided Reading Assessments (GRA) in primary grade levels at the beginning, middle, and end of the year. The data is as follows:



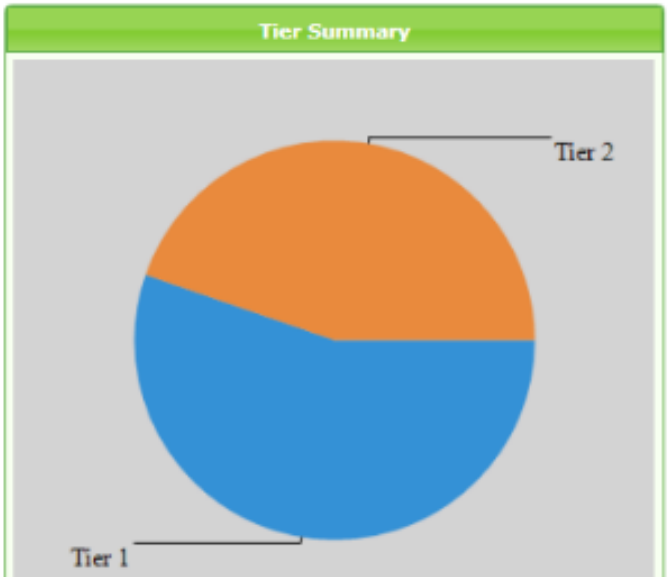


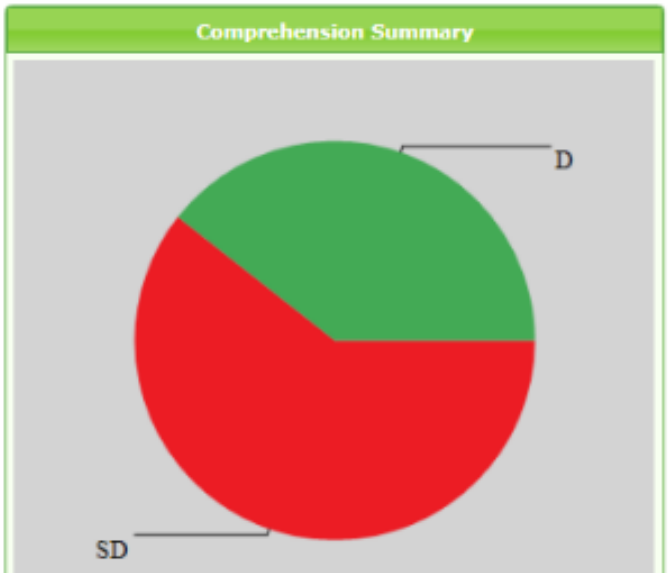






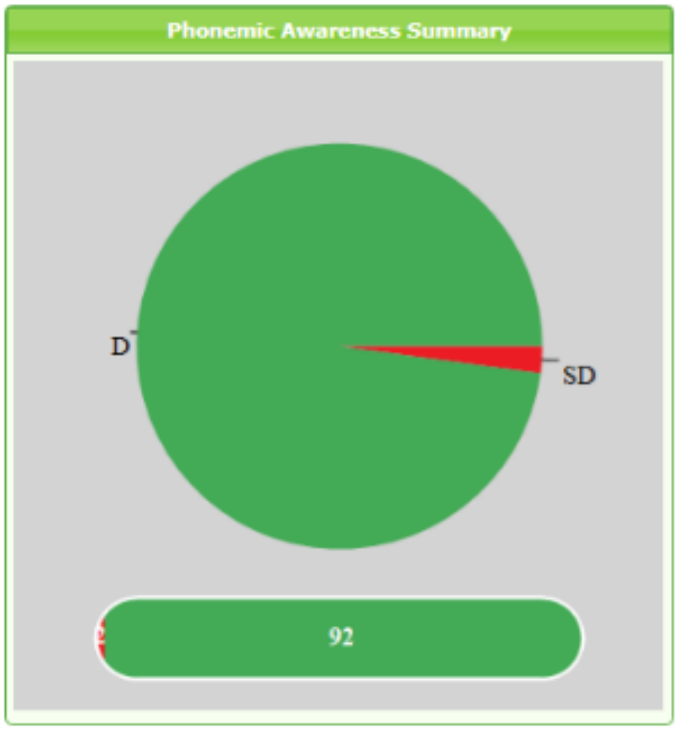
1st Grade, TPRI EOY, 25-26

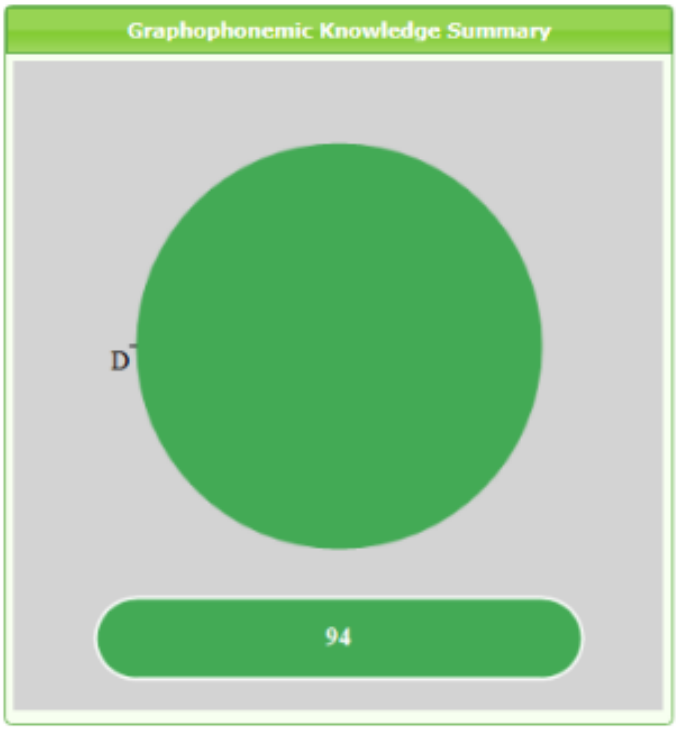




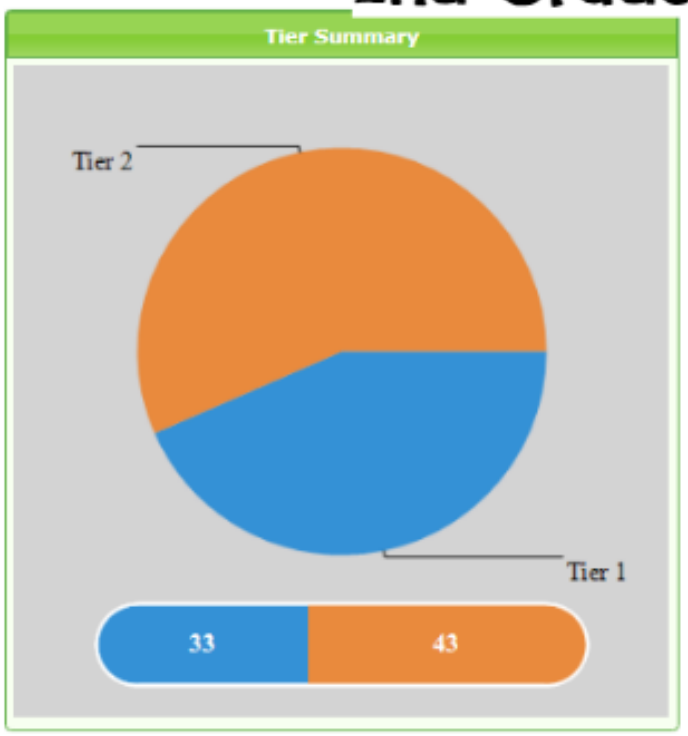


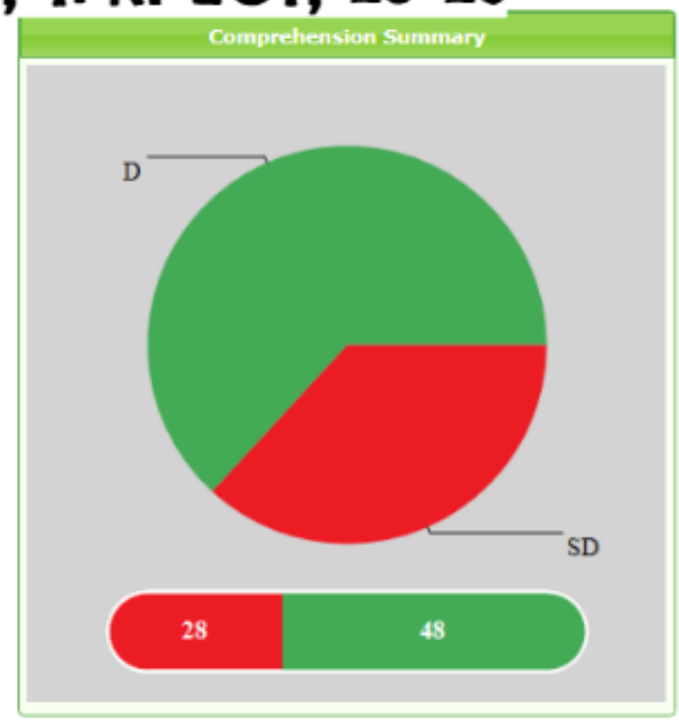


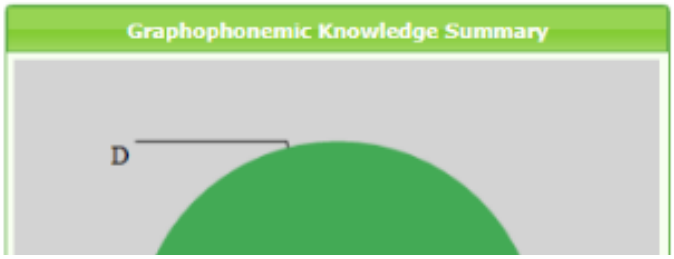


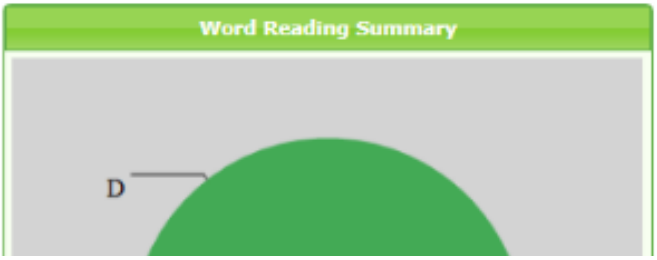


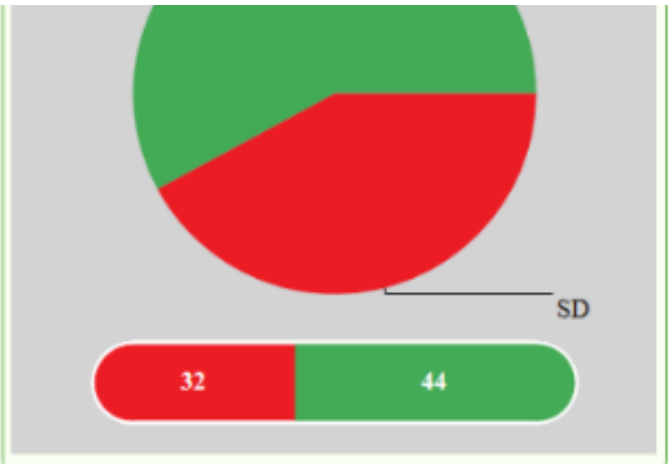
2nd Grade, TPRI EOY, 25-26

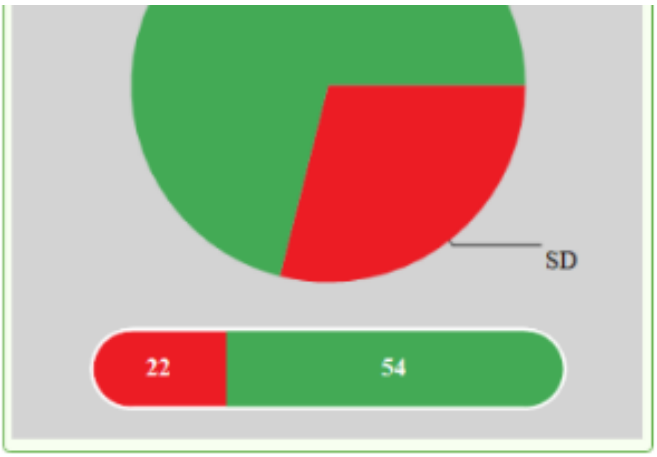












2025-2026 GRA EOY Data

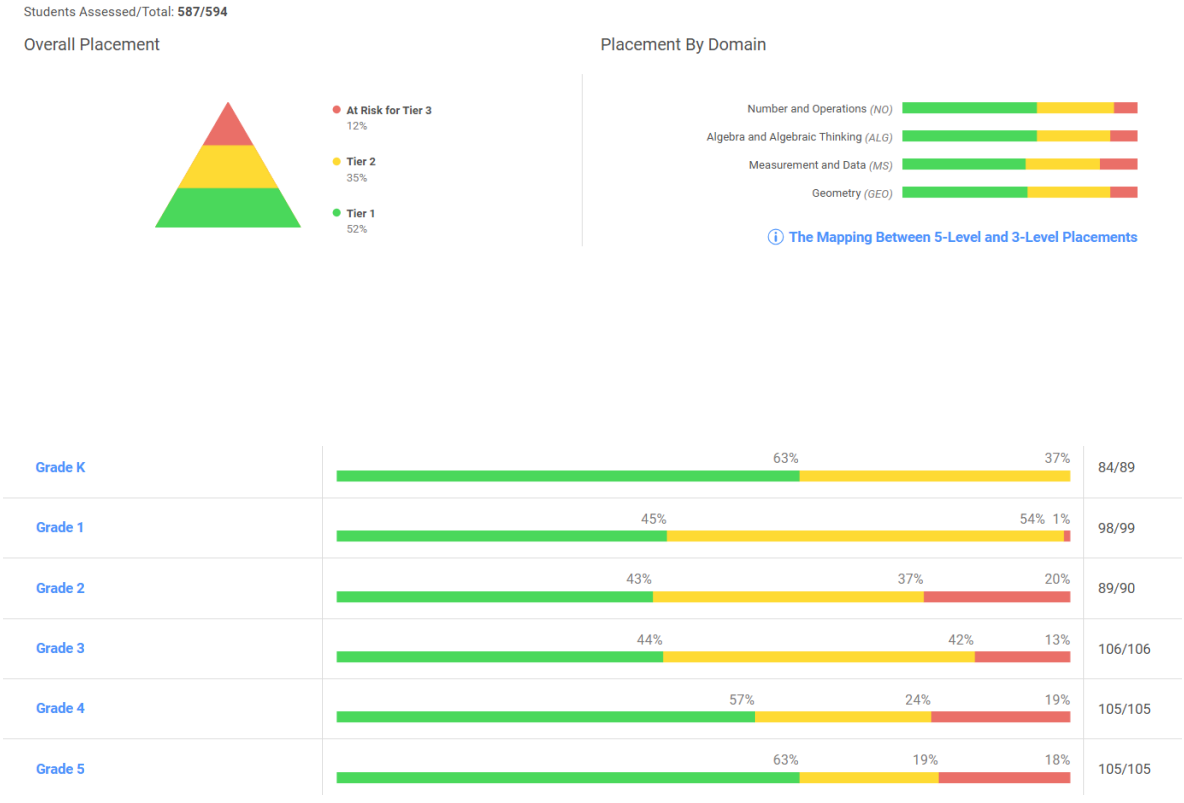
Grade	Teacher	Total Students	Approaching or Above Level	Below Level
Kindergarten Level C	A	19	15	4
Kindergarten Level C	B	16	16	0
Kindergarten Level C	C	20	15	5
Kindergarten Level C	D	19	19	0
Kindergarten Total		74	65 (88%)	9 (12%)
1st Grade Level J	A	21	16	5
1st Grade Level J	B	19	12	7
1st Grade Level J	C	20	12	8
1st Grade Level J	D	20	15	5
1st Grade Level J	E	18	10	8
1st Grade Total		98	65 (66%)	33 (34%)
2nd Grade Level P	A	20	11	9
2nd Grade Level P	B	20	17	3

2nd Grade Level P	C	20	10	10
2nd Grade Level P	D	22	12	10
2nd Grade Total		82	50	32
K-2nd	Campus Total	254	180 (71%)	74 (29%)

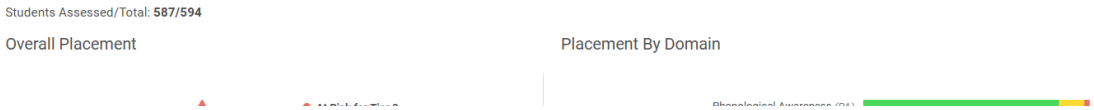
Along with the new core curriculum in math, reading, and science; the district also implemented the use of iready diagnostics and intervention pathways. Students consistently worked on individualized math and reading pathways for 45 minutes a week, and were assessed at the beginning, middle, and end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

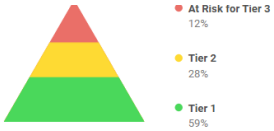
Campus iReady Data 2025-2026

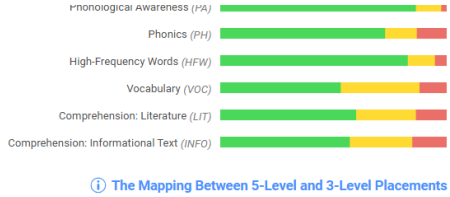
Math



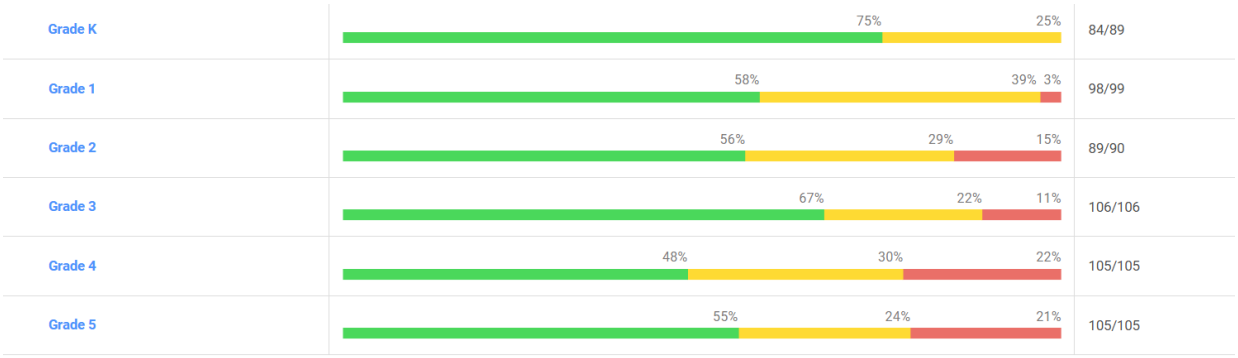
Reading







The Mapping Between 5-Level and 3-Level Placements



Preliminary STAAR Scores, Domain 1 25-26

STAAR 2026 DOMAIN 1: STUDENT ACHIEVEMENT APP - Approaches, MET - Meets, MST - Masters	DTS									2025 DTS	Comparison
	# APP	# MET	# MST	# TOTAL	% APP+	% MET+	% MST	Domain 1 Raw	Domain 1 Score	Domain 1 Score	Trend
3rd Reading	20	36	17	105	70	50	16	45	73	77	↓
3rd Math	24	19	6	105	47	24	6	26	52	69	↓
4th Reading	21	24	25	103	68	48	24	47	75	86	↓
4th Math	15	28	19	103	60	46	18	41	70	71	↓
5th Reading	12	34	43	104	86	74	41	67	92	91	↑
5th Math	26	28	26	104	77	52	25	51	78	78	→
5th Science										67	→
DTS Overall	150	189	148	715	68	47	21	45	73	77	↓

Overall, the campus demonstrates strong early literacy foundations and the capacity for high student performance. However, sustaining student growth beyond Kindergarten, strengthening comprehension, improving intervention systems, and ensuring vertical alignment across grade levels are critical areas for improvement. Addressing these root causes will be essential to improving long-term student outcomes and ensuring consistent academic success across all grade levels.

Strengths

Summary of Strengths

Analysis of campus data across TPRI, GRA, i-Ready, and preliminary STAAR results indicates that the campus demonstrates strong early literacy foundations, particularly in Kindergarten and early first grade. Students in Kindergarten show high levels of proficiency in foundational reading skills, with the majority of students meeting expectations in phonemic awareness and graphophonemic knowledge. This is further reflected in Guided Reading Assessment outcomes, where 88 percent of Kindergarten students are performing at or above grade level, indicating effective initial literacy instruction and strong readiness for subsequent grade levels.

First grade data reflects continued strength in foundational literacy development, with near-universal proficiency in phonemic awareness and graphophonemic knowledge as measured by TPRI. These outcomes indicate that early literacy systems, including phonics instruction and foundational skill development, are well established and consistently implemented.

Across the campus, i-Ready reading data shows that a majority of students in Kindergarten through third grade are performing at Tier 1, suggesting that core instruction is effective in supporting grade-level expectations in early grades. Additionally, mathematics performance trends on i-Ready indicate relatively stronger outcomes compared to reading in intermediate grades, suggesting instructional consistency in math across grade levels.

Preliminary STAAR Domain 1 data shows areas of strong performance, particularly in reading at upper grade levels. Fifth grade reading demonstrates high levels of mastery, indicating that a portion of students are able to meet rigorous standards when foundational skills and comprehension align effectively. These outcomes suggest that the campus has the capacity to produce high levels of academic achievement when instructional systems are effectively aligned.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Student reading performance declines significantly from Kindergarten through second grade, despite strong initial outcomes in Kindergarten.	There is a lack of systematic alignment between foundational literacy instruction and the explicit teaching of reading comprehension and application skills across early grade levels.
2	A substantial percentage of students in first and second grade are performing below grade level in reading.	Intervention systems are inconsistently implemented, with insufficient use of targeted small-group instruction and progress monitoring to address specific student skill deficits.
3	Student performance on STAAR mathematics, particularly in third grade, is significantly lower than other content areas and does not reflect readiness for grade-level standards.	Instruction does not consistently emphasize problem-solving, academic vocabulary, and conceptual understanding required for students to access and apply mathematical thinking at the level of STAAR rigor.

★ = Priority

School Processes & Programs

Summary

Curriculum & Instruction

The district implemented new curriculum during 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 was introduced for social studies, along with Kindergarten and first grade reading, to align with the curriculum used in grades 2-5. The campus focus continues to be refining curriculum implementation through collaborative planning, data analysis, and targeted instructional support 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, CAMT, and Learning Forward Texas. The campus evaluates student achievement data, walkthrough/powerwalk trends, and campus needs assessment data to determine priority areas for professional learning. During the 2025-2026 school year, staff participated in professional development focused on MTSS Tier I best practices, trauma-informed practices, STAAR testing security, i-Ready student growth monitoring, TELPAS administration and verification procedures, and campus needs assessment review. The district's "Base Camp" professional learning model continues to provide opportunities for staff members to attend and facilitate professional learning based on individual and campus needs.

Leadership and Decision-Making Processes

The campus utilizes multiple levels of decision-making processes to ensure data-driven and collaborative decisions. The campus instructional leadership team includes campus administration, counselor, and instructional coaches. The campus leadership team consists of the instructional leadership team as well as grade-level team leads and teacher leaders representing various campus initiatives. The Campus Advisory Committee includes staff representatives, parents, and community partners. Decisions are made after analyzing student achievement data, attendance trends, behavior data, survey feedback, and district initiatives. This collaborative structure ensures that stakeholders have opportunities to provide input into campus improvement efforts and student success initiatives.

Communication

Campus internal staff communication is conducted primarily through a daily "Morning Message" shared by the principal that includes logistical information, reminders, deadlines, celebrations, and campus updates. Staff members also utilize email, staff meetings, and communication applications as needed. Family communication occurs through a monthly digital newsletter, grade-level newsletters, social media platforms, the campus and district websites, and communication folders sent home with students. The campus continues to prioritize strong relationships with families through transparent communication and opportunities for engagement throughout the school year.

Organization and Scheduling

The campus master schedule is reviewed and adjusted annually based on instructional requirements, student needs, and staff feedback. The instructional leadership team develops the master schedule, which is reviewed by the campus leadership team during the annual summer leadership retreat. Classroom assignments, intervention schedules, specialized services, and enrichment opportunities are considered to maximize instructional time and support student success.

Extracurricular and Enrichment Activities

Shields Elementary provides a variety of extracurricular and enrichment opportunities that support student leadership, creativity, academic growth, and school connectedness. Students may participate in programs such as choir, steel drum band, art club, Battle of the Books, running club, Amazing Shake, Hosts with the Most, UIL, Spelling Bee, Hawk Helpers, and the Shields Sunshine Club.

During the 2025-2026 school year, the campus hosted its fourth annual Amazing Shake program, expanding the experience by

providing participating students with a college and career exploration field trip to KidZania. The campus also established its first National Elementary Honor Society chapter and inducted its inaugural group of members. NEHS students participated in monthly leadership meetings, campus service projects, and two community service initiatives during the year.

In addition to the enrichment opportunities, the Shields Running Club held a family 5K to promote healthy lifestyle habits and positive family engagement. The campus also participated in the American Heart Health Challenge through the PTA and PE program.

Family and community engagement continued to grow through an active PTA. PTA membership increased during the school year, with a specific focus on increasing student membership and participation. Student members were recognized through five engagement events with campus principals, including activities such as Pizza with the Principal, Popcorn with the Principal, and Popsicles with the Principal.

Technology

Students in grades 2-5 participate in a one-to-one technology program and are assigned individual Chromebooks to support daily instruction. Students in Pre-K through first grade have access to classroom iPads and utilize the campus computer lab for technology integration and digital learning experiences. Technology resources are used to support instruction, intervention, assessment, and student engagement across all grade levels.

Strengths

Curriculum & Instruction

- Professional Learning Communities (PLCs) consistently engage in curriculum internalization, lesson planning, student data analysis, and intervention planning to support implementation of district curriculum resources.
- Teachers utilize aligned district curriculum resources in reading, math, science, and social studies to provide consistent instructional experiences across grade levels.
- Campus instructional coaches and administrators provide ongoing support through classroom walkthroughs, coaching cycles, and data meetings to strengthen instructional practices.
- Student achievement data, i-Ready growth data, common assessments, and STAAR results are regularly analyzed to inform instructional decisions and intervention planning.

Professional Development

Professional learning is aligned to campus needs identified through student achievement data, walkthrough trends, and campus improvement priorities.

- During the 2025-2026 school year, staff participated in professional learning focused on MTSS Tier I best practices, trauma-informed practices, STAAR testing security, i-Ready student growth monitoring, TELPAS administration and verification, and campus needs assessment review.
- The district's Base Camp professional learning model provides opportunities for staff members to attend differentiated sessions and share expertise with colleagues.
- Staff members regularly attend conferences and learning opportunities, including TEPSA, Ron Clark Academy, Get Your Teach On, Lead4Ward, and Learning Forward Texas, and turn key learning to campus staff.

Leadership and Decision-Making Processes

- The campus maintains a collaborative leadership structure that includes the instructional leadership team, campus leadership team, Campus Advisory Committee, teacher leaders, parents, and community representatives.
- Campus decisions are guided by student achievement data, attendance data, behavior trends, stakeholder surveys, and district priorities.
- Teacher leaders are actively involved in campus initiatives and contribute to continuous improvement efforts through leadership committees and planning teams.
- The Campus Advisory Committee provides opportunities for stakeholder input and feedback regarding campus programs and improvement planning.

Communication

- Daily staff communication through the principal's Morning Message provides consistent information regarding campus operations, celebrations, reminders, and upcoming events.
- Families receive regular communication through monthly digital newsletters, grade-level newsletters, social media platforms, campus websites, and take-home communication folders.

- The campus prioritizes transparency and relationship-building through frequent communication and family engagement opportunities.
- Communication systems support collaboration among staff, families, and community stakeholders.

Organization and Scheduling

- The master schedule is reviewed annually and designed to maximize instructional time while meeting student academic, intervention, and specialized service needs.
- Campus leadership utilizes staff feedback and student data to inform scheduling decisions and resource allocation.
- Intervention and support services are strategically scheduled to minimize disruptions to core instruction.
- Scheduling processes allow students access to enrichment opportunities, specialized programs, and extracurricular activities.

Extracurricular and Enrichment Activities

Students have access to a wide variety of extracurricular and enrichment opportunities, including choir, steel drum band, art club, Battle of the Books, Running Club, Amazing Shake, Hosts with the Most, UIL, Hawk Helpers, Sunshine Club, and Spelling Bee.

- The campus successfully hosted its fourth annual Amazing Shake program and expanded the experience by providing participating students with a college and career exploration field trip to KidZania.
- The campus established its first National Elementary Honor Society chapter, with students participating in monthly leadership meetings, campus projects, and two service-learning projects.
- Student leadership opportunities foster communication skills, civic responsibility, confidence, and college and career readiness.
- Extracurricular programs provide opportunities for students to develop talents, leadership skills, and positive relationships outside of the classroom.
- Healthy habits are promoted through opportunities through the Shields Running Club and American Heart Health Challenge

Family and Community Engagement

- PTA membership increased during the 2025-2026 school year, demonstrating growing family involvement and support for the campus.
- The campus intentionally increased student PTA membership participation through five student member engagement events with campus principals, including Pizza with the Principal, Popcorn with the Principal, and Popsicles with the Principal.
- Families are provided multiple opportunities to participate in campus events, committees, volunteer opportunities, and student celebrations.
- Strong partnerships with families and community members contribute to a positive campus culture and student success.

Technology

- Students in grades 2-5 participate in a one-to-one Chromebook program that supports instruction, assessment, intervention, and student engagement.
- Students in Pre-K through first grade have access to classroom iPads and digital learning resources that support early learning and technology integration.
- Technology resources are used to support personalized learning, progress monitoring, and access to instructional programs such as i-Ready.
- Staff members regularly utilize technology tools to communicate, analyze data, and enhance instruction.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Although district curriculum resources have been implemented across all grade levels and content areas, student achievement data indicates a need for increased mastery and academic growth in reading and mathematics across student groups	Teachers are continuing to refine instructional practices, curriculum internalization processes, and data-driven intervention strategies following the implementation of multiple new curriculum programs over the past two years.
2	While staff participate in ongoing professional learning opportunities, campus data indicates a need for greater consistency in the implementation of Tier I instructional best practices across classrooms.	Professional learning has focused heavily on curriculum implementation and district initiatives, resulting in varying levels of instructional practice implementation among staff members.
3	Although family engagement opportunities and PTA membership have increased, participation rates among all student families remain inconsistent across campus events and programs.	Families have varying schedules, communication preferences, and levels of familiarity with campus involvement opportunities, limiting participation from some stakeholder groups.

★ = Priority

Perceptions

Summary

At Shields Elementary, we are proud to maintain a positive campus culture that is reflected in both staff and family feedback. Staff satisfaction survey results indicate a 93% overall satisfaction rate, demonstrating that employees value the supportive environment, collaborative culture, and commitment to student success. This positive perception contributes to the campus's ability to attract and retain high-quality educators and staff members.

While staff survey results were overwhelmingly positive, discipline support received the lowest rating at 80% satisfaction. Campus leadership continues to review and refine discipline systems and processes to ensure consistent support for staff, students, and families while maintaining a positive learning environment for all students.

Our families continue to express high levels of satisfaction with the school experience provided at Shields Elementary. Parent survey results identified friendliness, a welcoming school environment, helpful office staff, and clear communication as key strengths of the campus. Families consistently report feeling informed, valued, and connected to the school community.

The campus has experienced significant growth in enrollment over the past several years, increasing from approximately 400 students to more than 650 students. This continued growth reflects the confidence families place in the educational opportunities, supportive environment, and strong reputation of Shields Elementary within the community.

Family engagement remains a priority, and survey results indicate that many parents appreciate the balance of family engagement events and activities offered throughout the year. Through the partnership of an active PTA and campus staff, families have multiple opportunities to participate in school events, volunteer activities, and student celebrations. PTA membership also increased during the 2025-2026 school year, demonstrating growing family involvement and support.

Students benefit from a variety of extracurricular activities, leadership opportunities, and enrichment programs designed to foster academic, social, and emotional growth. Programs such as Amazing Shake, National Elementary Honor Society, choir, steel drum band, Battle of the Books, Running Club, UIL, and other student leadership opportunities contribute positively to the overall student experience and campus culture.

Parent feedback also identified opportunities for continued growth. Some families expressed interest in additional STEM-focused family engagement events and expanded student club offerings. Campus leadership will continue to explore opportunities to enhance enrichment experiences while maintaining the strong family engagement practices currently in place.

The campus house system, leadership recognition opportunities, and student leadership programs continue to promote character development, teamwork, responsibility, and school connectedness. These initiatives help foster a positive campus culture where students feel a sense of belonging and pride in their school community.

The presence of a School Police Officer on campus continues to support a safe learning environment through regular safety drills, security monitoring, and relationship-building with students and staff. Families and staff consistently recognize school safety as an important component of the positive campus climate.

Overall, stakeholder feedback indicates that Shields Elementary is viewed as a welcoming, student-centered campus with strong communication systems, positive relationships, meaningful family engagement opportunities, and a commitment to continuous improvement.

Strengths

Staff Perceptions

- Staff satisfaction survey results indicate a 93% overall satisfaction rate, demonstrating that employees value the supportive culture, collaborative environment, and commitment to student success at Shields Elementary.
- The campus maintains a positive reputation as a desirable place to work, contributing to low staff turnover and the ability to attract highly qualified educators and staff members.
- Staff members actively contribute to campus leadership, professional learning, extracurricular programs, and school

improvement initiatives, fostering a culture of shared responsibility and continuous growth.
- Strong relationships among staff members promote collaboration, trust, and a positive work environment focused on student achievement.

Family Perceptions

- Parent survey results indicate high levels of satisfaction with the overall school experience provided at Shields Elementary.
- Families identified friendliness, a welcoming campus atmosphere, helpful office staff, and clear communication as key strengths of the school.
- Parents report feeling informed and connected through multiple communication systems, including newsletters, social media, classroom communication, and campus events.
- Family engagement continues to be a strength, with many parents expressing appreciation for the variety and balance of engagement opportunities offered throughout the school year.
- PTA membership increased during the 2025-2026 school year, demonstrating growing family involvement and support for the campus.

Student Perceptions and Campus Culture

Students have access to a variety of leadership, service, and enrichment opportunities that contribute to a positive school experience and sense of belonging.

- The campus successfully hosted its fourth annual Amazing Shake program and expanded the experience through a college and career exploration field trip to KidZania.
- The establishment of the campus's first National Elementary Honor Society chapter provided students with opportunities to develop leadership skills and participate in service-learning projects.
- The campus house system, leadership recognition opportunities, and student leadership programs promote character development, teamwork, responsibility, and school pride.
- Extracurricular activities and student clubs provide opportunities for students to explore interests, develop talents, and build positive relationships with peers and staff.

Community Perceptions

- Enrollment growth from approximately 400 students to more than 650+ students over the past five years reflects the confidence families place in the educational opportunities and supportive environment at Shields Elementary.
- Strong partnerships between the campus, PTA, families, and community stakeholders contribute to a positive perception of the school within the community.
- The campus is recognized as a welcoming, student-centered environment that prioritizes communication, safety, and student success.
- The presence of a School Police Officer supports a safe learning environment through safety drills, security monitoring, and positive interactions with 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 parents report high levels of satisfaction with family engagement opportunities, some families have expressed a desire for additional STEM-focused events and student enrichment opportunities.	Current family engagement and extracurricular offerings have primarily focused on schoolwide events and leadership activities, resulting in limited STEM-specific opportunities for students and families.
3	Although staff survey results indicate a 93% overall satisfaction rate, only 80% of staff reported satisfaction with campus discipline support systems.	Increased student behavioral and social-emotional needs have created a need for continued refinement of campus discipline processes, staff support systems, and behavior intervention practices.

★ = 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] **Campus goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Planning and decision making committee(s) meeting data**

Accountability Data

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

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [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] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Running Records results**
- [x] **Texas approved PreK - 2nd grade assessment data**

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Student surveys and/or other feedback**
- [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] **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**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [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] **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, CLI, iReady 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: Instructional Leadership and Capacity Building

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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, iReady, Reading/Writing Journaling, Word Wall Activities/Genre Wall, Guided Reading, Writing Stations, Targeted professional development, Think Up! (iReady), 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 and book vending machine.

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

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: Instructional Leadership and Capacity Building

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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: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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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, iReady 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: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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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: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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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: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

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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: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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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: Integrated Student Support Systems

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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: Integrated Student Support Systems

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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

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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

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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

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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: Integrated Student Support Systems

Formative Reviews

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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

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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

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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

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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: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

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Performance Objective 2

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

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: Instructional Leadership and Capacity Building

Formative Reviews

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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: Instructional Leadership and Capacity Building

Formative Reviews

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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: Planning and Performance Management through Strong Leadership

Formative Reviews

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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: Instructional Leadership and Capacity Building

Formative Reviews

December	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: Instructional Leadership and Capacity Building

Formative Reviews

December	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: Instructional Leadership and Capacity Building

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

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

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.

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

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 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: Integrated Student Support Systems

Formative Reviews

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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

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.

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

December	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

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: Janitors
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

Communicate with parents on a regular basis through calendars, Title I surveys, newsletters, Parent Square, Facebook, 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

December	February	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 pportunities 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

December	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
DADs (Dads at Duty)
House Program (family sorting night)
Title 1 Parent Nights (Family Literacy and Math Nights)
Districtwide Coffee Talk 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

December	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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

December	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

Members

First Name	Last Name	Position	Committee Role
Lauren	Macik	Secretary/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
Josie	Prachyl	SPED Teacher	Teacher
Claudia	Davis	Assistant Principal	Administrator
Christie	Hajovsky	5th Grade Teacher	Teacher
Rebekah	Rittimann	4th Grade Teacher	Teacher
Alissa	Gonsoulin	Parent	Parent
Rachel	Rangel	Nurse	Non-classroom Professional
Dorthea	Herndon	PE/Crisis team lead	Classroom Teacher
Emily	Pape	Librarian	Non-classroom Professional
Rebekah	Rittimann	4th Grade Teacher	Classroom Teacher
Sonya	Rivera	2nd Grade Teacher	Classroom Teacher
Adriann	Windom	3rd Grade Teacher	Classroom Teacher
Melody	Hawkins	Student and Family Services	District-level Professional
Tyler	Tucker	Counselor	Non-classroom Professional
Amanda	Simone	ECSE Assistant Principal	Administrator
Samantha	Miller	Principal	Administrator

Tiffany	Huchingson	K-2 Instructional Coach	Non-Classroom Professional
Jana	Franco	SPED Teacher	Classroom Teacher
Melody	Hawkins	Student Services	District-level Professional
Tiffany	Harker	1st Grade Teacher	Classroom Teacher
Sara	Brown	Instructional Coach	Non-Classroom Professional
Mendi	Scott	GT Teacher	Non-classroom Professional
Mandey	Pandey	Community Member	Business Representative

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