

**AGENDA OF RED OAK INDEPENDENT SCHOOL DISTRICT  
BOARD OF TRUSTEES REGULAR MEETING  
Monday, October 20, 2025**

Notice is hereby given that a Regular Meeting of the Board of Trustees of the Red Oak Independent School District will be held on Monday, October 20, 2025 beginning at 7:00 PM at Red Oak ISD Education Service Center, 109 West Red Oak Road, Red Oak, TX 75154.

The subjects to be discussed or considered, or upon which any formal action may be taken, are listed below. Items do not have to be taken in the same order as shown on the meeting notice.

1. CALL TO ORDER / ESTABLISH QUORUM
2. INVOCATION  
Pastor David Johnston, Senior Pastor of Highland Meadows Church, Red Oak
3. PLEDGES OF ALLEGIANCE  
Ayden Smith, 5th Grade Student from Red Oak Elementary School
4. RECOGNITIONS
  - A. Top Hawks  
Brenda Sanford, Superintendent
  - B. Hawk Staff Spotlight  
Brenda Sanford, Superintendent
  - C. National Principals Month  
Brenda Sanford, Superintendent
5. SUPERINTENDENT'S REPORT
  - A. Construction Update  
Brent Stanford, Executive Director of Support Services
  - B. District Update  
Brenda Sanford, Superintendent
6. OPEN FORUM 4
7. ACTION ITEMS
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    1. Minutes from School Board Regular Meeting on September 15, 2025 6
    2. Minutes from School Board Special Meeting on September 16, 2025 10
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    4. Board Policy CFB (LOCAL) 15
    5. RFP 2025-08-01 - ROISD - Student Nutrition - Pizza 17
    6. Technology Manager At-Risk for 2025 Bond Projects 19
  - B. Consideration and Approval of Annual Investment Report 30  
Dr. Bill Johnston, Chief Financial Officer
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  - A. Bilingual / ESL Program Evaluation 76
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    3. Russell P. Schupmann Elementary School 191
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| E.  | Finance Report  | 491 |
| 9.  | CLOSED SESSION  |     |
| A.  | Texas Government Code 551.071 - For the purpose of a private consultation with the Board's attorney on any and all subjects or matters authorized by law.   |     |
| B.  | Texas Government Code 551.072 - For the purpose of discussing the purchase, exchange, lease or value of real property.  |     |
| C.  | Texas Government Code 551.073 - For the purpose of considering a negotiated contract for a prospective gift or donation.  |     |
| D.  | Texas Government Code 551.074 - For the purpose of considering the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee; or to hear a complaint or charge against an officer or employee.   |     |
|     | 1. Personnel Matters  |     |
|     | 2. Superintendent Goals   |     |
| E.  | Texas Government Code 551.076 - To consider the deployment, or specific occasions for implementation, of security personnel or devices.   |     |
| F.  | Texas Government Code 551.082 - For the purpose of considering discipline of a public school child or children or to hear a complaint by an employee against another employee if the complaint or charge directly results in a need for a hearing.  |     |
| G.  | Texas Government Code 551.0821 - Personally identifiable information of Public School students.   |     |
| H.  | Texas Government Code 551.083 - For the purpose of considering the standards, guidelines, terms or conditions the Board will follow, or instruct its representatives to follow, in consultation with representative of employee groups in connection with consultation agreements provided for by Section 13.901 of the Texas Education Code. |     |
| I.  | Texas Government Code 551.084 - For the purpose of excluding witness or witnesses from a hearing during examination of another witness.   |     |
| J.  | Texas Government Code 551.086 - For the purpose of considering economic development negotiations.   |     |
| 10. | RECONVENE IN OPEN SESSION FOR ACTION RELATIVE TO CLOSED SESSION   |     |
| 11. | ADJOURNMENT   |     |

***If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the Board will convene in such closed meeting in accordance with the Open Meetings Act, Government Code, Chapter 551, Subchapters D and E. Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions or decisions will be taken in open meeting.***

Any person with a disability or special accommodation need should call 972-617-2941 no later than 10:00 a.m. on the scheduled meeting date.

This notice was posted in compliance with the Open Meetings Act on October 14, 2025 at 4:00 p.m.

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Brenda Sanford, Superintendent  
(For the Board of Trustees)

## AUDIENCE PARTICIPATION SIGN-UP SHEET

Any person wishing to address the Board about a topic related to District business during the period reserved for public comment at a Board meeting must sign up to be heard, in accordance with District policy BED(LOCAL):

1. Each participant will be limited to two (2) minutes to make comments to the Board.
2. Under the Texas Open Meetings Act, the Board is not permitted to discuss or act upon any issues that are not posted on the agenda for tonight's meeting.
3. The Board has adopted complaint policies that are designed to secure, at the lowest possible administrative level, a prompt and equitable resolution of complaints and concerns. Each of these processes provides that, if a resolution cannot be achieved administratively, the person may appeal the administrative decision to the Board as a properly posted agenda item. For further information on those policies, please contact Cristi Watts, Executive Director of Student Services, for student issues, and Michelle Ailara, Deputy Superintendent, for employee issues at 972-617-2941. If the subject of your comment involves a pending grievance, please continue to seek resolution through the grievance process and address the Board only at the appropriate stage of that process.
4. Under the Texas Open Meetings Act, the Board may exercise its authority to discuss certain subject matters in closed session, including matters involving individual District staff members and individual students. If your comment concerns one of these subjects, please address your concern through the complaint policies described above.
5. Finally, please be aware that rules of decorum will be enforced during the public comment period. Personal attacks, name-calling, and rude or slanderous remarks will not be tolerated. Each participant is legally responsible for the content and consequences of his or her own statements.

Please fill in the information requested below if you wish to address the Board during the public comment period:

Name (please print) \_\_\_\_\_

Address \_\_\_\_\_

ROISD Campus Your Child(ren) attends \_\_\_\_\_

School District of Residence \_\_\_\_\_ Telephone \_\_\_\_\_

Topic/ Agenda Item \_\_\_\_\_

**Limit on Participation**

Audience participation at a Board meeting is limited to the portion of the meeting designated to receive public comment in accordance with this policy. At all other times during a Board meeting, the audience shall not enter into discussion or debate on matters being considered by the Board, unless requested by the presiding officer.

**Public Comment**

**Regular Meetings**

At regular Board meetings, the Board shall permit public comment, regardless of whether the topic is an item on the agenda posted with notice of the meeting.

**Special Meetings**

At all other Board meetings, public comment shall be limited to items on the agenda posted with notice of the meeting.

**Procedures**

Individuals who wish to participate during the portion of the meeting designated for public comment shall sign up with the presiding officer or designee before the meeting begins as specified in the Board's procedures on public comment and shall indicate the agenda item or topic on which they wish to address the Board.

Public comment shall occur at the beginning of the meeting.

Except as permitted by this policy and the Board's procedures on public comment, an individual's comments to the Board shall not exceed two minutes per meeting.

**Meeting Management**

When necessary for effective meeting management or to accommodate large numbers of individuals wishing to address the Board, the presiding officer may make adjustments to public comment procedures, including adjusting when public comment will occur during the meeting, reordering agenda items, deferring public comment on nonagenda items, continuing agenda items to a later meeting, providing expanded opportunity for public comment, or establishing an overall time limit for public comment and adjusting the time allotted to each speaker. However, no individual shall be given less than one minute to make comments.

**Board's Response**

Specific factual information or recitation of existing policy may be furnished in response to inquiries, but the Board shall not deliberate or decide regarding any subject that is not included on the agenda posted with notice of the meeting.

**Complaints and Concerns**

The presiding officer or designee shall determine whether an individual addressing the Board has attempted to solve a matter administratively through resolution channels established by policy. If not, the individual shall be referred to the appropriate policy to seek resolution:

- Employee complaints: DGBA
- Student or parent complaints: FNG
- Public complaints: GF

**Disruption**

The Board shall not tolerate disruption of the meeting by members of the audience. If, after at least one warning from the presiding officer, any individual continues to disrupt the meeting by his or her words or actions, the presiding officer may request assistance from law enforcement officials to have the individual removed from the meeting.

**MINUTES OF THE  
RED OAK INDEPENDENT SCHOOL DISTRICT  
BOARD OF TRUSTEES REGULAR MEETING  
Monday, September 15, 2025**

A Regular Meeting of the Board of Trustees of Red Oak ISD was held Monday, September 15, 2025, beginning at 7:00 PM at the Red Oak ISD Education Service Center, 109 West Red Oak Road, Red Oak, TX 75154.

1. CALL TO ORDER / ESTABLISH QUORUM

The Regular Meeting of the School Board was called to order by Melanie Petersen, President of the School Board, at 7:00 p.m.

The Red Oak ISD School Board met at the Red Oak ISD Education Service Center and the presiding officer, Melanie Petersen, noted that a quorum of Board Members was present; that the meeting was duly called; and that notice of the meeting had been posted in accordance with the Texas Open Meetings Act, Texas Government Code, Chapter 551.00.

The following Board members were present: Melanie Petersen, President; Johnny Knight, Vice President; Sean Kelly, Secretary; John Anderson; Donna Knight; Donny Lutrick; and Brian Sebring.

The following Board members were absent: None.

2. INVOCATION

Mr. Lutrick led the invocation.

3. PLEDGES OF ALLEGIANCE

Isabelle Helms, 5th Grade Student from Eastridge Elementary School, led the Pledges of Allegiance to the American and Texas flags.

4. SUPERINTENDENT'S REPORT

A. Safety Week Update

Phillip Prasifka, Chief of Police, Red Oak ISD Police Department

**Phillip Prasifka, Chief of Police, Red Oak ISD Police Department, gave an update on Safety Week that was held the week of September 2.**

B. District Update

Brenda Sanford, Superintendent

**Congratulations to Red Oak High School Volleyball Head Coach Hope Porter on her 500th career win.**

**Our elementary schools celebrated Grandparent's Day on September 5. We welcomed many grandparents and loved ones and had a wonderful time.**

**September is Firefighter Appreciation month and we want to thank all the firefighters in our area for their service and support of ROISD and our communities.**

**We are celebrating National Hispanic Heritage Month from September 15 through October 15. Keep an eye out for exciting campus activities and events throughout this time.**

**September 19 is a Staff Development Day and a Student Holiday.**

**The Red Oak Founders Day Parade will take place on Saturday, September 20 at 9:00 a.m.**

**September 26 is a District Holiday. All campuses and district offices will be closed.**

**Coffee Talk with the Superintendent will take place on Wednesday, October 1, at 7:45 a.m.**

**The next Mobile Food Pantry will be on Thursday, October 9, at 4:00 p.m., at the ESC.**

**The Homecoming parade will take place on Friday, October 10. This is also an early release day.**

**The next Regular Board Meeting is scheduled for Monday, October 20, at 7:00 p.m.**

**5. OPEN FORUM**

**No one spoke in Open Forum.**

**6. ACTION ITEMS**

**A. Consent Agenda**

1. Minutes from School Board Regular Meeting on August 25, 2025
2. Payment of Current Bills Over \$50,000
3. Prevailing Wage Rates
4. Resolution for Student Transfer by Peace Officer

**Mr. Knight made a motion to approve the Consent Agenda as presented. Mr. Anderson seconded the motion. The motion passed 7 – 0.**

- B. Consideration and Approval of Purchase of Cafeteria Equipment  
Victoria Ybarra, Director of Student Nutrition

**Ms. Knight made a motion to approve the purchase of cafeteria equipment in the amount of \$71,145.76 using Buyboard contract #683-22. Mr. Sebring seconded the motion. The motion passed 7 – 0.**

- C. Consideration and Approval of Resolution of Candidate Nominations for the Ellis Appraisal District Board of Directors for 2026  
Brenda Sanford, Superintendent

**The Board took no action on this item.**

- D. Consideration and Approval of School Library Advisory Committee (SLAC) for the 2025-2026 School Year  
Laura Kelly, Director of Instructional Technology

**Ms. Knight made a motion to approve the School Library Advisory Council (SLAC) members for the 2025-2026 school year in accordance with Board Policy EFB (LOCAL), adopted July 29, 2025. Mr. Sebring seconded the motion. The motion passed 7 – 0.**

7. CLOSED SESSION

**The Board convened into Closed Session at 7:18 p.m.**

- A. Texas Government Code 551.072 - For the purpose of discussing the purchase, exchange, lease or value of real property.
- B. Texas Government Code 551.074 - For the purpose of considering the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee; or to hear a complaint or charge against an officer or employee.
  - 1. Personnel Matters
  - 2. Superintendent Goals
- C. Texas Government Code 551.086 - For the purpose of considering economic development negotiations.

8. RECONVENE IN OPEN SESSION FOR ACTION RELATIVE TO CLOSED SESSION

**The Board reconvened back into Open Session at 9:47 p.m.**

9. ADJOURNMENT

**As there was no further business or action to be taken, the meeting adjourned at 9:47 p.m.**

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Melanie Petersen, Board President

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Sean Kelly, Board Secretary

**MINUTES OF THE  
RED OAK INDEPENDENT SCHOOL DISTRICT  
BOARD OF TRUSTEES SPECIAL MEETING  
Tuesday, September 16, 2025**

A Special Meeting of the Board of Trustees of Red Oak ISD was held Tuesday, September 16, 2025, beginning at 5:00 PM at the Red Oak ISD Education Service Center, 109 West Red Oak Road, Red Oak, TX 75154.

1. CALL TO ORDER / ESTABLISH QUORUM

The Special Meeting of the School Board was called to order by Melanie Petersen, President of the School Board, at 5:09 p.m.

The Red Oak ISD School Board met at the Red Oak ISD Education Service Center and the presiding officer, Melanie Petersen, noted that a quorum of Board Members was present; that the meeting was duly called; and that notice of the meeting had been posted in accordance with the Texas Open Meetings Act, Texas Government Code, Chapter 551.00.

The following Board members were present: Melanie Petersen, President; Johnny Knight, Vice President; Sean Kelly, Secretary; John Anderson; Donna Knight; and Donny Lutrick.

The following Board member was absent: Brian Sebring.

2. INVOCATION

Mr. Knight led the invocation.

3. PLEDGES OF ALLEGIANCE

Mr. Kelly led the Pledges of Allegiance to the American and Texas flags.

4. OPEN FORUM

**No one spoke in Open Forum.**

5. ACTION ITEM

- A. Consideration and Approval for Improvements to ROHS Baseball and Softball Fields and Facilities  
Brent Stanford, Executive Director of Support Services

**Mr. Knight made a motion to approve the purchase of the baseball and softball field improvement projects as detailed in the proposals, submitted by Hellas**

**Construction, in the amount of \$987,360, using 1GPA (1 Government Procurement Alliance) contract #23-01DP-03 Athletic Surfaces, Appurtenances and Minor Structures and Contract #24-06DP-04 JOC General Construction. Mr. Kelly seconded the motion. The motion passed 6 – 0.**

6. ADJOURNMENT

**As there was no further business or action to be taken, the meeting adjourned at 5:16 p.m.**

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Melanie Petersen, Board President

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Sean Kelly, Board Secretary

CHECK		ACCOUNT	
NUMBER	VENDOR	AMOUNT	NUMBER
233446	ELLIS APPRAISAL DIST	103,983.94	199 E 99 6213 00 703 0 99 000
		103,983.94	Totals for 233446
233460	MASTERYPREP, LLC	79,750.00	410 E 11 6321 26 999 0 11 IMA
		79,750.00	Totals for 233460
233469	SHELL ENERGY SOLUTIO	9,245,269.52	199 E 51 6259 02 001 0 99 000
233469	SHELL ENERGY SOLUTIO	4,928,866.87	199 E 51 6259 02 041 0 99 000
233469	SHELL ENERGY SOLUTIO	1,900,422.59	199 E 51 6259 02 101 0 99 000
233469	SHELL ENERGY SOLUTIO	1,569,818.03	199 E 51 6259 02 102 0 99 000
233469	SHELL ENERGY SOLUTIO	1,172,983.61	199 E 51 6259 02 103 0 99 000
233469	SHELL ENERGY SOLUTIO	2,102,357.28	199 E 51 6259 02 105 0 99 000
233469	SHELL ENERGY SOLUTIO	1,797,945.52	199 E 51 6259 02 999 0 99 000
233469	SHELL ENERGY SOLUTIO	2,635,163.76	198 E 51 6259 02 999 0 99 000
233469	SHELL ENERGY SOLUTIO	1,041,488.66	199 E 51 6259 02 870 0 99 000
233469	SHELL ENERGY SOLUTIO	247,507.43	199 E 51 6259 02 996 0 99 000
233469	SHELL ENERGY SOLUTIO	696,918.33	199 E 51 6259 02 995 0 99 000
233469	SHELL ENERGY SOLUTIO	755,308.09	199 E 51 6259 02 001 0 22 000
233469	SHELL ENERGY SOLUTIO	-28,004,996.98	199 E 51 6259 02 042 0 99 000
		89,052.71	Totals for 233469
233549	COMMUNICATIONS TECHN	90,109.80	199 E 52 6639 00 999 0 99 000
		90,109.80	Totals for 233549
233576	SEGRA/DBA	11,018.83	199 E 51 6259 01 999 0 99 000
233576	SEGRA/DBA	12,270.15	199 E 51 6259 01 999 0 99 000
233576	SEGRA/DBA	106,301.49	199 E 51 6259 01 999 0 99 000
		129,590.47	Totals for 233576
		492,486.92	Totals for checks

CHECK		ACCOUNT	
NUMBER	VENDOR	AMOUNT	NUMBER
19744	LABATT FOOD SERVICE	17,778.03	240 E 35 6341 00 001 0 99 000
19744	LABATT FOOD SERVICE	1,014.97	240 E 35 6342 00 001 0 99 000
19744	LABATT FOOD SERVICE	3,155.06	240 E 35 6341 00 001 0 99 000
19744	LABATT FOOD SERVICE	8.67	240 E 35 6342 00 001 0 99 000
19744	LABATT FOOD SERVICE	149.46	240 E 35 6341 00 001 0 99 000
19744	LABATT FOOD SERVICE	535.35	240 E 35 6341 00 001 0 99 000
19744	LABATT FOOD SERVICE	41.42	240 E 35 6342 00 001 0 99 000
19744	LABATT FOOD SERVICE	8,444.62	240 E 35 6341 00 041 0 99 000
19744	LABATT FOOD SERVICE	602.26	240 E 35 6342 00 041 0 99 000
19744	LABATT FOOD SERVICE	682.81	240 E 35 6341 00 042 0 99 000
19744	LABATT FOOD SERVICE	4,226.51	240 E 35 6341 00 042 0 99 000
19744	LABATT FOOD SERVICE	41.42	240 E 35 6342 00 042 0 99 000
19744	LABATT FOOD SERVICE	4,210.77	240 E 35 6341 00 101 0 99 000
19744	LABATT FOOD SERVICE	532.95	240 E 35 6342 00 101 0 99 000
19744	LABATT FOOD SERVICE	88.53	240 E 35 6341 00 101 0 99 000
19744	LABATT FOOD SERVICE	3,616.46	240 E 35 6341 00 102 0 99 000
19744	LABATT FOOD SERVICE	347.23	240 E 35 6342 00 102 0 99 000
19744	LABATT FOOD SERVICE	4,421.03	240 E 35 6341 00 103 0 99 000
19744	LABATT FOOD SERVICE	498.52	240 E 35 6342 00 103 0 99 000
19744	LABATT FOOD SERVICE	96.36	240 E 35 6341 00 103 0 99 000
19744	LABATT FOOD SERVICE	180.72	240 E 35 6342 00 103 0 99 000
19744	LABATT FOOD SERVICE	7,383.42	240 E 35 6341 00 105 0 99 000
19744	LABATT FOOD SERVICE	622.54	240 E 35 6342 00 105 0 99 000
19744	LABATT FOOD SERVICE	158.98	240 E 35 6342 00 105 0 99 000
19744	LABATT FOOD SERVICE	5,825.99	240 E 35 6341 00 107 0 99 000
19744	LABATT FOOD SERVICE	761.12	240 E 35 6342 00 107 0 99 000
19744	LABATT FOOD SERVICE	1,567.80	240 E 35 6341 00 999 0 99 000
		66,993.00	Totals for 19744
		66,993.00	Totals for checks

CHECK		ACCOUNT	
NUMBER	VENDOR	AMOUNT	NUMBER
12317	CORYELL ROOFING & CO	732,604.32	699 E 51 6629 34 999 0 99 000
		732,604.32	Totals for 12317
12323	SEGRA/DBA	74,358.65	650 E 81 6629 00 999 0 99 000
		74,358.65	Totals for 12323
12329	PLATINUM SAFETY & SE	40,992.25	650 E 81 6629 00 999 0 99 000
12329	PLATINUM SAFETY & SE	12,297.67	650 E 81 6629 00 999 0 99 000
		53,289.92	Totals for 12329
		860,252.89	Totals for checks

**Local Board Policy CFB (LOCAL)**

**Presented for:**

Board Action   X   Report/Review Only \_\_\_\_\_

**Supporting documents:**

None \_\_\_\_\_ Attached   X   Provided Later \_\_\_\_\_

**Contact Person:**

Merilee Stone, Assessment and Accountability Coordinator

**Background Information:**

- **CFB (LOCAL): Accounting: Inventories – Johnston**
  - As of July 1, 2025, the capital asset threshold for the purchase of items with federal funds changed from \$5,000 to \$10,000. This updates our policy to match the change in the threshold.

**Fiscal Implications:**

N/A

**Administrative Recommendation:**

The administration recommends that the Board revise Board Policy CFB (LOCAL) as presented.

### PROPOSED REVISIONS

#### Capitalization Threshold

The capitalization threshold for purposes of classifying individual capital assets shall be \$10,000 ~~\$5,000~~.

The Superintendent shall determine the capitalization threshold for a group of assets, the individual cost of which does not exceed the capitalization threshold above but for which the cost in the aggregate is significant.

Student Nutrition-Pizza

**Presented for:**

Board Action

Report/Review Only

**Supporting documents:**

None

Attached

Provided Later

**Contact Person:**

Vicki Ybarra, Director of Student Nutrition

Julie Phillips, Director of Purchasing

**Background Information:**

Texas Education Code 44.031(a) states that contracts valued at \$100,000 or more in the aggregate for each 12-month period are to be made by the method that provides the best value to the district. A Request for Proposal (RFP 2025-08-01) Red Oak ISD - Student Nutrition – Pizza was properly posted and released. The RFP deadline was September 17, 2025 at 4:15 P.M.

**Responses were received from the following vendors:**

CiCi’s Pizza, Waxahachie, TX

Dominos-Team Bailey, LLC

**Fiscal Implications:**

The District has received competitive pricing from the proposing vendors. They were reviewed and evaluated by a committee of four (4) Red Oak ISD staff members. Their Summary Evaluation form is attached.

**Administrative Recommendation:**

Administration recommends approving CiCi’s Pizza, Waxahachie, TX (Costley Rush Enterprise #67 dba CiCi’s Pizza) for 1 year, with 4 additional 1 year optional renewals on Red Oak ISD RFP 2025-08-01 contract.

## SUMMARY EVALUATION FORM

### PROJECT:

### ROISD STUDENT NUTRITION-PIZZA

**RFP # 2025-08-01**

PARAMETERS:	MAX	VENDOR	
	POINTS	CiCi's Pizza-Waxahachie	Domino's-Team Bailey, LLC
PURCHASE PRICE	20	20	8.75
REPUTATION OF VENDOR AND OF THE VENDOR'S GOODS AND SERVICES	20	20	18.75
QUALITY OF VENDOR'S GOODS AND SERVICES	20	19	15
THE EXTENT TO WHICH THE GOODS AND SERVICES MEET THE DISTRICT'S NEEDS	20	19	12.5
VENDOR'S PAST RELATIONSHIP WITH THE DISTRICT	5	5	4.25
THE IMPACT ON THE ABILITY OF THE DISTRICT TO COMPLY WITH LAWS AND RULES RELATING TO HISTORICALLY UNDERUTILIZED BUSINESSES	1	1	1
THE TOTAL LONG-TERM COST TO THE DISTRICT TO ACQUIRE THE VENDOR'S GOODS OR SERVICES	4	4	1.75
WHETHER VENDOR OR VENDOR'S ULTIMATE PARENT COMPANY: A. HAS IT'S PRINCIPAL PLACE OF BUSINESS IN TEXAS B. EMPLOYS AT LEAST 500 PERSONS IN TEXAS *	0	0	0
OTHER RELEVANT FACTORS SPECIFICALLY LISTED IN THE REQUEST FOR BIDS OR PROPOSALS A. MET SPECIFICATIONS IN ENTIRETY B. ABILITY TO MEET DELIVERY/INSTALLATION DATE REQUIRED	10	9.75	5.75
	100	97.75	67.75

\*This requirement is not to be used for the purchase of telecommunications, information services, building construction, maintenance, or instructional materials.

\*\*This requirement is not to be used for the purchase of federally funded supplies, materials or services.

Technology Manager At-Risk for 2025 Bond Projects

**Presented for:**

Board Action     X     Report/Review Only                     

**Supporting documents:**

None                      Attached     X     Provided Later                     

**Contact Person:**

Megan Corns, Chief Technology Officer  
Joshua Crutchfield, Director of Information Technology  
Julie Phillips, Director of Purchasing

**Background Information:**

In support of the Administration’s recommendation for the Board to authorize the Superintendent to negotiate and enter into a contract with Joeris General Contractors for pre-construction services, it is imperative to concurrently address the technological complexities and associated risks of the upcoming construction projects. As part of this strategic approach, we propose the hiring of a **Technology Manager at Risk** to work alongside the construction team throughout the pre-construction and general construction phases.

This role will be instrumental in ensuring that all technology-related components—such as infrastructure for networking, security systems, smart building integrations, and digital controls—are properly scoped, risk-assessed, and aligned with the Guaranteed Maximum Price (GMP) framework. The Technology Manager at Risk will collaborate with Joeris and internal stakeholders to:

- Evaluate and mitigate risks associated with technology systems and integrations.
- Ensure that technology scopes are accurately represented in the GMP and remain within budget.
- Coordinate with vendors and consultants to validate specifications and compliance.
- Monitor emerging risks related to cybersecurity, interoperability, and long-term maintenance.
- Provide oversight during construction to ensure technology deliverables meet performance and safety standards.

By integrating this role early in the process, we aim to safeguard the district’s investment, reduce the likelihood of costly change orders, and ensure that the final technology systems are robust, scalable, and future-ready. This proactive measure supports the Administration’s commitment to fiscal responsibility and operational excellence as we move forward with Joeris General Contractors under the GMP model.

A proposal was received from:

Tessera Technology Group through their contract with Region 10.

**Fiscal Implications:**

2025 Bond Funds

**Administrative Recommendation:**

Administration recommends the Board to authorize the Superintendent or the Superintendent's designated representative for Technology to negotiate and enter into a contract with Region 10/Tessera Technology Group for performing pre-construction services to establish a Guaranteed Maximum Price (GMP) and further continue through construction of the projects, should the GMP fit within the budget allowed.



Proposal

For

**Technology Manager at Risk (TMAR) – November 2025  
Bond Projects**

October 9, 2025

**Prepared for:**

Red Oak Independent School district



## SECTION 1 – PROJECT OVERVIEW

### 1.1 INTRODUCTION

Region 10 Education Service Center (Region 10 ESC) is pleased to submit this proposal to serve as your Technology Manager at Risk (TMAR) for the May 2025 Bond Projects. Our TMAR approach is designed to foster a collaborative partnership with Red Oak ISD, ensuring innovative, cost-effective, and high-quality technology solutions that align with the district's educational mission and operational goals. The TMAR model emphasizes transparency, shared risk, and maximized value through early involvement, competitive bidding, and strategic project management.

### 1.2 THE TMAR APPROACH

As your Technology Manager at Risk (TMAR), Region 10 ESC and its technology partners will support Red Oak ISD from preconstruction through project completion, using a Construction Manager at Risk approach adapted for advanced technology solutions. Our team provides comprehensive services including project management, programming, and integration, ensuring every initiative is executed correctly the first time. Through strategic relationships, we offer scalable reach, expanded capacity, and enhanced capabilities. Our dedicated staff serves as the single point of contact throughout the entire project, streamlining communication and ensuring accountability.

Key components of our TMAR methodology include:

- **Early Involvement and Collaboration**  
We engage with your team during the planning and design phases to provide expertise on technology systems, cost estimation, and constructability. This early collaboration ensures solutions are tailored to your needs, budget, and schedule while minimizing risks and surprises.
- **Self-Performed Work**  
Region 10 ESC will self-perform critical portions of the work, leveraging our in-house expertise in Program Management, Quality Control, Budget Tracking, Planning/Scheduling, Programming and Advance Integration/Configurations. This approach ensures quality control, cost efficiency, and direct accountability for key project components.
- **Competitive Subcontractor Bidding**  
For specialized scopes of work, we will solicit competitive proposals from qualified subcontractors. Our thorough selection process prioritizes firms with proven expertise, reliability, and alignment with Red Oak ISD's values. All subcontractor proposals will be transparently shared with the district to ensure fairness and cost-effectiveness.
- **Subcontractor Management**  
TMAR shall be responsible for coordinating, supervising, and ensuring the quality, safety, and timeliness of all subcontractor work. Subcontract agreements shall be executed directly between TMAR and subcontractors, with copies provided to Red Oak ISD upon request. TMAR shall ensure subcontractors adhere to project specifications, schedules, and district policies.
- **Guaranteed Maximum Price (GMP)**  
Region 10 ESC will provide a Guaranteed Maximum Price (GMP) upon completion of the design phase, offering cost certainty while sharing savings with Red Oak ISD if actual costs

fall below the GMP. Our open-book approach ensures full transparency in pricing, contingencies, and fees.

- **Risk Management**

As your TMAR, we assume responsibility for managing project risks, including schedule adherence, quality assurance, and coordination of all technology installations. Our proactive approach mitigates delays, cost overruns, and technical issues, ensuring seamless integration with your existing systems.

- **Bonding**

If required TMAR will provide Payment and Performance bonds at actual cost (NTE 2%).

- **Insurance**

All sub-contractors will be required to provide and maintain proper insurance with ROISD listed as additional insured.

- **Partnership with Red Oak ISD**

Unlike traditional CSP procurement, which often prioritizes the lowest bid over value, our TMAR model fosters a partnership-driven process. We work hand-in-hand with your team to align technology solutions with your educational vision, ensuring systems are scalable, user-friendly, and future-ready.

## SECTION 2 – SCOPE OF WORK

### 2.1 SUMMARY OF SCOPE

In its role as TMAR for Red Oak ISD, Region 10 ESC and technology partners will assist Red Oak ISD throughout all project phases, from pre-construction to completion, utilizing a CMAR-style method adapted for advanced technology solutions.

The TMAR approach will be applied to projects identified through the Red Oak ISD May 2025 bond election as listed below:

#### 1. **New Career & Technical Education (CTE) Building with Cafeteria**

The new CTE project will consist of 90,000 square feet of new construction located behind the current high school. The two-story building will accommodate all current career education spaces and include a kitchen with a cafeteria. The design will also allow for future expansion. The proposed budget for this project is \$79.1 million.

#### 2. **New Elementary School**

The new Elementary School will serve the west side of Red Oak ISD. The 85,000-square-foot facility is designed to accommodate 650 students from PK-5. It will be constructed on district-owned property located off Harmony Way, east of Uhl Road. The total project budget is \$56.6 million.

#### 3. **High School Practice Gym Additions**

The Gym Expansion Project will support physical education and athletic programs at Red Oak High School. The scope includes construction of a third gym with two courts, originally planned as part of the campus build, to accommodate PE classes and team practices. Additional upgrades include replacing existing flooring with durable, no-wax luxury vinyl tile (LVT) and increasing seating in the competition gym. The total project budget is \$17.3 million.

#### 4. **Athletic Venue & Upgrades**

The new Sub-Varsity Venue will support middle school athletics and band practice for Red Oak ISD. The facility will include an 8-lane track, synthetic turf field, seating for 900 spectators, restrooms, concessions, lighting, fencing, parking, and a basic scoreboard. The project also includes turf installation at the existing baseball and softball fields. The total project budget is \$11.9 million.

#### 5. **Goodloe Stadium Renovations**

The Stadium Renovation Project will improve the district's primary athletic facility to meet current safety and accessibility standards. The scope includes rebuilding bleachers to code with expanded seating capacity, constructing new restrooms, locker rooms, concessions, a press box, and a modern scoreboard. Additional improvements include expanded parking, a new driveway loop, and installation of LED lighting for the track and field. The facility will be fully ADA compliant. The total project budget is \$46.8 million.

#### **Bond Projects Excluded from this Scope of Work:**

- Playgrounds at All 5 Elementary Schools – Prop A

*Any of the projects referenced above as excluded may be incorporated into Region 10's scope of work upon request from the district. Upon such a request, Region 10 will prepare and submit a proposal for the district's approval.*

## **2.2 DIVISION OF SCOPE**

Through a comprehensive discovery process and collaboration with Red Oak ISD, the district has determined which technology systems they intend to manage internally, and which systems will require TMAR services provided by Region 10. If requested, Region 10 can provide a contract addendum upon request for oversight of ROISD projects currently designated for district management.

*Refer to the chart on the next page.*

## RED OAK ISD TECHNOLOGY PROJECTS

Red Oak ISD – Division of Scope		
Technology System	Red Oak ISD	Region 10 ESC – TMAR
Cameras		
Security – Intrusion System		
Student/Staff Devices		
Audio/Visuals		
PA System		
Classroom Technology		
Network - Switches		
Network - Wireless Access Points		
Network - UPS		
Network – Cabling/Internal Fiber/Racks		
WAN Fiber – ES		
OSP Fiber CTE		
OSP Fiber - Stadium		
OSP Fiber – Athletics		
Phones		
Access Control		
Vape Sensors		
Digital Clocks		

### 2.3 EXCLUSIONS

Region 10 did not include the following items in the scope of this proposal:

- Staff and student devices (PCs, tablets, etc.)
- Classroom visual displays and sound reinforcement systems
- Wide Area Network Fiber Optic Cabling (connecting geographically dispersed sites) for ES
- Electrical power (Region 10 will coordinate power necessary to support technology systems)
- Pathways (conduit, ceiling cable trays, exterior penetrations, etc.- Region 10 will coordinate as necessary to support technology systems)

## SECTION 3 – PROJECT APPROACH

### 3.1 PROJECT EXECUTION PLAN

#### 1. Pre-Construction Phase

- Work closely with Red Oak ISD, design team, and the Architect to further develop the project scope, schedule, and technology/security budget. A responsibility matrix will be developed collaboratively with the owner, architect, and CMAR to ensure TMAR and CMAR are aligned.
- Pre-construction data collection.
- Develop a preliminary schedule and cost estimate for district approval.

#### 2. Procurement and Subcontractor Selection

- Region 10 will follow Texas K12 procurement best practices and methods.
- Evaluate proposals based on cost, quality, and alignment with project goals.
- Present subcontractor recommendations to Red Oak ISD for review and approval
- TMAR will serve as the fiscal agent.

#### 3. Implementation Phase

- Execute self-performed work with in-house experts
- Oversee subcontractor performance to ensure adherence to schedule, quality, and safety standards.
- Schedule and chair weekly project progress virtual meetings with formal meeting minutes.
- Provide monthly progress reports and budget updates to the district.

#### 4. Closeout and Support

- Conduct thorough system testing and staff training to ensure seamless adoption.
- Deliver comprehensive as-built documentation and warranties.
- Provide ongoing support to ensure long-term system reliability and performance.

## SECTION 4 – PRICE

### 4.1 MARKUP AND PRICING STRUCTURE

TMAR shall apply the following markups to subcontractor costs and self-performed work, as included in the Guaranteed Maximum Price (GMP):

- Overhead and Profit: 6% on all direct costs for subcontractor work to cover TMAR's administrative and coordination efforts.
- Self-performed Systems: 12% markup self-performed work by TMAR
- General Conditions: 6% to cover project management, supervision, and other general requirements.
- Contingency: 5% will be budgeted for unforeseen conditions, with any unused contingency returned to Red Oak ISD at project completion.
- Bonding: Any necessary Payment & Performance bonding cost will be passed through at actual cost.

These markups shall be fixed and agreed upon prior to establishing the GMP. Any changes to the markup structure require mutual agreement between TMAR and Red Oak ISD.

### 4.2 PROJECT ESTIMATED COSTS

These are preliminary budget estimates; the TMAR will provide a Guaranteed Maximum Price (GMP) for each project after the design phase is complete.

1. New Career Technical Education (CTE) - \$2,337,770
2. New Elementary School - \$1,780,754
3. High School Practice Gym Additions – \$246,400
4. Athletic Venue & Upgrades – IT and Security - \$374,282
  - *Excluding Scoreboard, Sound System, Broadcast*
5. Goodloe Stadium Renovations IT and Security – \$876,481
  - *Excluding Scoreboard, Sound System, Broadcast*

**SECTION 5 – APPROVAL TO PROCEED WITH PROJECT**

By signing below, both parties agree to the terms and conditions outlined in this document and approve the commencement of the project as described.

**Owner: Red Oak Independent School District**

Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_



**Contractor: Region 10 Education Service Center**

Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Annual Investment Report

**Presented for:**

Board Action     X    

Report/Review Only                     

**Supporting documents:**

None                     

Attached     X    

Provided Later                     

**Contact Person:**

Dr. Bill Johnston, Chief Financial Officer

**Background Information:**

Investments in the State of Texas are governed by Section 2256 of the Texas Government Code. The Public Funds Investment Act (PFIA), Section 2256.005, requires the governing body to annually review the investment policy (Policy CDA), investment strategies and performance of the District's investments. Section 2256.025 also requires the governing body to review, revise and adopt a list of qualified brokers at least once each year.

All investments made by the District comply with the Public Funds Investment Act and all federal, state, and local statutes and regulations.

**Fiscal Implications:**

There are no fiscal implications for this action.

**Administrative Recommendation:**

Administration recommends the Board review the investment policy and strategies and formally adopt the list of qualified brokers as presented on page 41 of the Annual Investment Report.



**Red Oak Independent School District**

# **Annual Investment Report**

## **2024-2025 Fiscal Year**

109 W. Red Oak Rd  
Red Oak, TX 75154  
P: 972.617.2941  
F: 972.617.4333

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# Introduction

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# Introduction

Investments in the State of Texas are governed by Section 2256 of the Government Code. All investments made by the District shall comply with the Public Funds Investment Act and all federal, state, and local statutes and regulations.

1. Investments shall be made in accordance with written policies approved by the School Board. The policies must primarily emphasize safety of principal and liquidity. The policy should address investment diversification, yield, maturity and the quality and capability of investment management. Furthermore, it should include:
  - a. a list of the types of authorized investments in which the District's funds may be invested;
  - b. the maximum allowable stated maturity of any individual investment owned by the District;
  - c. for pooled fund groups, the maximum dollar-weighted average maturity allowed based on the stated maturity date for the portfolio;
  - d. methods to monitor the market price of investments acquired with public funds;
  - e. a requirement for settlement of all transactions, except investment pool funds and mutual funds, on a deliver versus payment basis; and
  - f. procedures to monitor rating changes in investments acquired with public funds and the liquidation of such investments consistent with the provision of Section 2256.021.
2. The School Board must act upon an annual review of the District's investment policy and strategies.
3. The chief financial officer and investment officer(s) must attend at least 10 hours of training within the first 12 months of assuming duties. Thereafter, a minimum of 8 hours of training is required every two years for the chief financial officer and investment officer(s).
4. Quarterly investment reports must be in accordance with generally accepted accounting principles and must include accrued interest where applicable.
5. The School Board must annually review, revise, and adopt a list of qualified brokers authorized to engage in investment transactions with the District.
6. A qualified representative of a business organization offering to engage in an investment transaction with the District must sign that they have received and reviewed the District's investment policies.
7. A formal annual review of the internal controls shall be conducted by an independent auditor.

The District's Investment Policy is CDA and requires an annual reporting of investment activity by the School Board.

The District's policy must primarily emphasize safety of principal, liquidity, and diversity. The policy should also address investment yield, maturity, and the qualifications of investment management. Investments are made in a manner that ensures the preservation of capital in the overall portfolio. The District's investments are sufficiently liquid to meet anticipated cash flow needs. Investments are diversified to reduce the risk of any one investment type. Internal controls exist to protect against losses of public funds arising from fraud, employee error, and misrepresentation by a third party.

# Introduction (Continued)

Investment strategy is applied to each major fund type. Primary objectives for operating funds are understanding the suitability of the investment to the financial requirements of the District, preservation and safety of principal, investment liquidity, maturity sufficient to meet anticipated cash flow requirements, diversification and yield. The Debt Service fund and Capital Projects fund may have longer thresholds for investing due to the nature of the cash flow requirements.

For the 2024-2025 school year, the Red Oak ISD investment policy limited any investment to the following types.

1. Obligations of the United States or Texas or their agencies and instrumentalities and political subdivisions permitted by Government Code 2256.009.
2. Certificates of deposit permitted by Government Code 2256.010.
3. Fully collateralized repurchase agreements permitted by Government Code 2256.011.
4. A securities lending program as permitted by Government Code 2256.0115.
5. Banker's acceptance as permitted by Government Code 2256.012.
6. Commercial paper as permitted by Government Code 2256.013.
7. No-load money market mutual funds as permitted by Government Code 2256.014.
8. No-load mutual funds as permitted by Government Code 2256.014.
9. A guaranteed investment contract as an investment vehicle for bond proceeds provided it meets the criteria and eligibility requirements established by Government Code 2256.015.
10. Public funds investment pools as permitted by Government Code 2256.

Red Oak ISD operating fund investments during the 2024-2025 school year were spread primarily among three public funds investment pools: Lone Star Investment Pool, TexSTAR, and TexPool. Bond proceeds received in 2023 were initially invested in the Lone Star Investment Pool and then a large majority of the proceeds were invested with PTMA Financial Solutions (formerly PMA Asset Management) starting in March of 2024.

Day-to-day investments in government investment pools are monitored by the Finance Coordinator. The Chief Financial Officer oversees the investment function of the District and presents monthly reports to the School Board. The Chief Financial Officer and the Finance Coordinator have maintained the appropriate training requirements.

Copies of CDA (Legal) and CDA (Local) are included in this report. Update 122 dated November 19, 2023 is the most current version for CDA (Legal). In March 2025, changes to CDA (Local) were approved by the School Board to update the Sellers of Investments section to specify that representatives with distributors of investment pools must be registered with the Texas State Securities Board and be in good standing with the Financial Industry Regulatory Authority. No changes are recommended to these policies at this time.



# **Portfolio Composition**

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# Portfolio Composition

As of June 30, 2025, the District's portfolio for operating funds was comprised of three different investment pools.

## **Lone Star Investment Pool**

In 1991, First Public, formerly known as the Texas Association of School Boards (TASB) Financial Services, launched the Lone Star Investment Pool to assist governmental entities in managing their public funds. The pool was established under the guidance of the Texas Public Funds Investment Act. A Board of Directors made up of members of the pool is responsible for the overall operation of the pool. The Board has employed various third-party organizations to assist in the operations. These third parties are as follows – Investment Managers: American Beacon Advisors, Resolute Investment Managers and Mellon Investments; Investment Consultant: CAPTRUST Financial Advisors; Custodian: State Street Bank and RSM US; Administrator: First Public.

The Lone Star Advisory Board assists the School Board in ensuring the products and services are responsive, efficient, and expertly run. Lone Star Investments offer three options, each with different approaches to achieving principal protection, liquidity, diversification, and return. Red Oak ISD utilizes the Governmental Overnight Fund which has earned Standard & Poor's highest rating of AAA. This rating allows the pool to meet the standards required by the Texas Public Funds Investment Act.

Although Lone Star Investment has the authority to invest in all securities authorized under the Investment Act, the Government Overnight Fund invests only in securities issued or backed by the U.S. Government or its agencies and instrumentalities. It seeks to maintain a net asset value of one dollar and its dollar-weighted average maturity of 60 days or fewer.

## **TexPool**

TexPool was created in 1989 as an investment pool for its participants pursuant to Section 2256.016 of the Public Funds Investment Act, Texas Government Code and is the largest and oldest local government investment pool in the State of Texas. TexPool is overseen by the State Comptroller of Public Accounts. Federated Investors is the full-service provider to the pools managing the assets, providing participant services, and arranging for all custody and other functions in support of the pool's operations under a contract with the Comptroller.

TexPool offers two distinct investment portfolios allowing flexibility to safely maximize yield and liquidity. Both portfolios are rated AAA by Standard & Poor's Rating Services. This rating is the highest assigned to principal stability government investment pools by Standard & Poor's. Both portfolios have a weighted average maturity that cannot exceed 60 days, with the maximum maturity of any investment limited to 13 months.

TexPool portfolios include:

### **TexPool Portfolio**

Consists exclusively of U.S. Government securities, repurchase agreements collateralized by U.S. Government securities, and AAA-rated no-load money market mutual funds.

### **TexPool Prime Portfolio**

TexPool Prime invests in U.S. Government securities, repurchase agreements collateralized by U.S. Government securities, and AAA-rated no-load money market mutual funds, commercial paper and certificates of deposit.

# Portfolio Composition (Continued)

## **TexSTAR**

Texas Short Term Asset Reserve Program (TexSTAR) has been organized in conformity with the Interlocal Cooperation Act, Chapter 791 of the Texas Government Code, and the Public Fund Investment Act, Chapter 2256 of the Texas Government Code. These two acts provide for the creation of public funds investment pools (including TexSTAR) and authorize eligible governmental entities to invest their public funds and funds under their control through the investment pools.

TexSTAR is administered by HilltopSecurities and J.P. Investment Management Inc. Together, these organizations bring a powerful partnership of two leaders in financial services with a proven and noted track record in local government investment pool management. HilltopSecurities is the leading financial advisor to Texas local governments and one of the top ranked advisory firms in the nation. For over 60 years, HilltopSecurities has assisted clients in managing the continual change of the financial landscape by providing unique investment banking services in the areas of public, private and corporate banking. As a result of this experience, HilltopSecurities has gained a thorough understanding of the needs of Texas local governments which fosters comfort and confidence in the oversight of their most precious financial assets. J.P. Morgan Asset Management is an asset management subsidiary of JPMorgan Chase & Co., a leading global financial services company and is one of the largest asset managers worldwide.

The primary objectives of TexSTAR are, in order of priority, preservation and protection of principal, maintenance of sufficient liquidity to meet Participants' needs, diversification to avoid unreasonable or avoidable risks, and yield. There are no sales charge and no investment minimum. TexSTAR will invest only in instruments authorized under both the Public Funds Investment Act and the current TexSTAR Investment Policy. TexSTAR maintains an AAA by Standard and Poor's. As a secondary objective to safety and liquidity, the Fund is directed toward achieving a competitive rate of return for Participants. Efforts are made to minimize market and credit risk through investment diversification.

As of June 30, 2025, the District's portfolio for bond proceeds was comprised of PTMA Financial Solutions and a small portion of the bond proceeds in the Lone Star Investment Pool.

## **PTMA Financial Solutions**

PTMA Financial Solutions (formerly PMA Asset Management) provides investment advisory services to a broad base of institutional and individual clients. PTMA was founded in 2025 by the merging of PMA and Public Trust Advisors and is registered with the U.S. Securities and Exchange Commission. PTMA is a premier full-service provider of comprehensive financial and advisory services, including managing bond proceeds, to municipalities, school districts and other local government entities in over 26 states.

PTMA provides discretionary and non-discretionary investment management solutions and investment advisory services to a broad range of institutional entities and individual clients. The current client base includes municipal entities, insurance companies and other corporations, banks, corporate profit-sharing plans, trusts, charitable institutions, foundations, endowments, and self-insurance companies whose members are public entities. PTMA customizes portfolio strategies to meet each client's unique investment goals. Portfolios are managed consistent with each client's investment policy and other governing requirements. Portfolio Asset allocation, portfolio risk profile, duration, quality, sectors and benchmarks utilized may vary by client. Securities utilized will vary depending on the clients' investment needs and policy as well.

# Red Oak ISD Investments

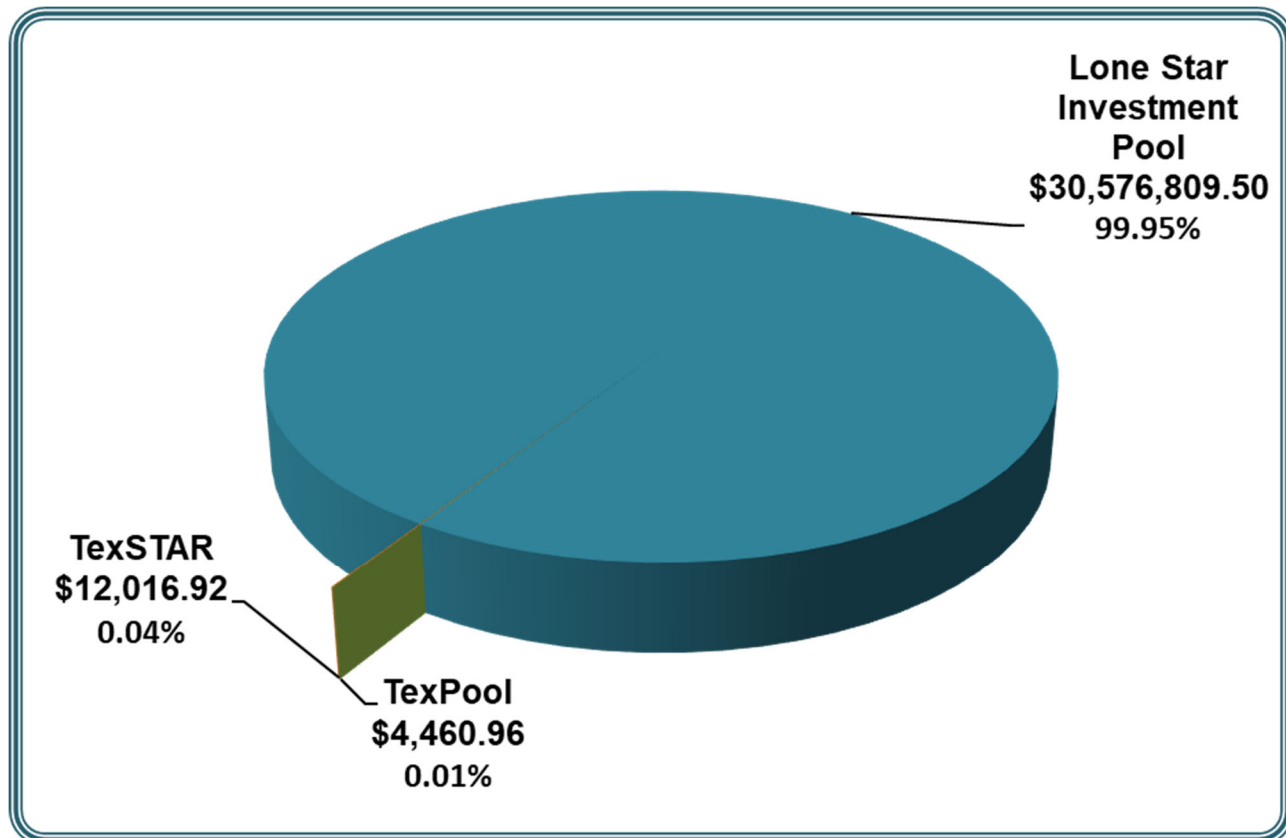
## As of 6/30/2025

For the 2024-2025 school year, Red Oak ISD invested the operating funds primarily with Lone Star Investment Pool. The interest rates for Lone Star have been comparable with other investment pools. Repurchase agreements, U.S. Treasury securities, U.S. government agencies, certificates of deposit, and money market funds are among Lone Star's portfolio. Therefore, this strategy is consistent with the Board's emphasis on diversity.

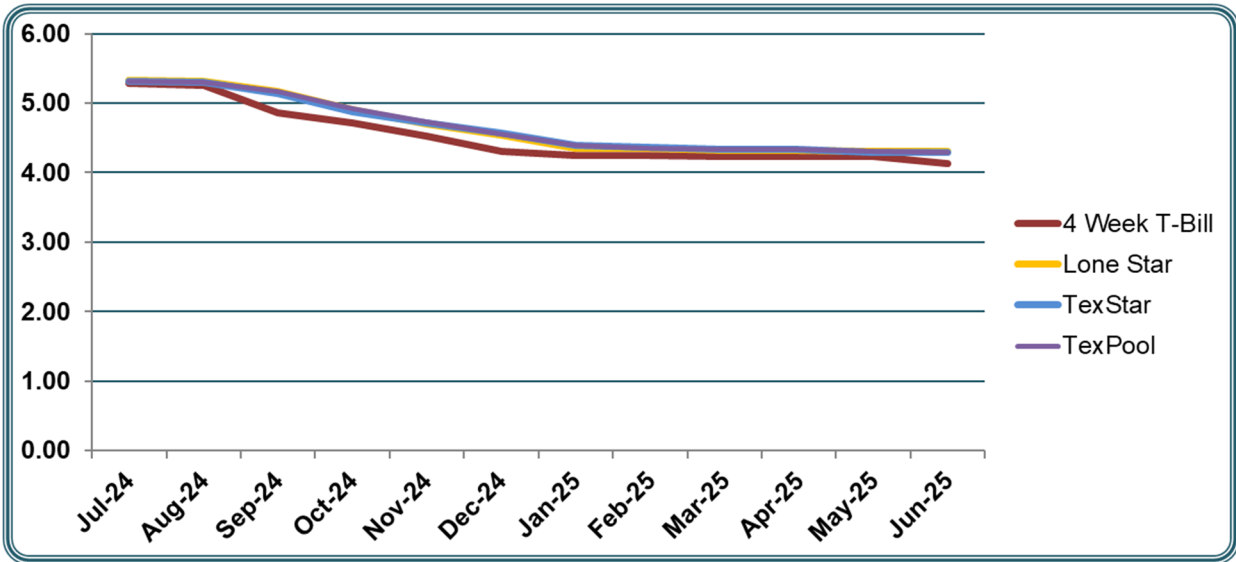
As of June 30, 2025, \$30,606 of the remaining outstanding bond proceeds were invested in the Lone Star Investment Pool.

### INVESTMENTS AS OF 06/30/2025 BY POOL

INVESTMENT POOLS	MARKET VALUE	PERCENTAGE
Lone Star Investment Pool	\$30,576,809.50	99.95%
TexPool	\$4,460.96	0.01%
TexSTAR	\$12,016.92	0.04%
	<b>\$30,593,287.38</b>	<b>100.00%</b>

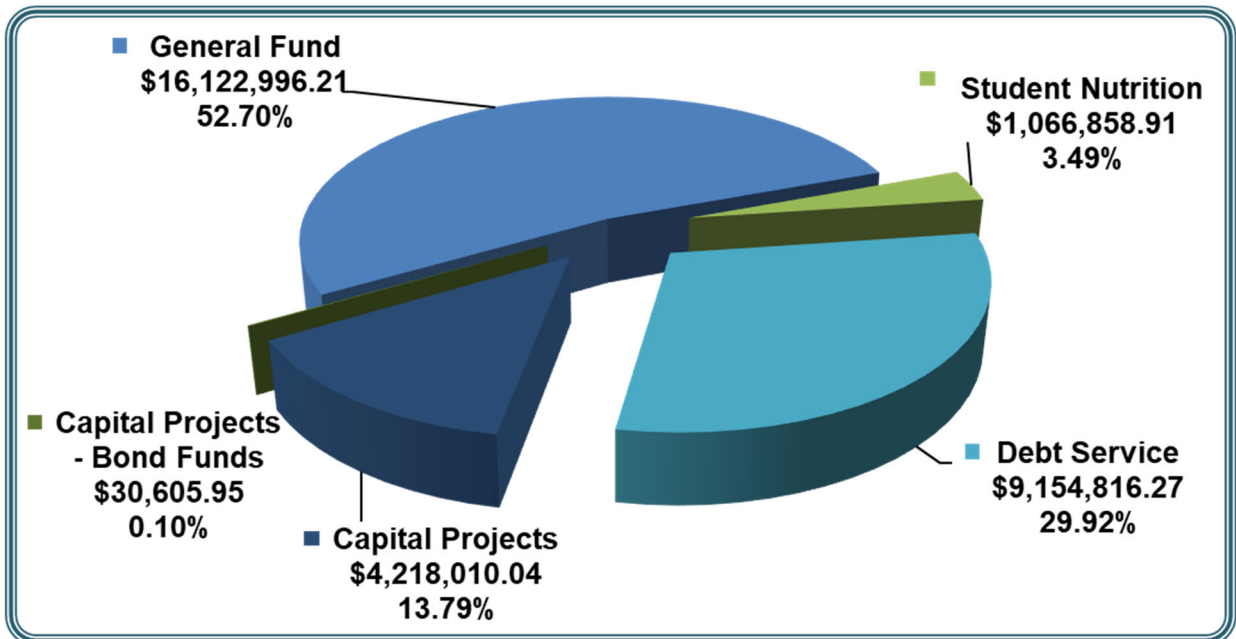


## Red Oak ISD Investments (Continued)



### INVESTMENTS AS OF 06/30/2025 BY FUND

DISTRICT FUNDS	MARKET VALUE	PERCENTAGE
General Fund	\$16,122,996.21	52.70%
Student Nutrition	\$1,066,858.91	3.49%
Debt Service	\$9,154,816.27	29.92%
Capital Projects	\$4,218,010.04	13.79%
Capital Projects - Bond Funds	\$30,605.95	0.10%
	<b>\$30,593,287.38</b>	<b>100.00%</b>

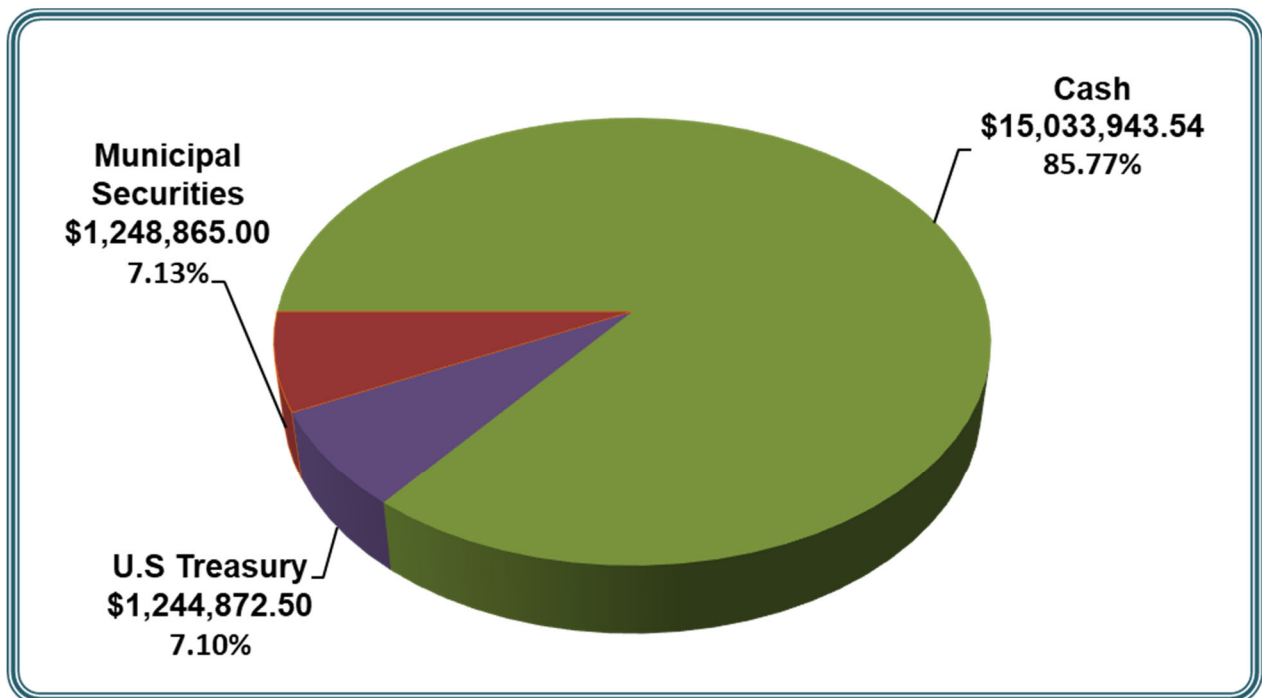


For the 2023-2024 school year, Red Oak ISD initially invested bond proceeds with Lone Star Investment Pool. In March 2024, \$65 million of the bond proceeds were invested with PMA Asset Management, now PTMA. The interest rates for PTMA have been higher than the investment pools and Lone Star Investment Pool has been comparable with other investment pools.

### BOND INVESTMENTS AS OF 06/30/2025 BY INVESTMENT TYPE

INVESTMENT TYPE	MARKET VALUE	PERCENTAGE
Cash	\$15,033,943.54	85.77%
U.S Treasury	\$1,244,872.50	7.10%
Municipal Securities	\$1,248,865.00	7.13%
	<b>\$17,527,681.04</b>	<b>100.00%</b>

The Cash category is comprised mostly of highly rated, short-term commercial paper. U.S. Treasury securities are debt instruments issued by the U.S. Government and are backed by the full faith and credit of the United States. Municipal securities are highly rated obligations of political subdivisions located in the United States.



The total bond market value as of June 30, 2025 is \$17,558,286.99 with \$17,527,681.04 invested with PTMA Financial Solutions and \$30,606.95 invested in the Lone Star Investment Pool.

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# **Investment Policy**

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OTHER REVENUES  
INVESTMENTS

CDA  
(LEGAL)

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All investments made by a district shall comply with the Public Funds Investment Act (Texas Government Code Chapter 2256, Subchapter A) and all federal, state, and local statutes, rules, or regulations. *Gov't Code 2256.026*

**Definitions**

Bond Proceeds	“Bond proceeds” means the proceeds from the sale of bonds, notes, and other obligations issued by a district, and reserves and funds maintained by a district for debt service purposes.
Investment Pool	“Investment pool” means an entity created under the Texas Government Code to invest public funds jointly on behalf of the entities that participate in the pool and whose investment objectives in order of priority are preservation and safety of principal, liquidity, and yield.
Pooled Fund Group	“Pooled fund group” means an internally created fund of a district in which one or more institutional accounts of a district are invested.
Separately Invested Asset	“Separately invested asset” means an account or fund of a district that is not invested in a pooled fund group.  <i>Gov't Code 2256.002(1), (6), (9), (12)</i>
Pledged Revenue	“Pledged revenue” means money pledged to the payment of or as security for:  <ol style="list-style-type: none"><li>1. Bonds or other indebtedness issued by a district;</li><li>2. Obligations under a lease, installment sale, or other agreement of a district; or</li><li>3. Certificates of participation in a debt or obligation described by item 1 or 2.</li></ol> <i>Gov't Code 2256.0208(a)</i>
Joint Account	“Joint account” means an account maintained by a custodian bank and established on behalf of two or more parties to engage in aggregate repurchase agreement transactions.
Repurchase Agreement	“Repurchase agreement” means a simultaneous agreement to buy, hold for a specified time, and sell back at a future date obligations, described by Government Code 2256.009(a)(1) (obligations of governmental entities) or 2256.013 (commercial paper) or if applicable, 2256.0204 (corporate bonds), at a market value at the time the funds are disbursed of not less than the principal amount of the funds disbursed. The term includes a direct security repurchase agreement and a reverse security repurchase agreement.  <i>Gov't Code 2256.011(b)</i>

OTHER REVENUES  
INVESTMENTS

CDA  
(LEGAL)

Hedging

“Hedging” means acting to protect against economic loss due to price fluctuation of a commodity or related investment by entering into an offsetting position or using a financial agreement or producer price agreement in a correlated security, index, or other commodity.

*Eligible Entity*

“Eligible entity” means a political subdivision that has:

1. A principal amount of at least \$250 million in outstanding long-term indebtedness, long-term indebtedness proposed to be issued, or a combination of outstanding long-term indebtedness and long-term indebtedness proposed to be issued; and
2. Outstanding long-term indebtedness that is rated in one of the four highest rating categories for long-term debt instruments by a nationally recognized rating agency for municipal securities, without regard to the effect of any credit agreement or other form of credit enhancement entered into in connection with the obligation.

*Eligible Project*

“Eligible project” has the meaning assigned by Government Code 1371.001 (issuance of obligations for certain public improvements).

*Gov’t Code 2256.0207(a)*

Corporate Bond

“Corporate bond” means a senior secured debt obligation issued by a domestic business entity and rated not lower than “AA-” or the equivalent by a nationally recognized investment rating firm. The term does not include a debt obligation that, on conversion, would result in the holder becoming a stockholder or shareholder in the entity, or any affiliate or subsidiary of the entity, that issued the debt obligation, or is an unsecured debt obligation. *Gov’t Code 2256.0204(a)*

**Written Policies**

The board shall adopt by rule, order, ordinance, or resolution, as appropriate, a written investment policy regarding the investment of its funds and funds under its control. The investment policies must primarily emphasize safety of principal and liquidity and must address investment diversification, yield, and maturity and the quality and capability of investment management. The policies must include:

1. A list of the types of authorized investments in which the district’s funds may be invested;
2. The maximum allowable stated maturity of any individual investment owned by the district;

OTHER REVENUES  
INVESTMENTS

CDA  
(LEGAL)

3. For pooled fund groups, the maximum dollar-weighted average maturity allowed based on the stated maturity date of the portfolio;
4. Methods to monitor the market price of investments acquired with public funds;
5. A requirement for settlement of all transactions, except investment pool funds and mutual funds, on a delivery versus payment basis; and
6. Procedures to monitor rating changes in investments acquired with public funds and the liquidation of such investments consistent with the provisions of Government Code 2256.021 [see Loss of Required Rating, below].

*Gov't Code 2256.005(a), (b)*

Annual Review

The board shall review its investment policy and investment strategies not less than annually. The board shall adopt a written instrument by rule, order, ordinance, or resolution stating that it has reviewed the investment policy and investment strategies and that the written instrument so adopted shall record any changes made to either the investment policy or investment strategies. *Gov't Code 2256.005(e)*

Annual Audit

A district shall perform a compliance audit of management controls on investments and adherence to the district's established investment policies. The compliance audit shall be performed in conjunction with the annual financial audit. *Gov't Code 2256.005(m)*

Investment  
Strategies

As an integral part of the investment policy, the board shall adopt a separate written investment strategy for each of the funds or group of funds under the board's control. Each investment strategy must describe the investment objectives for the particular fund using the following priorities in order of importance:

1. Understanding of the suitability of the investment to the financial requirements of the district;
2. Preservation and safety of principal;
3. Liquidity;
4. Marketability of the investment if the need arises to liquidate the investment before maturity;
5. Diversification of the investment portfolio; and
6. Yield.

*Gov't Code 2256.005(d)*

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Investment Officer	<p>A district shall designate by rule, order, ordinance, or resolution, as appropriate, one or more officers or employees as investment officer(s) to be responsible for the investment of its funds consistent with the investment policy adopted by the board. If the board has contracted with another investing entity to invest its funds, the investment officer of the other investing entity is considered to be the investment officer of the contracting board's district. In the administration of the duties of an investment officer, the person designated as investment officer shall exercise the judgment and care, under prevailing circumstances, that a prudent person would exercise in the management of the person's own affairs, but the board retains the ultimate responsibility as fiduciaries of the assets of the district. Unless authorized by law, a person may not deposit, withdraw, transfer, or manage in any other manner the funds of the district. Authority granted to a person to invest the district's funds is effective until rescinded by the district or until termination of the person's employment by a district, or for an investment management firm, until the expiration of the contract with the district. <i>Gov't Code 2256.005(f)</i></p> <p>A district or investment officer may use the district's employees or the services of a contractor of the district to aid the investment officer in the execution of the officer's duties under Government Code Chapter 2256. <i>Gov't Code 2256.003(c)</i></p>
Investment Training	<p>Investment training must include education in investment controls, security risks, strategy risks, market risks, diversification of investment portfolio, and compliance with the Public Funds Investment Act. <i>Gov't Code 2256.008(c)</i></p>
<i>Initial</i>	<p>Within 12 months after taking office or assuming duties, the treasurer, the chief financial officer if the treasurer is not the chief financial officer, and the investment officer of a district shall attend at least one training session from an independent source approved by the board or a designated investment committee advising the investment officer. This initial training must contain at least 10 hours of instruction relating to their respective responsibilities under the Public Funds Investment Act. <i>Gov't Code 2256.008(a)</i></p>
<i>Ongoing</i>	<p>The treasurer, or the chief financial officer if the treasurer is not the chief financial officer, and the investment officer of a district shall attend an investment training session not less than once in a two-year period that begins on the first day of the district's fiscal year and consists of the two consecutive fiscal years after that date, and receive not less than eight hours of instruction relating to investment responsibilities under the Public Funds Investment Act from an independent source approved by the board or by a designated</p>

investment committee advising the investment officer. *Gov't Code 2256.008(a-1)*

Exception

The ongoing training requirement does not apply to the treasurer, chief financial officer, or investment officer of a district if:

1. The district does not invest district funds or only deposits those funds in interest-bearing deposit accounts or certificates of deposit as authorized by Government Code 2256.010; and
2. The treasurer, chief financial officer, or investment officer annually submits to the agency a sworn affidavit identifying the applicable criteria under item 1 that apply to the district.

*Gov't Code 2256.008(g)*

Standard of Care

Investments shall be made with judgment and care, under prevailing circumstances, that a person of prudence, discretion, and intelligence would exercise in the management of the person's own affairs, not for speculation, but for investment, considering the probable safety of capital and the probable income to be derived. Investment of funds shall be governed by the following objectives, in order of priority:

1. Preservation and safety of principal;
2. Liquidity; and
3. Yield.

In determining whether an investment officer has exercised prudence with respect to an investment decision, the following shall be taken into consideration:

1. The investment of all funds, or funds under the district's control, over which the officer had responsibility rather than the prudence of a single investment; and
2. Whether the investment decision was consistent with the district's written investment policy.

*Gov't Code 2256.006*

*Personal Interest*

A district investment officer who has a personal business relationship with a business organization offering to engage in an investment transaction with the district shall file a statement disclosing that personal business interest. An investment officer who is related within the second degree by affinity or consanguinity, as determined by Government Code Chapter 573 (nepotism prohibition), to an individual seeking to sell an investment to the investment officer's district shall file a statement disclosing that relationship. A required statement must be filed with the board and with the Texas

Ethics Commission. For purposes of this policy, an investment officer has a personal business relationship with a business organization if:

1. The investment officer owns 10 percent or more of the voting stock or shares of the business organization or owns \$5,000 or more of the fair market value of the business organization;
2. Funds received by the investment officer from the business organization exceed 10 percent of the investment officer's gross income for the previous year; or
3. The investment officer has acquired from the business organization during the previous year investments with a book value of \$2,500 or more for the personal account of the investment officer.

*Gov't Code 2256.005(i)*

*Quarterly Reports*

Not less than quarterly, the investment officer shall prepare and submit to the board a written report of investment transactions for all funds covered by the Public Funds Investment Act for the preceding reporting period. This report shall be presented not less than quarterly to the board and the superintendent within a reasonable time after the end of the period. The report must:

1. Describe in detail the investment position of the district on the date of the report;
2. Be prepared jointly and signed by all district investment officers;
3. Contain a summary statement of each pooled fund group that states the:
  - a. Beginning market value for the reporting period;
  - b. Ending market value for the period; and
  - c. Fully accrued interest for the reporting period;
4. State the book value and market value of each separately invested asset at the end of the reporting period by the type of asset and fund type invested;
5. State the maturity date of each separately invested asset that has a maturity date;
6. State the account or fund or pooled group fund in the district for which each individual investment was acquired; and

7. State the compliance of the investment portfolio of the district as it relates to the investment strategy expressed in the district's investment policy and relevant provisions of the Public Funds Investment Act.

If a district invests in other than money market mutual funds, investment pools or accounts offered by its depository bank in the form of certificates of deposit, or money market accounts or similar accounts, the reports prepared by the investment officers shall be formally reviewed at least annually by an independent auditor, and the result of the review shall be reported to the board by that auditor.

*Gov't Code 2256.023*

**Selection of Broker**

The board or the designated investment committee shall, at least annually, review, revise, and adopt a list of qualified brokers that are authorized to engage in investment transactions with a district.

*Gov't Code 2256.025*

**Bond Proceeds**

The investment officer of a district may invest bond proceeds or pledged revenue only to the extent permitted by the Public Funds Investment Act, in accordance with:

1. Statutory provisions governing the debt issuance or the agreement, as applicable; and
2. The district's investment policy regarding the debt issuance or the agreement, as applicable.

*Gov't Code 2256.0208(b)*

**Authorized Investments**

A board may purchase, sell, and invest its funds and funds under its control in investments described below, in compliance with its adopted investment policies and according to the standard of care set out in this policy. *Gov't Code 2256.003(a)*

The board may specify in its investment policy that any authorized investment is not suitable. *Gov't Code 2256.005(j)*

**Investment Management Firm**

In the exercise of these powers, the board may contract with an investment management firm registered under the Investment Advisers Act of 1940 (15 U.S.C. Section 80b-1 et seq.) or with the State Securities Board to provide for the investment and management of its public funds or other funds under its control. A contract made under this authority may not be for a term longer than two years. A renewal or extension of the contract must be made by the board by order, ordinance, or resolution.

A district that contracts with an investment management firm may authorize the firm to invest the district's public funds or other funds

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under the district's control in repurchase agreements as provided by Government Code 2256.011 using a joint account.

An investment management firm responsible for managing a repurchase agreement transaction using a joint account on behalf of a district must ensure that:

1. Accounting and control procedures are implemented to document the district's aggregate daily investment and pro rata share in the joint account;
2. Each party participating in the joint account retains the sole rights of ownership to the party's pro rata share of assets invested in the joint account, including investment earnings on those assets; and
3. Policies and procedures are implemented to prevent a party participating in the joint account from using any part of a balance of the joint account that is credited to another party.

*Gov't Code 2256.003(b), .011(f), (g)*

Obligations of  
Governmental  
Entities

The following are authorized investments:

1. Obligations, including letters of credit, of the United States or its agencies and instrumentalities, including the Federal Home Loan Banks;
2. Direct obligations of this state or its agencies and instrumentalities;
3. Collateralized mortgage obligations directly issued by a federal agency or instrumentality of the United States, the underlying security for which is guaranteed by an agency or instrumentality of the United States;
4. Other obligations, the principal and interest of which are unconditionally guaranteed or insured by, or backed by the full faith and credit of, this state, the United States, or their respective agencies and instrumentalities, including obligations that are fully guaranteed or insured by the Federal Deposit Insurance Corporation (FDIC) or by the explicit full faith and credit of the United States;
5. Obligations of states, agencies, counties, cities, and other political subdivisions of any state rated as to investment quality by a nationally recognized investment rating firm not less than A or its equivalent;
6. Bonds issued, assumed, or guaranteed by the state of Israel;

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7. Interest-bearing banking deposits that are guaranteed or insured by the FDIC or its successor, or the National Credit Union Share Insurance Fund or its successor; and
8. Interest-bearing banking deposits other than those described at item 7 above if:
  - a. The funds are invested through a broker with a main office or a branch office in this state that the district selects from a list the board or designated investment committee of the district adopts as required at Selection of Broker above or a depository institution with a main office or a branch office in this state and that the district selects;
  - b. The broker or depository institution selected as described above arranges for the deposit of the funds in the banking deposits in one or more federally insured depository institutions, regardless of where located, for the district's account;
  - c. The full amount of the principal and accrued interest of the banking deposits is insured by the United States or an instrumentality of the United States; and
  - d. The district appoints as the district's custodian of the banking deposits issued for the district's account the depository institution selected as described above, an entity described by Government Code 2257.041(d) (custodian with which to deposit securities), or a clearing broker-dealer registered with the Securities and Exchange Commission and operating under Rule 15c3-3 (17 C.F.R. Section 240.15c3-3).

*Gov't Code 2256.009(a)*

*Unauthorized  
Obligations*

The following investments are not authorized:

1. Obligations whose payment represents the coupon payments on the outstanding principal balance of the underlying mortgage-backed security collateral and pays no principal;
2. Obligations whose payment represents the principal stream of cash flow from the underlying mortgage-backed security collateral and bears no interest;
3. Collateralized mortgage obligations that have a stated final maturity date of greater than 10 years; and

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4. Collateralized mortgage obligations the interest rate of which is determined by an index that adjusts opposite to the changes in a market index.

*Gov't Code 2256.009(b)*

Certificates of  
Deposit and Share  
Certificates

A certificate of deposit or share certificate is an authorized investment if the certificate is issued by a depository institution that has its main office or a branch office in Texas and is:

1. Guaranteed or insured by the FDIC or its successor or the National Credit Union Share Insurance Fund or its successor;
2. Secured by obligations described at Obligations of Governmental Entities, above, including mortgage backed securities directly issued by a federal agency or instrumentality that have a market value of not less than the principal amount of the certificates, but excluding those mortgage backed securities described at Unauthorized Obligations, above; or
3. Secured in accordance with Government Code Chapter 2257 (Public Funds Collateral Act) or in any other manner and amount provided by law for the deposits of the district.

*Gov't Code 2256.010(a)*

In addition to the authority to invest funds in certificates of deposit under the previous section, an investment in certificates of deposit made in accordance with the following conditions is an authorized investment:

1. The funds are invested by the district through a broker that has its main office or a branch office in this state and is selected from a list adopted by the district as required at Selection of Broker, above or a depository institution that has its main office or a branch office in this state and that is selected by the district;
2. The broker or depository institution selected by the district arranges for the deposit of the funds in certificates of deposit in one or more federally insured depository institutions, wherever located, for the account of the district;
3. The full amount of the principal and accrued interest of each of the certificates of deposit is insured by the United States or an instrumentality of the United States; and
4. The district appoints the depository institution selected by the district, an entity described by Government Code 2257.041(d) (custodian with which to deposit securities), or a clearing broker-dealer registered with the Securities and Exchange Com-

mission and operating pursuant to Securities and Exchange Commission Rule 15c3-3 (17 C.F.R. Section 240.15c3-3) as custodian for the district with respect to the certificates of deposit issued for the account of the district.

*Gov't Code 2256.010(b)*

The district's investment policies may provide that bids for certificates of deposit be solicited orally, in writing, electronically, or in any combination of those methods. *Gov't Code 2256.005(c)*

Repurchase  
Agreements

A fully collateralized repurchase agreement is an authorized investment if it:

1. Has a defined termination date;
2. Is secured by a combination of cash and obligations described by Government Code 2256.009(a)(1) (obligations of governmental entities) or 2256.013 (commercial paper) or if applicable, 2256.0204 (corporate bonds);
3. Requires the securities being purchased by the district or cash held by the district to be pledged to the district either directly or through a joint account approved by the district, held in the district's name either directly or through a joint account approved by the district, and deposited at the time the investment is made with the district or a third party selected and approved by the district; and
4. Is placed through a primary government securities dealer, as defined by the Federal Reserve or a financial institution doing business in Texas.

The term of any reverse security repurchase agreement may not exceed 90 days after the date the reverse security repurchase agreement is delivered. Money received by a district under the terms of a reverse security repurchase agreement shall be used to acquire additional authorized investments, but the term of the authorized investments acquired must mature not later than the expiration date stated in the reverse security repurchase agreement.

Government Code 1371.059(c) (validity and incontestability of obligations for certain public improvements) applies to the execution of a repurchase agreement by a district.

*Gov't Code 2256.011(a), (c), (d), (e)*

Securities Lending  
Program

A securities lending program is an authorized investment if:

1. The value of securities loaned is not less than 100 percent collateralized, including accrued income;

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2. A loan allows for termination at any time;
3. A loan is secured by:
  - a. Pledged securities described at Obligations of Governmental Entities, above;
  - b. Pledged irrevocable letters of credit issued by a bank that is organized and existing under the laws of the United States or any other state, and continuously rated by at least one nationally recognized investment rating firm at not less than A or its equivalent; or
  - c. Cash invested in accordance with Government Code 2256.009 (obligations of governmental entities), 2256.013 (commercial paper), 2256.014 (mutual funds), or 2256.016 (investment pools);
4. The terms of a loan require that the securities being held as collateral be pledged to the district, held in the district's name, and deposited at the time the investment is made with the district or with a third party selected by or approved by the district; and
5. A loan is placed through a primary government securities dealer, as defined by 5 C.F.R. Section 6801.102(f), as that regulation existed on September 1, 2003, or a financial institution doing business in this state.

An agreement to lend securities under a securities lending program must have a term of one year or less.

*Gov't Code 2256.0115*

Banker's  
Acceptances

A banker's acceptance is an authorized investment if it:

1. Has a stated maturity of 270 days or fewer from the date of issuance;
2. Will be, in accordance with its terms, liquidated in full at maturity;
3. Is eligible for collateral for borrowing from a Federal Reserve Bank; and
4. Is accepted by a bank organized and existing under the laws of the United States or any state, if the short-term obligations of the bank, or of a bank holding company of which the bank is the largest subsidiary, are rated not less than A-1 or P-1 or

an equivalent rating by at least on nationally recognized credit rating agency.

*Gov't Code 2256.012*

Commercial Paper

Commercial paper is an authorized investment if it has a stated maturity of 365 days or fewer from the date of issuance; and is rated not less than A-1 or P-1 or an equivalent rating by at least:

1. Two nationally recognized credit rating agencies; or
2. One nationally recognized credit rating agency and is fully secured by an irrevocable letter of credit issued by a bank organized and existing under the laws of the United States law or any state.

*Gov't Code 2256.013*

Mutual Funds

A no-load money market mutual fund is an authorized investment if the mutual fund:

1. Is registered with and regulated by the Securities and Exchange Commission;
2. Provides the district with a prospectus and other information required by the Securities and Exchange Act of 1934 (15 U.S.C. 78a et seq.) or the Investment Company Act of 1940 (15 U.S.C. 80a-1 et seq.); and
3. Complies with federal Securities and Exchange Commission Rule 2a-7 (17 C.F.R. Section 270.2a-7), promulgated under the Investment Company Act of 1940 (15 U.S.C. Section 80a-1 et seq.).

*Gov't Code 2256.014(a)*

In addition to the no-load money market mutual fund authorized above, a no-load mutual fund is an authorized investment if it:

1. Is registered with the Securities and Exchange Commission;
2. Has an average weighted maturity of less than two years; and
3. Either has a duration of:
  - a. One year or more and is invested exclusively in obligations approved by the Public Funds Investment Act, or
  - b. Less than one year and the investment portfolio is limited to investment grade securities, excluding asset-backed securities.

*Gov't Code 2256.014(b)*

*Limitations*

A district is not authorized to:

1. Invest in the aggregate more than 15 percent of its monthly average fund balance, excluding bond proceeds and reserves and other funds held for debt service, in mutual funds described in Government Code 2256.014(b);
2. Invest any portion of bond proceeds, reserves and funds held for debt service, in mutual funds described in Government Code 2256.014(b); or
3. Invest its funds or funds under its control, including bond proceeds and reserves and other funds held for debt service, in any one mutual fund described in Government Code 2256.014(a) or (b) in an amount that exceeds 10 percent of the total assets of the mutual fund.

*Gov't Code 2256.014(c)*

Guaranteed  
Investment  
Contracts

A guaranteed investment contract is an authorized investment for bond proceeds if the guaranteed investment contract:

1. Has a defined termination date;
2. Is secured by obligations described at Obligations of Governmental Entities, above, excluding those obligations described at Unauthorized Obligations, in an amount at least equal to the amount of bond proceeds invested under the contract; and
3. Is pledged to the district and deposited with the district or with a third party selected and approved by the district.

Bond proceeds, other than bond proceeds representing reserves and funds maintained for debt service purposes, may not be invested in a guaranteed investment contract with a term longer than five years from the date of issuance of the bonds.

To be eligible as an authorized investment:

1. The board must specifically authorize guaranteed investment contracts as eligible investments in the order, ordinance, or resolution authorizing the issuance of bonds;
2. The district must receive bids from at least three separate providers with no material financial interest in the bonds from which proceeds were received;
3. The district must purchase the highest yielding guaranteed investment contract for which a qualifying bid is received;

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4. The price of the guaranteed investment contract must take into account the reasonably expected drawdown schedule for the bond proceeds to be invested; and
5. The provider must certify the administrative costs reasonably expected to be paid to third parties in connection with the guaranteed investment contract.

Government Code 1371.059(c) (validity and incontestability of obligations for certain public improvements) applies to the execution of a guaranteed investment contract by a district.

*Gov't Code 2256.015*

Investment Pools

A district may invest its funds or funds under its control through an eligible investment pool if the board by rule, order, ordinance, or resolution, as appropriate, authorizes the investment in the particular pool. *Gov't Code 2256.016, .019*

To be eligible to receive funds from and invest funds on behalf of a district, an investment pool must furnish to the investment officer or other authorized representative of the district an offering circular or other similar disclosure instrument that contains the information specified in Government Code 2256.016(b). To maintain eligibility, an investment pool must furnish to the investment officer or other authorized representative investment transaction confirmations and a monthly report that contains the information specified in Government Code 2256.016(c). A district by contract may delegate to an investment pool the authority to hold legal title as custodian of investments purchased with its local funds. *Gov't Code 2256.016(b)-(d)*

Corporate Bonds

A district that qualifies as an issuer as defined by Government Code 1371.001 [see CCF], may purchase, sell, and invest its funds and funds under its control in corporate bonds (as defined above) that, at the time of purchase, are rated by a nationally recognized investment rating firm "AA-" or the equivalent and have a stated final maturity that is not later than the third anniversary of the date the corporate bonds were purchased.

A district is not authorized to:

1. Invest in the aggregate more than 15 percent of its monthly average fund balance, excluding bond proceeds, reserves, and other funds held for the payment of debt service, in corporate bonds; or
2. Invest more than 25 percent of the funds invested in corporate bonds in any one domestic business entity, including subsidiaries and affiliates of the entity.

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A district subject to these provisions may purchase, sell, and invest its funds and funds under its control in corporate bonds if the board:

1. Amends its investment policy to authorize corporate bonds as an eligible investment;
2. Adopts procedures to provide for monitoring rating changes in corporate bonds acquired with public funds and liquidating the investment in corporate bonds; and
3. Identifies the funds eligible to be invested in corporate bonds.

The district investment officer, acting on behalf of the district, shall sell corporate bonds in which the district has invested its funds not later than the seventh day after the date a nationally recognized investment rating firm:

1. Issues a release that places the corporate bonds or the domestic business entity that issued the corporate bonds on negative credit watch or the equivalent, if the corporate bonds are rated "AA-" or the equivalent at the time the release is issued; or
2. Changes the rating on the corporate bonds to a rating lower than "AA-" or the equivalent.

*Gov't Code 2256.0204*

Hedging  
Transactions

The board of an eligible entity (as defined above) shall establish the entity's policy regarding hedging transactions. An eligible entity may enter into hedging transactions, including hedging contracts, and related security, credit, and insurance agreements in connection with commodities used by an eligible entity in the entity's general operations, with the acquisition or construction of a capital project, or with an eligible project. A hedging transaction must comply with the regulations of the federal Commodity Futures Trading Commission and the federal Securities and Exchange Commission.

Government Code 1371.059(c) (validity and incontestability of obligations for certain public improvements) applies to the execution by an eligible entity of a hedging contract and any related security, credit, or insurance agreement.

An eligible entity may:

1. Pledge as security for and to the payment of a hedging contract or a security, credit, or insurance agreement any general or special revenues or funds the entity is authorized by law to pledge to the payment of any other obligation.

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2. Credit any amount the entity receives under a hedging contract against expenses associated with a commodity purchase.

An eligible entity's cost of or payment under a hedging contract or agreement may be considered an operation and maintenance expense, an acquisition expense, or construction expense of the eligible entity; or a project cost of an eligible project.

*Gov't Code 2256.0206*

Prohibited  
Investments

Except as provided by Government Code 2270 (prohibited investments), a district is not required to liquidate investments that were authorized investments at the time of purchase. *Gov't Code 2256.017*

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**Note:** As an "investing entity" under Government Code 2270.0001(7)(A), a district must comply with Chapter 2270, including reporting requirements, regarding prohibited investments in scrutinized companies listed by the comptroller in accordance with Government Code 2270.0201.

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Loss of Required  
Rating

An investment that requires a minimum rating does not qualify as an authorized investment during the period the investment does not have the minimum rating. A district shall take all prudent measures that are consistent with its investment policy to liquidate an investment that does not have the minimum rating. *Gov't Code 2256.021*

**Sellers of  
Investments**

A written copy of the investment policy shall be presented to any business organization (as defined below) offering to engage in an investment transaction with a district. The qualified representative of the business organization offering to engage in an investment transaction with a district shall execute a written instrument in a form acceptable to the district and the business organization substantially to the effect that the business organization has:

1. Received and reviewed the district investment policy; and
2. Acknowledged that the business organization has implemented reasonable procedures and controls in an effort to preclude investment transactions conducted between the district and the organization that are not authorized by the district's investment policy, except to the extent that this authorization:
  - a. Is dependent on an analysis of the makeup of the district's entire portfolio;

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- b. Requires an interpretation of subjective investment standards; or
- c. Relates to investment transactions of the entity that are not made through accounts or other contractual arrangements over which the business organization has accepted discretionary investment authority.

The investment officer of a district may not acquire or otherwise obtain any authorized investment described in the district's investment policy from a business organization that has not delivered to the district the instrument required above.

*Gov't Code 2256.005(k)-(l)*

Nothing in this section relieves the district of the responsibility for monitoring investments made by the district to determine that they are in compliance with the investment policy.

Business  
Organization

For purposes of the provisions at Sellers of Investments above, "business organization" means an investment pool or investment management firm under contract with a district to invest or manage the district's investment portfolio that has accepted authority granted by the district under the contract to exercise investment discretion in regard to the district's funds.

*Gov't Code 2256.005(k)*

**Donations**

A gift, devise, or bequest made to a district to provide college scholarships for district graduates may be invested by the board as provided in Property Code 117.004 (Uniform Prudent Investor Act), unless otherwise specifically provided by the terms of the gift, devise, or bequest. *Education Code 45.107*

Investments donated to a district for a particular purpose or under terms of use specified by the donor are not subject to the requirements of the Public Funds Investment Act. *Gov't Code 2256.004(b)*

**Electronic Funds  
Transfer**

A district may use electronic means to transfer or invest all funds collected or controlled by the district. *Gov't Code 2256.051*

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**Investment Authority**

The chief financial officer or other person designated by Board resolution shall serve as the investment officer of the District and shall invest District funds as directed by the Board and in accordance with the District's written investment policy and generally accepted accounting procedures. All investment transactions except investment pool funds and mutual funds shall be settled on a delivery versus payment basis.

**Approved  
Investment  
Instruments**

From those investments authorized by law and described further in CDA(LEGAL) under Authorized Investments, the Board shall permit investment of District funds, including bond proceeds and pledged revenue to the extent allowed by law, in only the following investment types, consistent with the strategies and maturities defined in this policy:

1. Obligations of, or guaranteed by, governmental entities as permitted by Government Code 2256.009.
2. Certificates of deposit and share certificates as permitted by Government Code 2256.010.
3. Fully collateralized repurchase agreements permitted by Government Code 2256.011.
4. A securities lending program as permitted by Government Code 2256.0115.
5. Banker's acceptances as permitted by Government Code 2256.012.
6. Commercial paper as permitted by Government Code 2256.013.
7. No-load mutual funds, except for bond proceeds, and no-load money market mutual funds, as permitted by Government Code 2256.014.
8. A guaranteed investment contract as an investment vehicle for bond proceeds, provided it meets the criteria and eligibility requirements established by Government Code 2256.015.
9. Public funds investment pools as permitted by Government Code 2256.016.

**Safety**

The primary goal of the investment program is to ensure safety of principal, to maintain liquidity, and to maximize financial returns within current market conditions in accordance with this policy. Investments shall be made in a manner that ensures the preservation of capital in the overall portfolio, and offsets during a 12-month period any market price losses resulting from interest-rate fluctuations by income received from the balance of the portfolio. No indi-

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vidual investment transaction shall be undertaken that jeopardizes the total capital position of the overall portfolio.

**Investment Management**

In accordance with Government Code 2256.005(b)(3), the quality and capability of investment management for District funds shall be in accordance with the standard of care, investment training, and other requirements set forth in Government Code Chapter 2256.

**Liquidity and Maturity**

Any internally created pool fund group of the District shall have a maximum dollar weighted maturity of 180 days. The maximum allowable stated maturity of any other individual investment owned by the District shall not exceed one year from the time of purchase. The Board may specifically authorize a longer maturity for a given investment, within legal limits.

The District's investment portfolio shall have sufficient liquidity to meet anticipated cash flow requirements.

**Diversity**

The investment portfolio shall be diversified in terms of investment instruments, maturity scheduling, and financial institutions to reduce risk of loss resulting from overconcentration of assets in a specific class of investments, specific maturity, or specific issuer.

**Monitoring Market Prices**

The investment officer shall monitor the investment portfolio and shall keep the Board informed of significant changes in the market value of the District's investment portfolio. Information sources may include financial/investment publications and electronic media, available software for tracking investments, depository banks, commercial or investment banks, financial advisers, and representatives/advisers of investment pools or money market funds. Monitoring shall be done monthly or more often as economic conditions warrant by using appropriate reports, indices, or benchmarks for the type of investment.

**Monitoring Rating Changes**

In accordance with Government Code 2256.005(b), the investment officer shall develop a procedure to monitor changes in investment ratings and to liquidate investments that do not maintain satisfactory ratings.

**Funds/Strategies**

Investments of the following fund categories shall be consistent with this policy and in accordance with the applicable strategy defined below. All strategies described below for the investment of a particular fund should be based on an understanding of the suitability of an investment to the financial requirements of the District and consider preservation and safety of principal, liquidity, marketability of an investment if the need arises to liquidate before maturity, diversification of the investment portfolio, and yield.

Operating Funds

Investment strategies for operating funds (including any commingled pools containing operating funds) shall have as their primary

OTHER REVENUES  
INVESTMENTS

CDA  
(LOCAL)

objectives preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.

**Custodial Funds** Investment strategies for custodial funds shall have as their primary objectives preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.

**Debt Service Funds** Investment strategies for debt service funds shall have as their primary objective sufficient investment liquidity to timely meet debt service payment obligations in accordance with provisions in the bond documents. Maturities longer than one year are authorized provided legal limits are not exceeded.

**Capital Project Funds** Investment strategies for capital project funds shall have as their primary objective sufficient investment liquidity to timely meet capital project obligations. Maturities longer than one year are authorized provided legal limits are not exceeded.

**Safekeeping and Custody** The District shall retain clearly marked receipts providing proof of the District's ownership. The District may delegate, however, to an investment pool the authority to hold legal title as custodian of investments purchased with District funds by the investment pool.

**Sellers of Investments** Prior to handling investments on behalf of the District, a broker/dealer or a qualified representative of a business organization must submit required written documents in accordance with law. [See Sellers of Investments, CDA(LEGAL)]

Representatives of brokers/dealers and representatives with distributors of investment pools shall be registered with the Texas State Securities Board and must have membership in the Securities Investor Protection Corporation (SIPC) and be in good standing with the Financial Industry Regulatory Authority (FINRA). Distributors of investment pools shall also be a registrant in good standing with the Municipal Securities Rulemaking Board (MSRB).

**Soliciting Bids for CDs** In order to get the best return on its investments, the District may solicit bids for certificates of deposit in writing, by telephone, or electronically, or by a combination of these methods.

**Interest Rate Risk** To reduce exposure to changes in interest rates that could adversely affect the value of investments, the District shall use final and weighted-average-maturity limits and diversification.

The District shall monitor interest rate risk using weighted average maturity and specific identification.

**Internal Controls** A system of internal controls shall be established and documented in writing and must include specific procedures designating who

has authority to withdraw funds. Also, they shall be designed to protect against losses of public funds arising from fraud, employee error, misrepresentation by third parties, unanticipated changes in financial markets, or imprudent actions by employees and officers of the District. Controls deemed most important shall include:

1. Separation of transaction authority from accounting and recordkeeping and electronic transfer of funds.
2. Avoidance of collusion.
3. Custodial safekeeping.
4. Clear delegation of authority.
5. Written confirmation of telephone transactions.
6. Documentation of dealer questionnaires, quotations and bids, evaluations, transactions, and rationale.
7. Avoidance of bearer-form securities.

These controls shall be reviewed by the District's independent auditing firm.

**Annual Review**

The Board shall review this investment policy and investment strategies not less than annually and shall document its review in writing, which shall include whether any changes were made to either the investment policy or investment strategies.

**Annual Audit**

In conjunction with the annual financial audit, the District shall perform a compliance audit of management controls on investments and adherence to the District's established investment policies.



# Recommendations

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# Recommendations

1. Red Oak Independent School District's primary investment strategy for 2024-2025 was to invest operating funds in investment pools. Investment pools may not always provide the highest interest rates from month to month. However, the stability of the investment pools provides the most efficient use of the District's limited resources. The District partnered with PTMA Financial Solutions for the investment of the bond proceeds. The main objective is to proactively invest and monitor the District's bond proceeds associated with the middle school and the new 2025 projects. In working with PTMA, the District will seek a diversified portfolio of investments that are in keeping with State Statute and the District's Investment Policy to maximize investment income while keeping funds safe and providing adequate liquidity.

For the fiscal year 2025-2026 it is recommended to continue the 2024-2025 investment strategy including concentrating the operating funds in the investment pools, monitoring market information, interest rates, forecasted and actual cash flows, and managing every fund in the portfolio on an individual, consistent, and frequent basis. Investment Officers will evaluate the market on an ongoing basis to determine where the District's funds are best utilized in the existing market. When appropriate, the District will place funds on a delivery vs. paid method in US Government Securities or in top grade commercial paper through an approved broker. Monitoring changes in the District's cash flow forecast will also be important in the coming year. The effective and efficient management of the portfolio can ensure a reasonable yield on the portfolio without exposing the District to unacceptable levels of risk.

2. The District currently utilizes the expertise of the following major investment brokers. The District staff will make investment decisions for government securities and commercial paper based on competitive pricing. It is recommended that the School Board review and adopt this list of qualified brokers that are authorized to engage in investment transactions with the District.

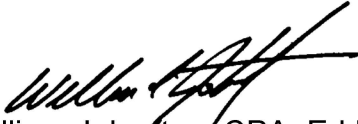
- ✓ SAMCO Capital Markets, Inc.
- ✓ First Public (Lone Star Investment Pool, a Subsidiary of Texas Association of School Boards)
- ✓ First Southwest (A Division of Hilltop Securities)
- ✓ LOGIC (Local Government Investment Cooperative)
- ✓ PTMA Financial Solutions (formerly PMA Asset Management, LLC)
- ✓ TexPool (Federated Investors)
- ✓ Texas CLASS Local Government Investment Pool
- ✓ Texas Short Term Asset Reserve Program(TexSTAR)
- ✓ Texas TERM Local Government Investment Pool
- ✓ Merrill Lynch
- ✓ Morgan Stanley
- ✓ Citigroup Global Markets, Inc.
- ✓ Wells Fargo Securities

# Recommendations (Continued)

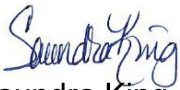
3. Code, Chapter 2256 requires investment officers to receive instruction relating to investment responsibilities under the Public Funds Investment Act from an independent source approved by the Board or a designated investment committee advising the investment officer, as provided for in the District's investment policy. It is recommended that the following providers be used for investment training:
  - ✓ Texas Association of School Administrators(TASA)
  - ✓ Texas Association of School Boards (TASB)
  - ✓ Texas Association of School Business Officials (TASBO) and its local affiliates
  - ✓ Texas Comptroller of Public Accounts
  - ✓ Texas State Society of Certified Public Accountants and its approved providers
  - ✓ Texas State University
  - ✓ Regional Education Service Centers including Region 10 and Region 7
  - ✓ First Southwest Company
  - ✓ Texas Cooperative Liquid Assets Securities System Trust
  - ✓ First Public, A Subsidiary of Texas Association of School Boards
  - ✓ University of North Texas
  - ✓ Coastal Securities
  - ✓ Government Finance Officers Association
  - ✓ Government Treasurer's Organization of Texas
  - ✓ TexPool / Federated
  - ✓ North Central Texas Council of Governments

# Compliance Certification

We hereby certify that the annual investment report represents the investment position of the District as of June 30, 2025 and that all investments were purchased in compliance with the Board approved cash management and investment policy.



William Johnston, CPA, Ed.D.  
Chief Financial Officer



Sandra King, RTSBA  
Finance Coordinator

Shana Owen  
Executive Director of Specialized Learning

Magda Davis  
Assistant Director of State & Fed Programs

# Bilingual /ESL Program Evaluation

Oct 2025

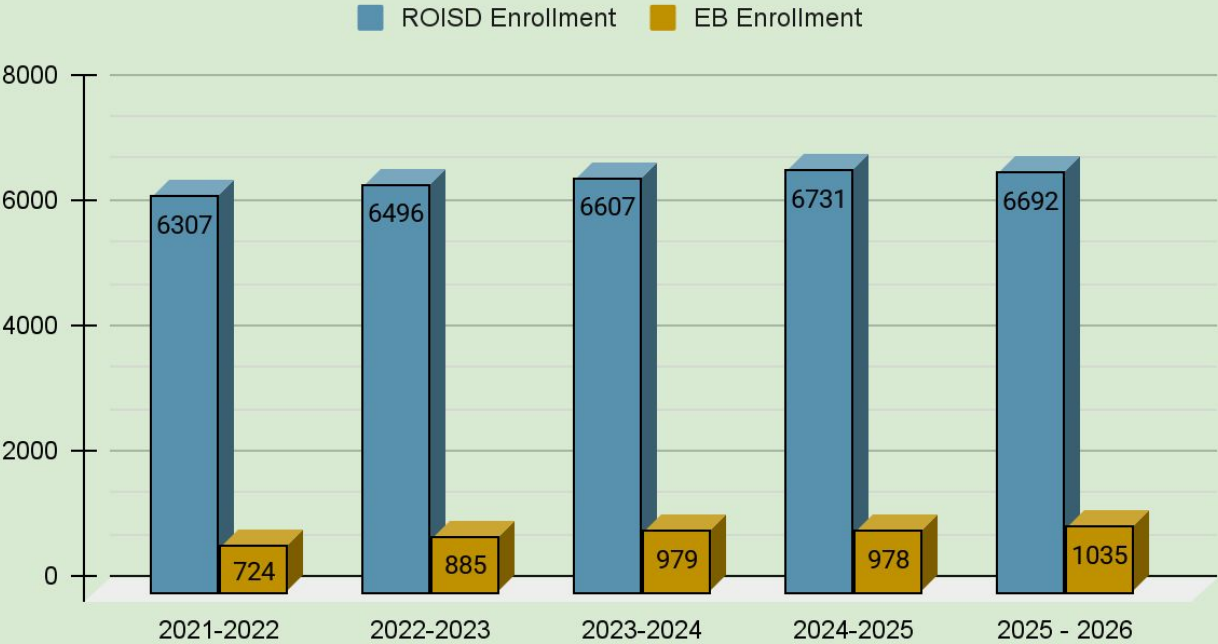


# Enrollment & Language Programs



# Enrollment Trends

## ROISD Student Enrollment in October



**Currently, 15.5% of our students are EB students.**

# Our Language Programs



## Dual Language Immersion One Way

A **bilingual/biliteracy program** model in which students identified as emergent bilingual students are served in both **English** and **Spanish** and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school.



## ESL Content-Based

An **English acquisition program** that serves students identified as emergent bilingual students through English instruction by a teacher appropriately certified in ESL through **reading, mathematics, science, and social studies.**



## ESL Pull Out

An **English acquisition program** that serves students identified as emergent bilingual students through English instruction by a **reading** teacher appropriately certified in ESL.

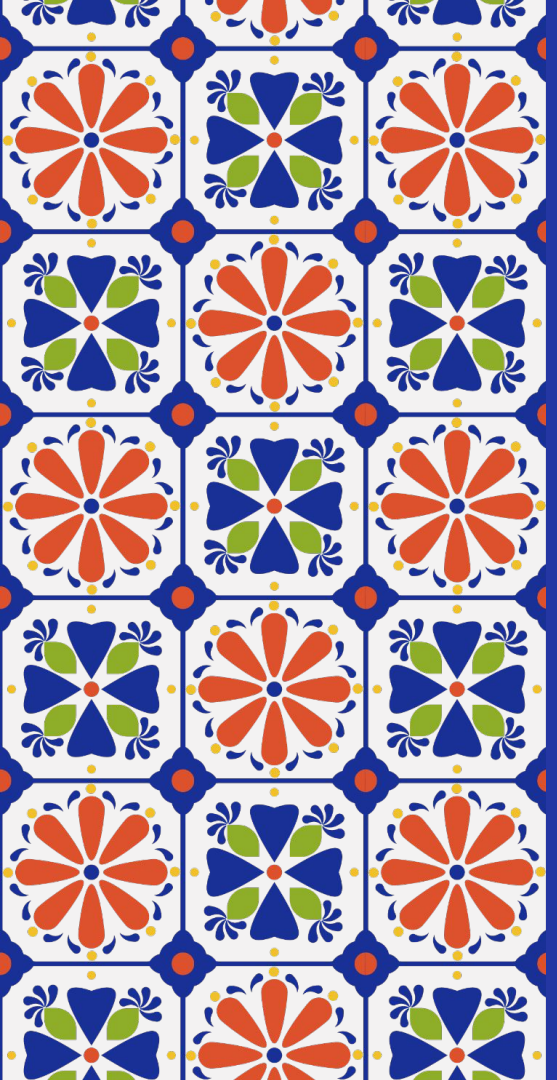


## \* Alternative Methods

**Period for which a district is granted an exception or waiver and use alternative methods to serve EB students.**



ROISD filed an ESL waiver last year and had students in an alternative methods coding for 2024-2025. We will have to file another ESL waiver for 2025-2026.



# DLI- Dual Language Immersion - One Way

PK-5th Grade:

The **goal** of our One Way Dual Language Immersion Program is for students to **attain academic achievement in two languages** and **full proficiency in English, as well as in Spanish**. This gives students the instruction needed to be fully **bilingual, biliterate** and **bicultural**.

Red Oak ISD uses the Gomez & Gomez One Way Dual Language Model. Emergent Bilingual (EB) Spanish speaking students are the only ones eligible for this program since they will learn to read in their first language, Spanish.

From grades 2-5, language of instruction is 50% English and 50% Spanish. Language Arts is taught in two languages and math is taught in English. In other subjects, language varies by grade.



# ESL - English as a Second Language

Program Goals = **academic achievement in English  
& English proficiency**

## PK- 2nd Grade:

### Content-Based ESL Program

- All content is delivered in a self-contained setting by an ESL certified teacher

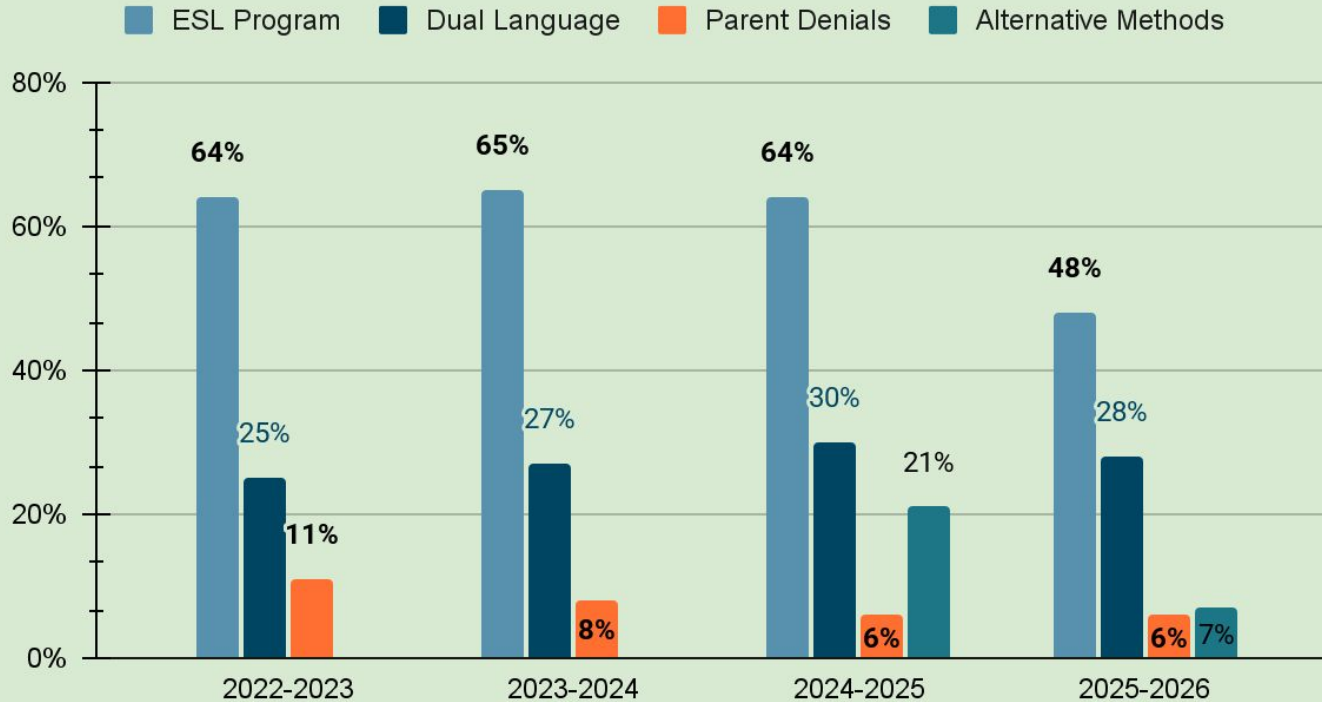
## 3rd - 12th Grade:

### Pull-Out ESL Program

- ELAR Teacher of record is ESL certified and provides linguistic support

# Our Language Programs

## What Language Programs are EBs in?





## Purpose

LEAs shall collect a full range of data to determine program effectiveness to ensure the academic success of Emergent Bilingual students.  
(TEC § 29.062 & TAC §89.1265)

This annual report will reflect:

- EB student linguistic & academic outcomes
- Impact of teachers appropriately certified & those under a bilingual exception or ESL waiver
- Professional learning opportunities for teachers & paraprofessionals
- Program implementation effectiveness



# Linguistic Outcomes



# TELPAS Testing

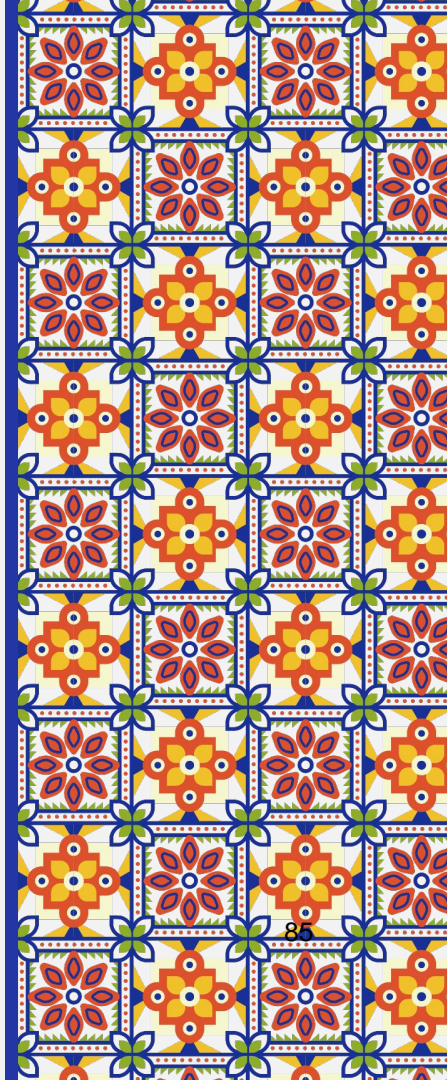
## Texas English Language Proficiency Assessment System

This testing is used by the state to monitor EB student progress in English language acquisition in listening, speaking, reading and writing.

- 966 students were tested last Spring
- 7 students took TELPAS ALT (severe cognitively delayed EB students)

### Yearly Progress Summary

- 54 % of our EB students met Yearly Progress
- 258 students advanced one English Proficiency Level
- 24 students advanced two English Proficiency Levels



## ~ Dual Language

### KG - 2nd Grade

Participants: **131**

Average Composite Score:

**1.9** out of 4.0

Progressed at least 1 prof. Level: **38**

### 3rd - 12th Grade

Participants: **130**

Average Composite Score:

**2.9** out of 4.0

Progressed at least 1 prof. Level: **43**

## ~ ESL

### KG - 2nd Grade

Participants: **106**

Average Composite Score:

**2.5** out of 4.0

Progressed at least 1 prof. Level: **26**

### 3rd - 12th Grade

Participants: **559**

Average Composite Score:

**2.6** out of 4.0

Progressed at least 1 prof. Level: **33**

## ~ Program Denials

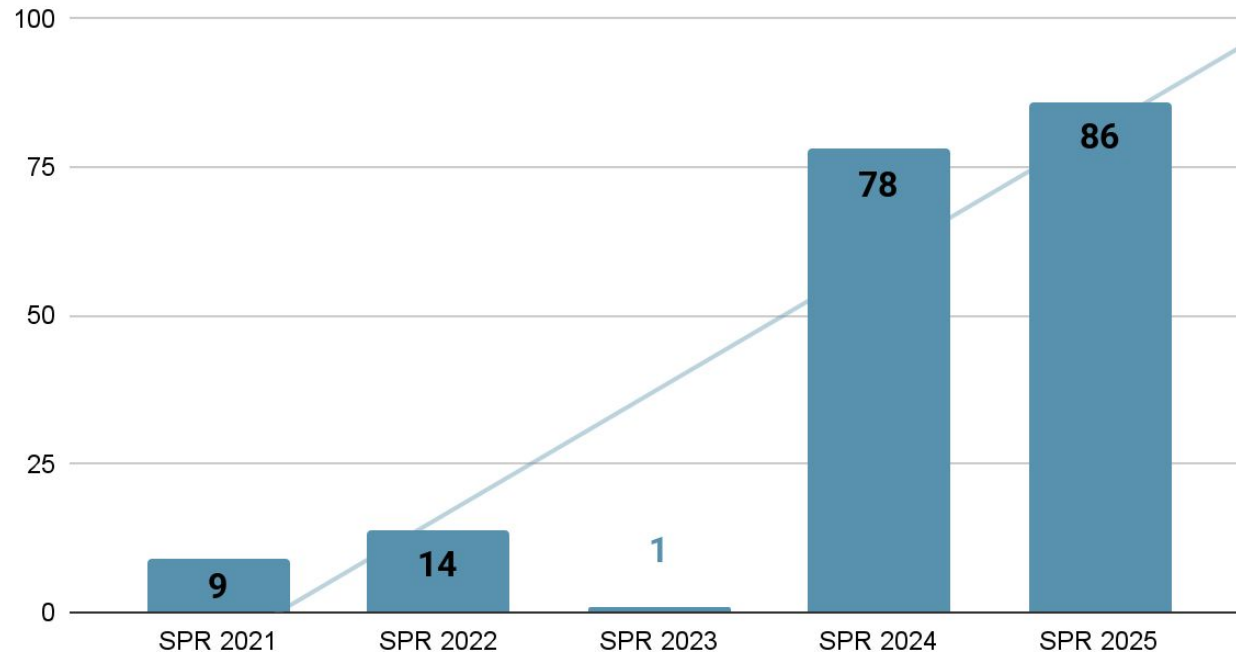
\*Not reported on Texas Assessment website

Program Impact on English Language Proficiency



# Reclassification

## History of EB Reclassification



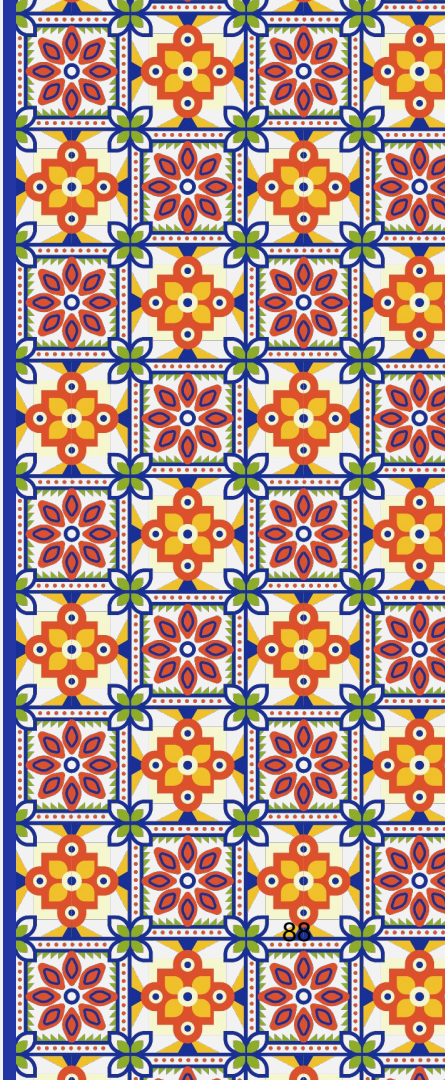
Reclassification is when an EB student reaches English Proficiency.

Here is the state's criteria.

1. Composite score of ADV High on TELPAS.
2. Pass Reading STAAR or IOWA test
3. Teacher recommendation

\*\*\* The state changed the requirement for TELPAS. Before 2024 students had to score ADV High in each of the 4 domains.

# Spanish Proficiency in Dual Language Immersion Program



# End of Year Spanish Reading Levels

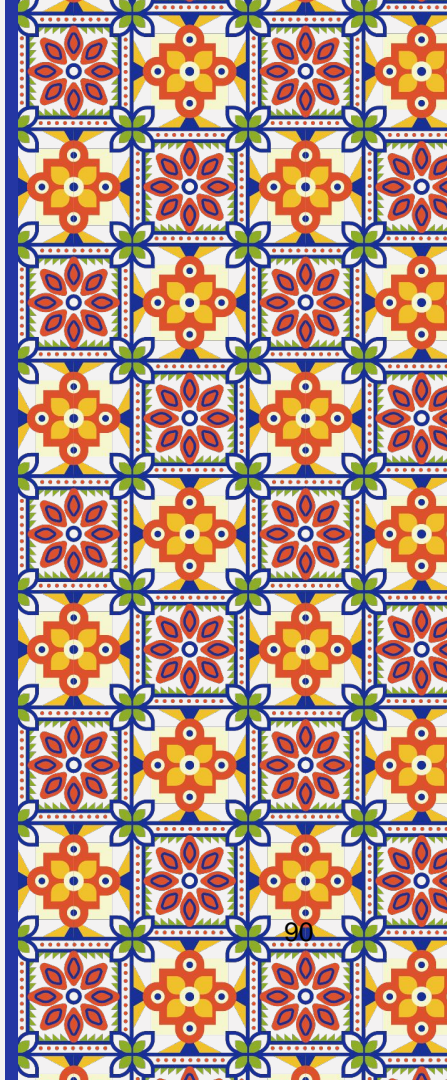
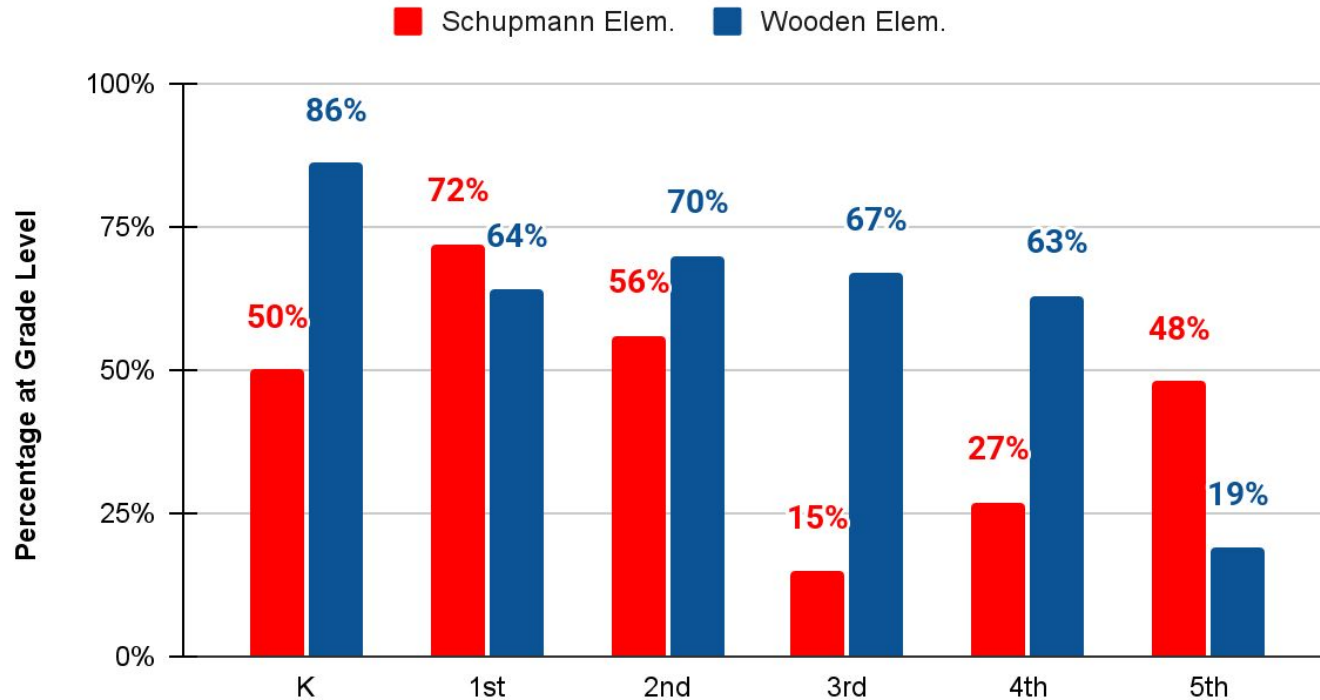
This chart shows  
**Percentage at Grade Level**  
for  
**Spanish Reading**

Source: 2024/2025 GRA Data

Grade Level / % of <b>Reading Instruction</b>	Schupmann Elem.	Wooden Elem.
<b>K</b> 100% in Spanish	25%	46%
<b>1st</b> 100% in Spanish	50%	58%
<b>2nd</b> 50% = Span., 50% = Eng.	87%	79%
<b>3rd</b> 50% = Span., 50% = Eng	77%	41%
<b>4th</b> 50% = Span., 50% = Eng	55%	63%
<b>5th</b> 50% = Span., 50% = Eng	89%	91%

# Spanish Proficiency in DLI

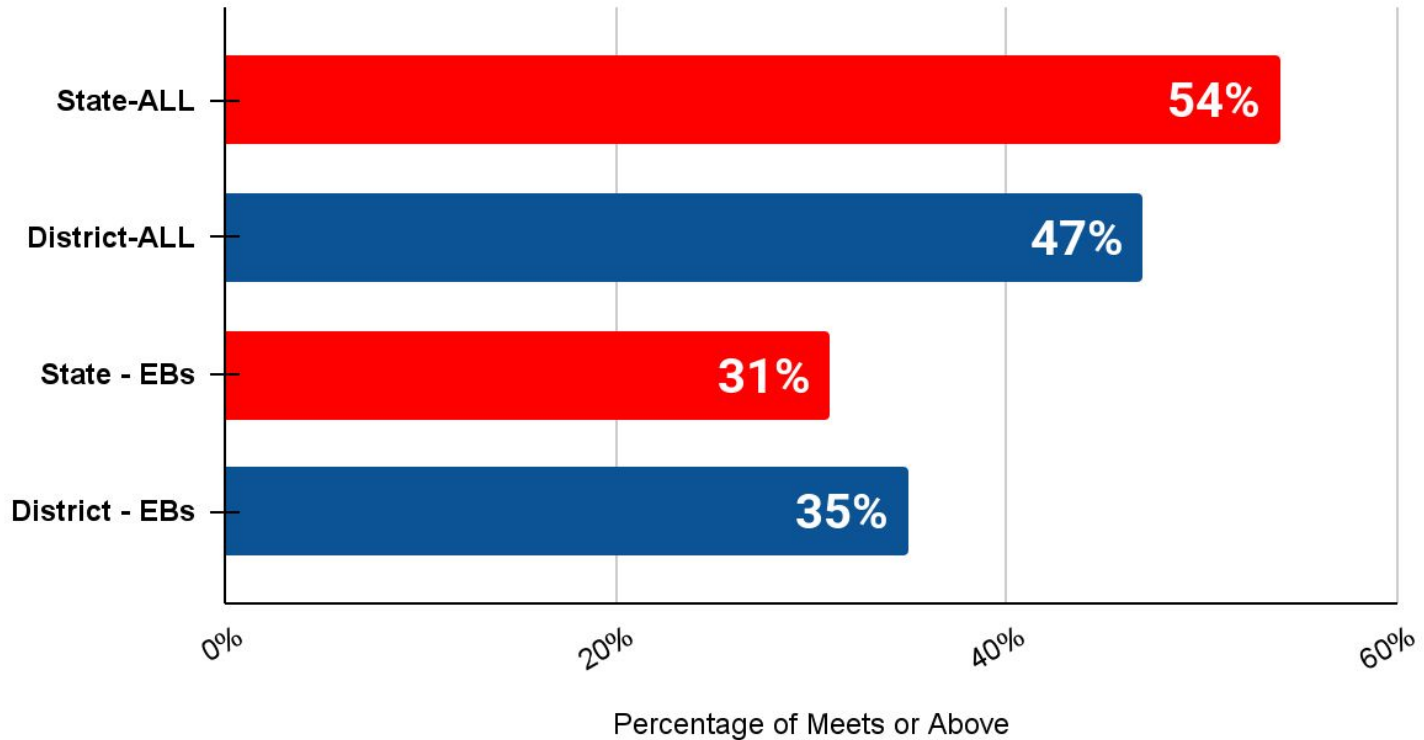
## End-of-Year Spanish I-Ready Reading Results



# Academic Outcomes



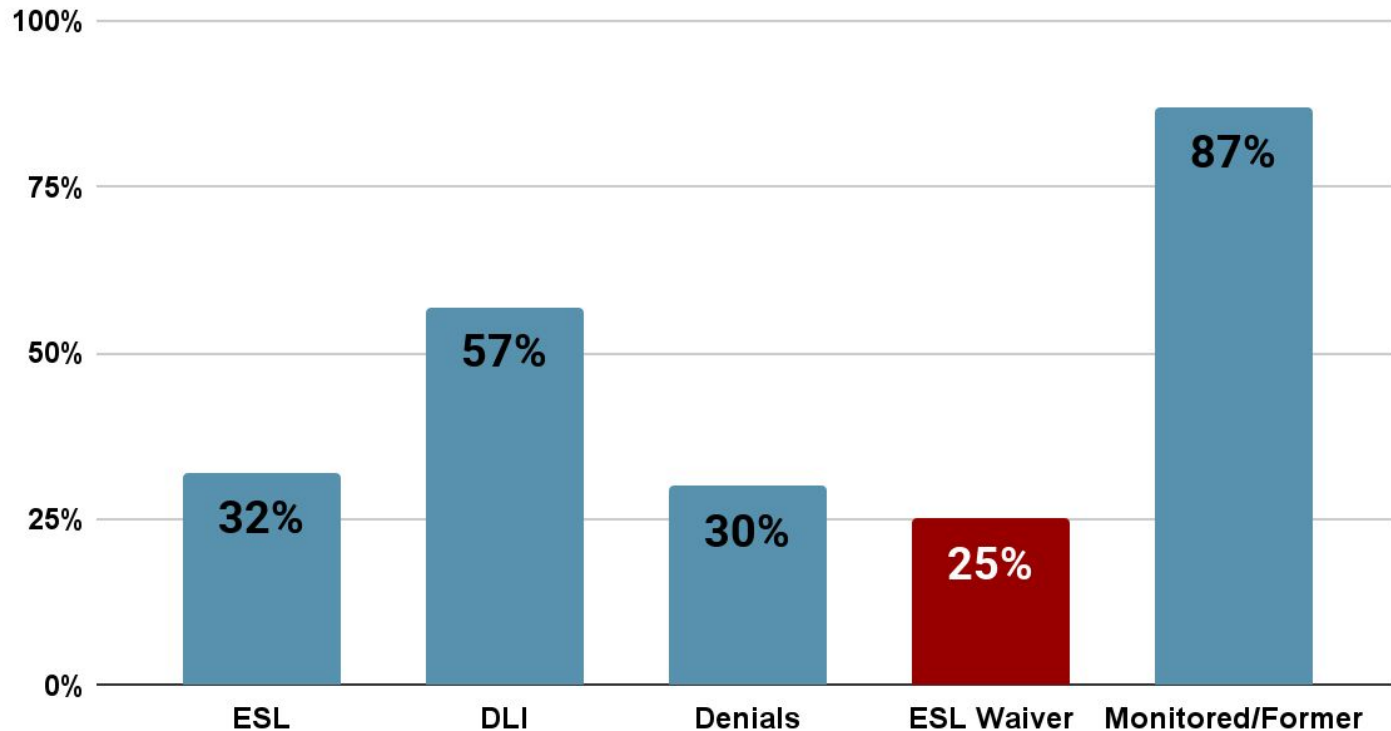
## RLA - Grades 3-8 and English I & II



**District exceeded state average EB performance in Reading.**

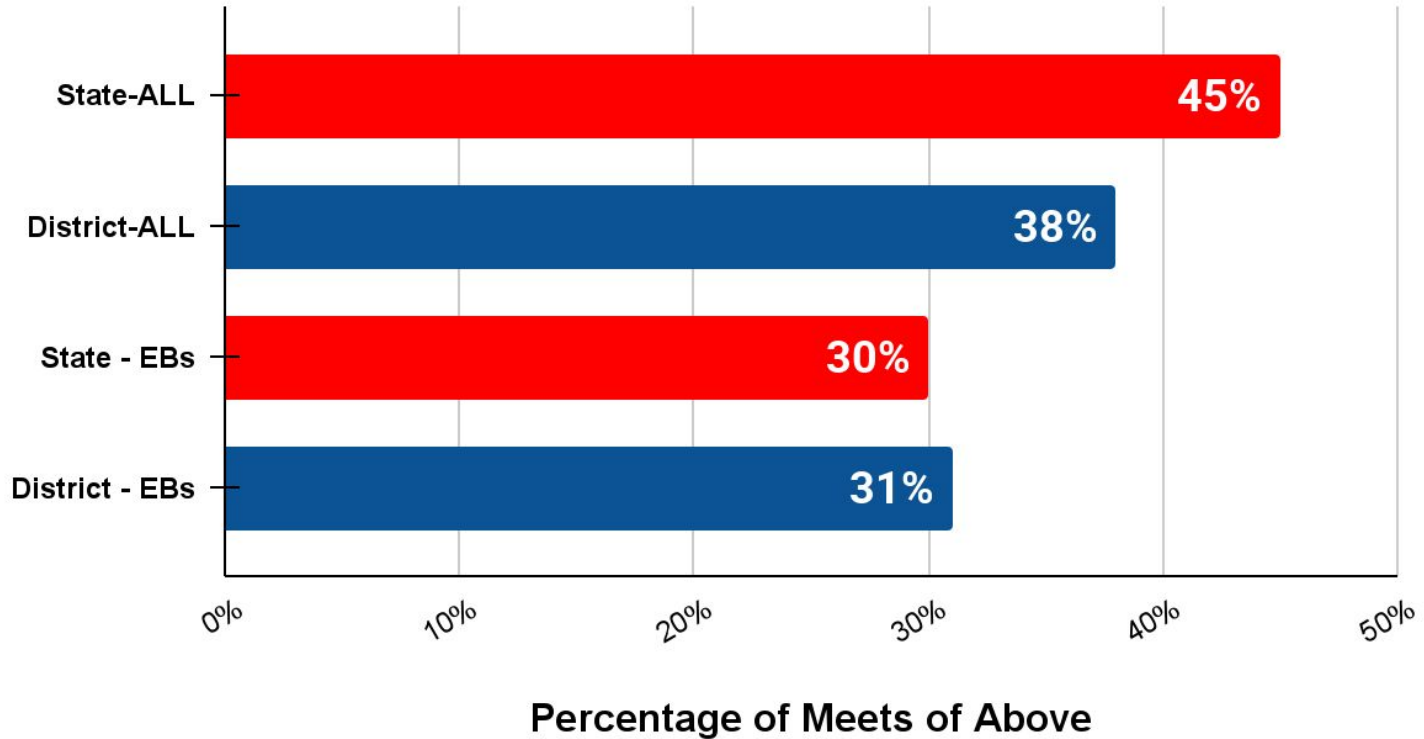
## Language Program Performance in Reading

### Program Performance in Reading Overall



ESL Waiver students were the only ones under the state average for EB performance of **31%** in reading.

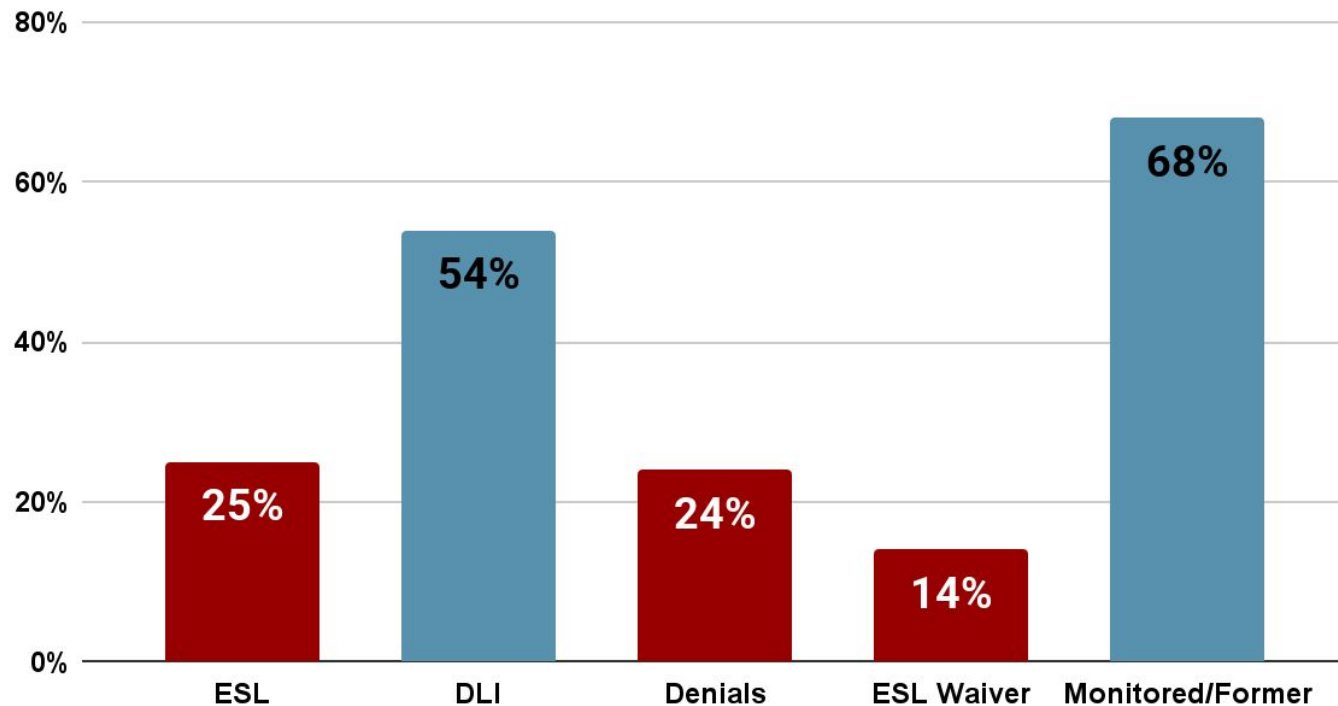
## Math - Grades 3-8 and Algebra I



**District exceeded state average EB performance in Math.**

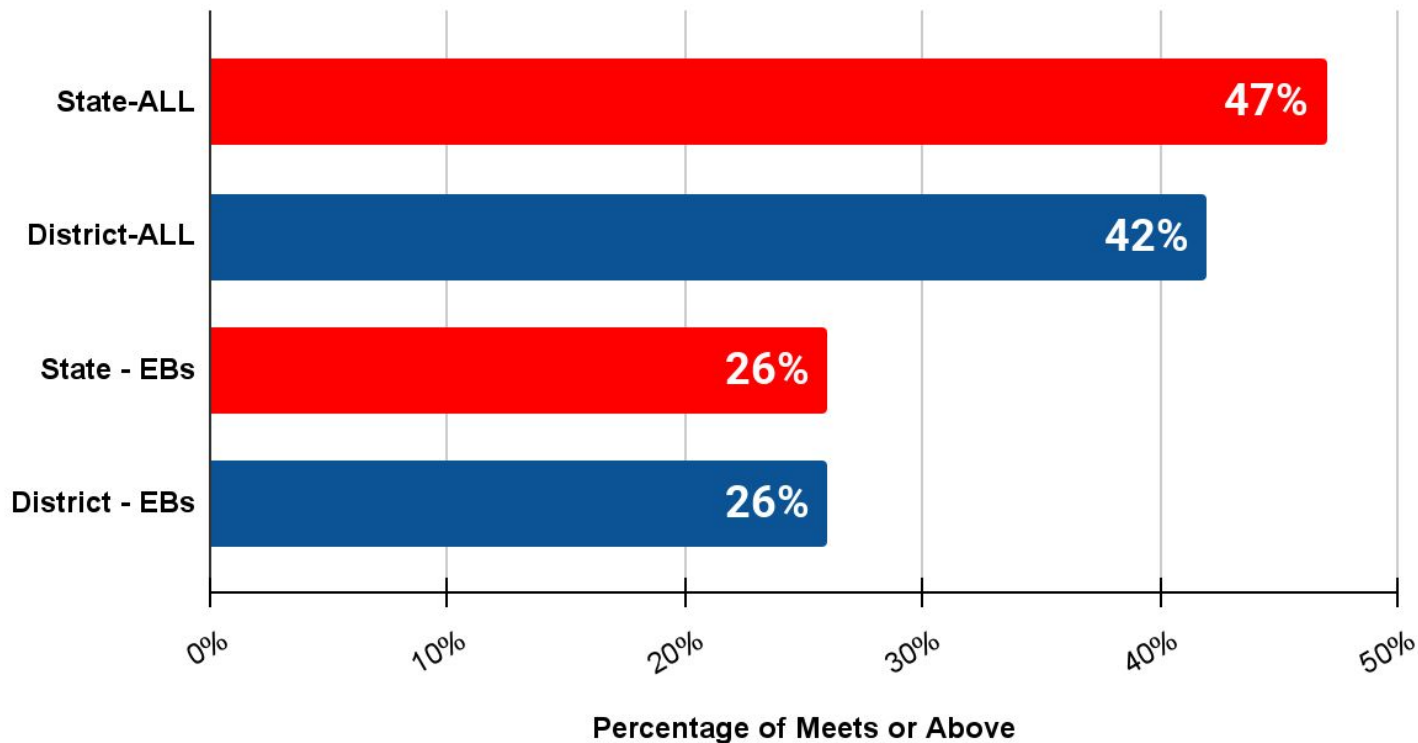
## Language Program Performance in Math

### Program Performance in Math Overall



EB students in ESL, denials, and waiver fell under the state average for EB performance of **30%** in math.

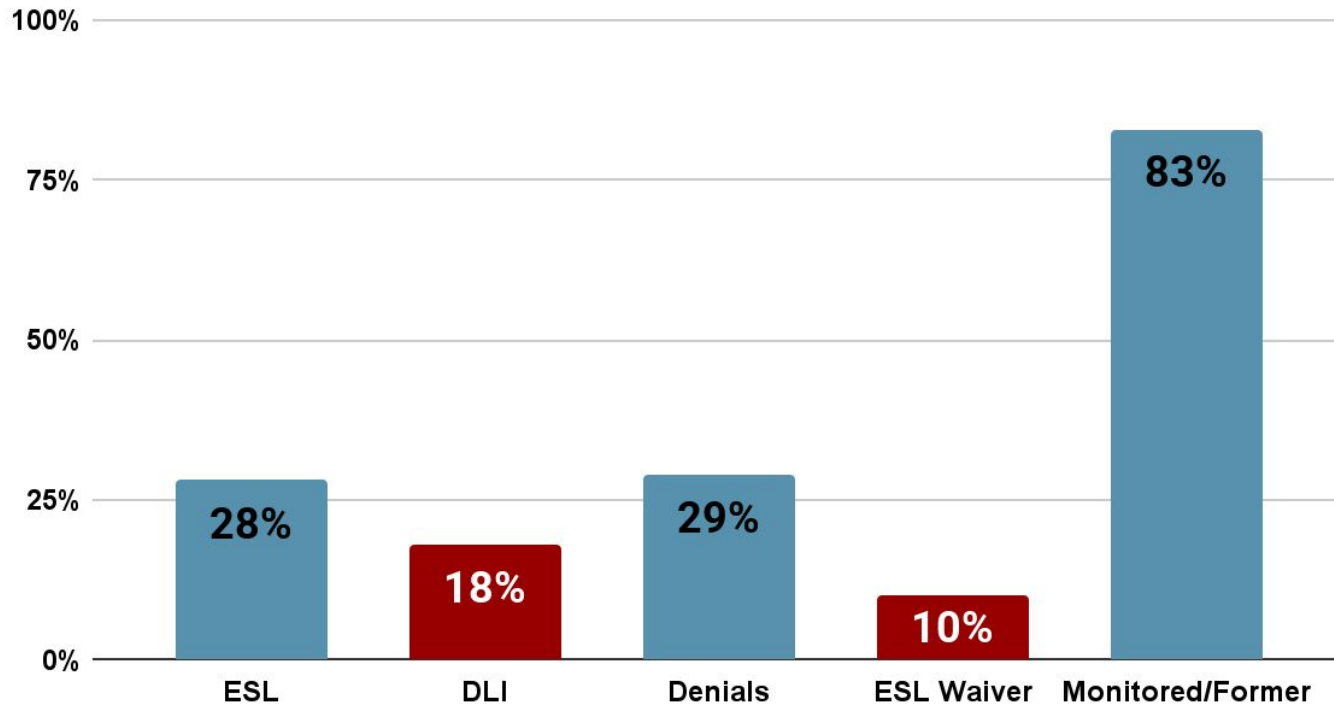
## Science - Grades 5 & 8 and Biology



**District met state average EB performance in Science.**

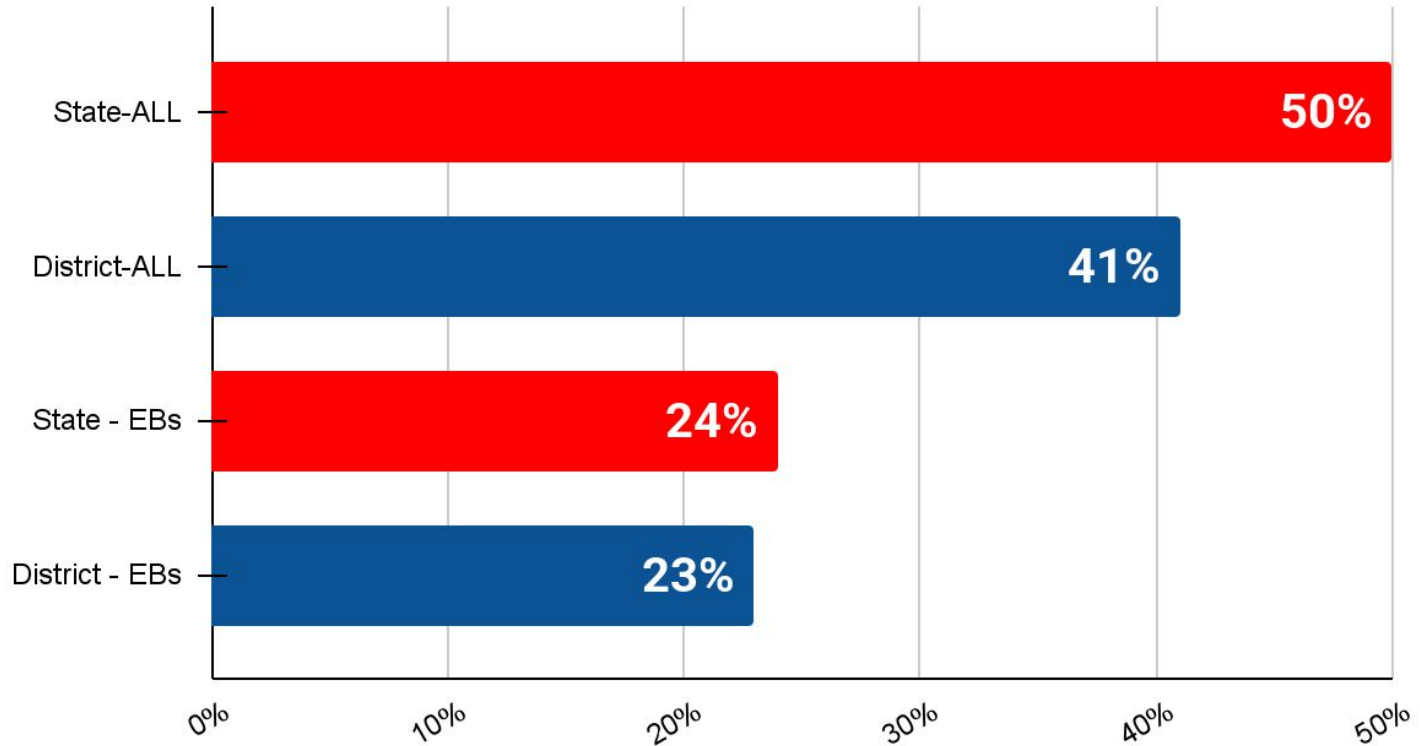
## Language Program Performance in Science

### Program Performance in Science Overall



EB students in Dual Language Immersion and ESL waiver fell under the state average for EB performance of **26%** in Science.

## Social Studies - Grades 8 and History

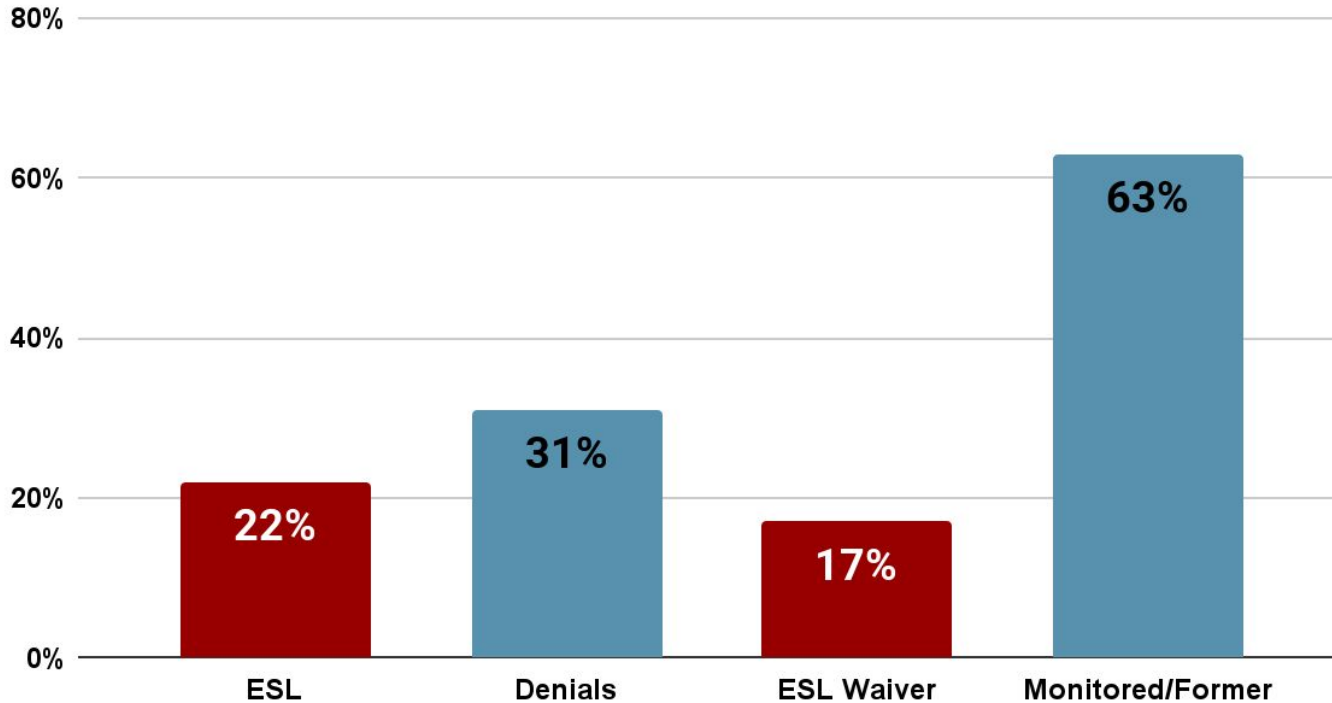


**District almost met state average EB performance in Social Studies.**

# Language Program Performance in Social Studies

**8th Social Studies  
& 11th U S History  
only**

## Program Performance in Social Studies Overall



EB students in  
ESL and ESL  
waiver fell under  
the state average  
for EB  
performance of  
**24%** in Science.

## **Additional Information**

Red Oak ISD filed an ESL waiver last year and will file another this school year so the following information will be included in this evaluation.

(TAC §89.1265)

This annual report will reflect:

- Number of teachers on the ESL waiver both year
- Number of teachers who successfully completed ESL certification last year
- Frequency and scope of the comprehensive PD plan and its results
- Numbers of students who were and are currently served through alternative methods.



# Number of Waiver Teachers

<b>Campus</b>	<b>2024-2025</b>	<b>2025-2026</b> <b>(TEA filing due by Nov. 1, 2025)</b>
Eastridge Elem.	1	0
Shields Elem.	0	0
Red Oak Elem.	2	3
Schupmann Elem.	0	0
Wooden Elem.	0	0
Red Oak Middle School	5	1
Shaw Middle School		1
Red Oak High School	2	3
<b>Totals</b>	<b>10</b>	<b>8</b>



2024-2025

# ESL Certification Completions

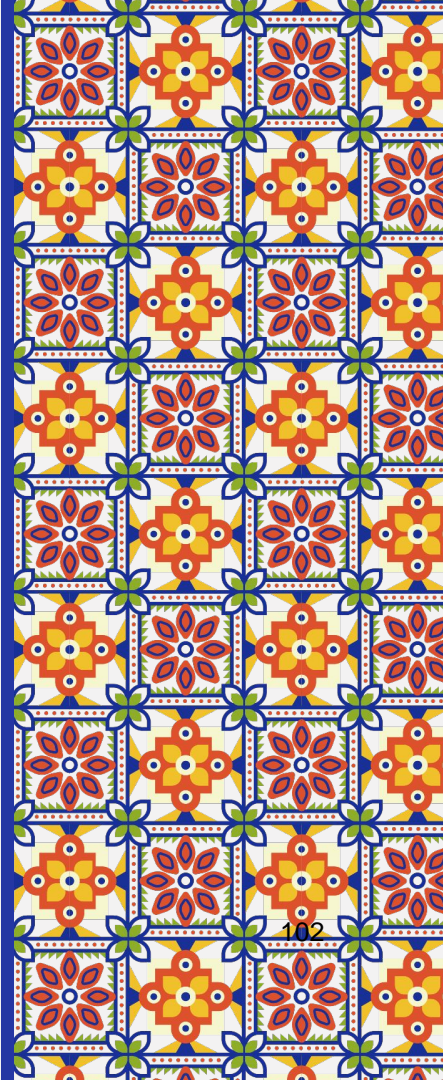
<b>Campus</b>	<b>Number of Teachers who completed ESL certification last year</b>
Eastridge	0
Red Oak Elem.	1
Red Middle School	2
Red Oak High School	1

4 out of 10 teachers completed ESL certifications and returned.

1 - non-renewed

1 - administrative leave

2 - non returning



# Number of Students in *Alternative Methods* (waiver)

<b>Campus</b>	<b>2024-2025</b>	<b>2025-2026</b> <b>(TEA filing due by Nov. 1, 2025)</b>
Eastridge Elem.	3	2
Shields Elem.	0	0
Red Oak Elem.	4	18
Schupmann Elem.	0	0
Wooden Elem.	0	0
Red Oak Middle School	148	25
Shaw Middle School		22
Red Oak High School	51	6
<b>Totals</b>	<b>206</b>	<b>73</b>

# 2024-2025 Comprehensive PD Plan

**Scope:** ESL waiver teachers were given this plan **to support them in serving their EB students in their classrooms** and to **prepare them for the ESL certification test.**

## ~ 01 Preparation for ESL TExES Exam

Teachers given several opportunities to attend for at least one **ESL TExES test prep** training.

## ~ 02 Preparation to Service Current EBs

Teachers had to complete Sheltered Instruction training through 6 online modules or one day face-to-face training.

They had to complete at least 4 Ellevation Strategies modules with embedded classroom practice and reflection.

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They had to attend one EB centered conference or TELPAS Expedition training.

# 2024-2025 Comprehensive PD Plan

**Frequency:** Targeted professional development opportunities were offered throughout the school year. Campus principals and the Assistant Director of State & Federal programs met with each teacher to explain the purpose of the waiver, the responsibility and expectations of completing the PD as well as attaining the ESL certificate by the end of the school year. Accountability sheets were signed. Progress and teacher feedback were scheduled during the school year.

## 2024 - 2025 ESL Waiver Teacher Accountability Sheet

Teacher Name: (as it appears on <a href="#">SBEC</a> )		
Campus:	Grade level:	Subject:
Number of EBs you are serving:		
Current Certifications/ Number of years certified:		

Reading teachers working with Emergent Bilingual (EB) students who are not ESL-certified are required to complete this comprehensive professional development (PD) plan. The plan will prepare them for the ESL TExES #154 exam and provide additional training to address the affective, linguistic, and cognitive needs of their current EB students.

### I. Preparation for ESL TExES: (Choose at least one of the dates)

- [Face-to-Face ESL TExES #154 prep](#) (Saturdays, 9:00-4:00 pm)  
Circle at least one date: 11/9/24, 12/7/24, 1/25/25, 2/22/25, **2/8/25**, 3/29/25, 5/3/25  
\*\*\* 2/8/25 training will be in Duncanville

Estimated date you will attempt the ESL TExES #154 certification test:

### II. Preparation to Service Current EBs: (Choose one of the following)

- [Sheltered English \(8 Online modules\)](#) (Complete by 1/25/25)  
 [Face-to-Face options](#) for Sheltered Instruction (1/25/2025 or 03/29/2025)  
 Content-Based Language Instruction - **TBA**

### III. Preparation to Service Current EBs: (Mandatory)

- Complete at least 4 [Elevation Strategies Modules](#) (Due: 3/28/25)  
 Use [Elevation's EB Activities](#) in your content lessons based on students' linguistic and affective needs. (ELPS)

# 2024-2025 Comprehensive PD Plan

## Results:

- 4 out of the 5 returning teachers have completed their ESL certification
- We are preparing our teachers to meet the needs of our growing EB population.
- As demonstrated in **ESL waiver student** performance for STAAR, we are behind the average state EB performance in all 4 core subjects. We will continue to strengthen our weakest link in our EB support.

#### IV. Preparation to Service Current EBs: (BEAM is required since it's before the school year ends and then choose a second PD from the rest. 12 hour minimum from this section)

- BEAM Conference (Bilingual/ESL Ed. Assoc. of the Metroplex), 4/5/2025
- R10 Multilingual Symposium, 5/28/2025 & 5/29/2025, registration opens on 3/1/25 through [Region 10](#) (2 Days)
- R10 - [Expedition TELPAS](#), 6/2/25 & 6/3/25 (2 Days)
- Region 10 ( 2 half day trainings) - [Vocabupedia](#) & [Elevating EB with 8 Strategies](#) - 6/5/25

I am aware that I am on the Red Oak ISD district TEA ESL waiver and must complete the above Professional development plan in order to meet the cognitive, linguistic and affective needs of my EB students. This plan will also equip me to take the necessary tests for appropriate certification to support Emergent Bilingual (EB) students, and I am committed to taking the ESL TExES. I understand that my ESL Waiver is limited to one school year, and I will make every effort to complete the certification process within this timeframe.

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Note any feedback or concerns regarding your progress here:

Date	Feedback/Concerns regarding your progress
Dec. 6, 2024	
Feb. 7, 2025	
April 4, 2025	
May 22, 2025	

Make sure and upload your attendance certificates for any outside of Red Oak ISD trainings into your Eduphoria Strive account and check off for ESL credit (see step 13 of the [link](#) video). See this link for directions. [LINK](#)

# 2024-2025 Comprehensive PD Plan

## HR Portion:

- There is an HR portion of the comprehensive plan that was submitted to TEA.
- The **purposes** of this HR action plan are to:

**-Demonstrate support for teachers seeking certification**

**-To promote efforts to recruit certified teachers to the district**

**-To strengthen program implementation by preparing teachers under the ESL waiver to better serve the needs of the district's emergent bilingual students.**

Annual Plan						
Activity:	Goal for the Activity:	Activity Tracking: (quarter from the cyclical process)				Person Responsible for Implementation:
Additional ESL certification opportunities for current staff	Campuses provided names to HR for ESL testing. Added certification addendum to contract	Aug - Oct Pass <u>ESL</u> test by 2/1/25	Nov - Jan Pass <u>ESL</u> test by 2/1/25	Feb - Apr	May - July	Catrina Reeves
New hire certification addendums for ESL	All elementary new hires without ESL certification were provided <u>certification addendum to contract</u>	Aug - Oct Pass <u>ESL</u> test by 2/1/25	Nov - Jan Pass <u>ESL</u> test by 2/1/25	Feb - Apr	May - July	Catrina Reeves
Grow-Your-Own program	GYO program with paraprofessional staff	Aug - Oct Support paraprofessionals in GYO program to complete certification requirements	Nov - Jan Support paraprofessionals in GYO program to complete certification requirements	Feb - Apr Support paraprofessionals in GYO program to complete certification requirements	May - July	Rob Waller
Attend job fairs	Recruit candidates from universities with bilingual programs at job fairs	Aug - Oct	Nov - Jan	Feb - Apr Job fair attendance spreadsheet University partnerships	May - July	Rob Waller

# 2024-2025 HR Action Plan Results

- Tracked & monitored addendums
- 13 Job Fairs attended - 2 hires
- Red Oak Job Fair - 3 hires
- Most results with “Grow Your Own” program
  - ◆ Recruit our students to be student teachers with paid internship. We call them “Clinical Teachers”.
  - ◆ 7 paid interns (Fall), 12 paid interns (Spring)
  - ◆ Hired 8 out of 12 interns
  - ◆ GYO program also has outreach to other employees for advancement
    - Currently 2 teachers & 2 paras in training

Annual Plan						
Activity:	Goal for the Activity:	Activity Tracking: (quarter from the cyclical process)				Person Responsible for Implementation:
Additional ESL certification opportunities for current staff	Campuses provided names to HR for ESL testing. Added certification addendum to contract	Aug - Oct Pass <u>ESL</u> test by 2/1/25	Nov - Jan Pass <u>ESL</u> test by 2/1/25	Feb - Apr	May - July	Catrina Reeves
New hire certification addendums for ESL	All elementary new hires without ESL certification were provided certification addendum to contract	Aug - Oct Pass <u>ESL</u> test by 2/1/25	Nov - Jan Pass <u>ESL</u> test by 2/1/25	Feb - Apr	May - July	Catrina Reeves
Grow-Your-Own program	GYO program with paraprofessional staff	Aug - Oct Support paraprofessionals in GYO program to complete certification requirements	Nov - Jan Support paraprofessionals in GYO program to complete certification requirements	Feb - Apr Support paraprofessionals in GYO program to complete certification requirements	May - July	Rob Waller
Attend job fairs	Recruit candidates from universities with bilingual programs at job fairs	Aug - Oct	Nov - Jan	Feb - Apr Job fair attendance spreadsheet University partnerships	May - July	Rob Waller

# EB Support for ALL Teachers



- The district has the Ellevation Strategies system available to all teachers and staff on all campuses that provides learning modules, classroom embedded supports and guidance in serving EB students more effectively.
- 2025 Summer trainings were offered in **Content-Based Language Instruction** and **EB strategies** including how to use Ellevation Strategies to support instruction.
- The district will continue to promote that all teachers seek their ESL certification through free resources and cohorts from TEA as well as free Saturday trainings at Region 10.

**TEA** Texas Education Agency **ESL CERTIFICATION TRAINING**  
A new, free online course

**GET PREPARED FOR THE**  
**TExES ESL Supplemental #154 Certification Exam**

 **NEARLY 1 IN 4 TEXAS STUDENTS IS AN EMERGENT BILINGUAL STUDENT**

\*as of 2022 PEIMS data\*

**EXPAND YOUR DISTRICT'S ESL PROGRAM**

**WE NEED MORE CERTIFIED ESL TEACHERS**

Of the over 1.1 million emergent bilingual students in Texas, about half are served in ESL programs.  
Spanish-speaking students make up 88% of emergent bilingual students.  
Other prominent languages include Vietnamese, Arabic, Urdu, and Mandarin Chinese.



**INTERESTED IN OBTAINING AN ESL CERTIFICATION? REGISTER HERE**

[www.txeslprep.org](http://www.txeslprep.org)

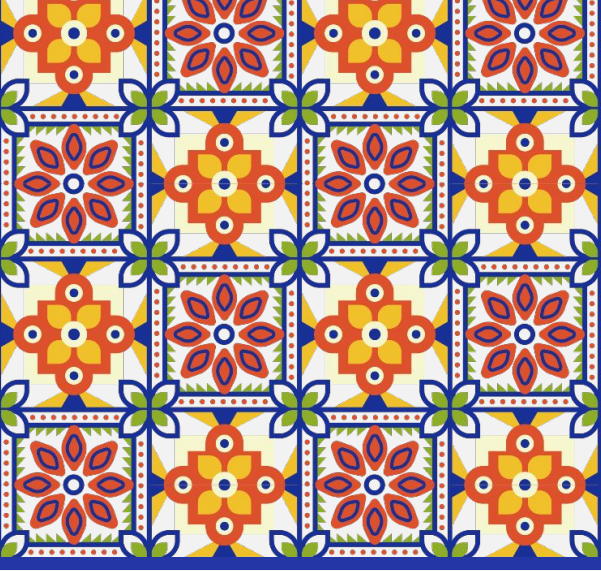


This free online course accompanies the previously released [ESL Test Prep Manual](#)





Red Oak ISD will continue to meet the cognitive, linguistic and affective needs for all EB students.



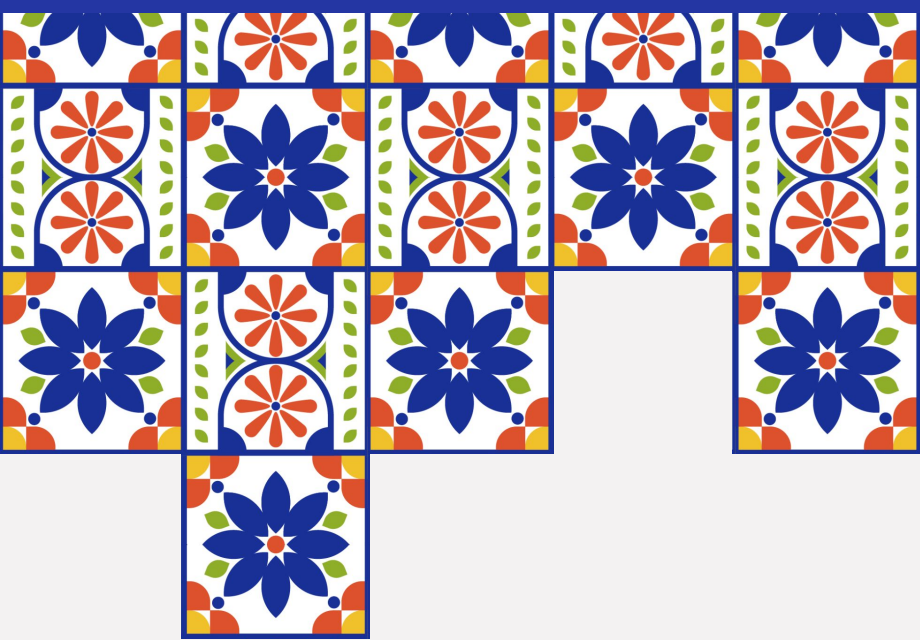
# THANK YOU FOR YOUR ATTENTION

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Please keep this slide for attribution

**Do you have any questions?**

Magda.Davis@redoakisd.org | 972-617-2941 Ext. 4039



## Data Resources Used

- ~ 01 TELPAS Summary Reports  
K-2 & 3-12th
- ~ 02 [2025 STAAR Results](#)
- ~ 03 [TEA STAAR Performance](#)
- ~ 04 On Data Suite
- ~ 05 Spanish I Ready Reading
- ~ 06 District Spanish GRA Data
- ~ 07 2024-2025 ESL Waiver  
Comprehensive PD Plan

**Red Oak Independent School District**  
**Eastridge Elementary School**  
**2025-2026 Campus Improvement Plan**



# Mission Statement

## The Mission of Red Oak ISD:

### 4 Talons of the Hawk

**Exhibits Academic Readiness: 1% Better Daily & Love Tough**

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

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

**Leaves a Legacy Through Service: "We Before Me"**

## Vision

### The Vision of Red Oak ISD:

**"Realizing Our Individual Students' Dreams"**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Eastridge Elementary currently serves students from Pre -Kindergarten to 5th Grade. Eastridge Elementary ended the 2024-2025 school year with approximately 552 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 Experience 28.0%

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%**

### Demographics 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 Suite 360.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Our campus has not met the 97% attendance rate goal in the last few years.

**Root Cause:** 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.

# Student Learning

## 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
<b>K Level C</b>	<b>59</b>	<b>50</b>	<b>8</b>	<b>1</b>
<b>1 Level J</b>	<b>79</b>	<b>49</b>	<b>12</b>	<b>18</b>
<b>2 Level P</b>	<b>83</b>	<b>61</b>	<b>9</b>	<b>13</b>

**iReady Reading End of the Year 24-25**

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

**iReady Math End of the Year 24-25**

	<b>Mid or Above</b>	<b>Early on Level</b>	<b>One Grade Below</b>	<b>Two or More Grade Levels Below</b>
<b>K</b>	<b>63%</b>	<b>18%</b>	<b>19%</b>	
<b>1</b>	<b>30%</b>	<b>17%</b>	<b>52%</b>	<b>1%</b>
<b>2</b>	<b>28%</b>	<b>20%</b>	<b>46%</b>	<b>6%</b>
<b>3</b>	<b>35%</b>	<b>22%</b>	<b>37%</b>	<b>7%</b>
<b>4</b>	<b>42%</b>	<b>25%</b>	<b>23%</b>	<b>9%</b>
<b>5</b>	<b>20%</b>	<b>23%</b>	<b>35%</b>	<b>22%</b>

### **Student Learning 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 1 (Prioritized):** Reading STAAR scores in the area of the Extended Constructed Response are below the state and region for grades 4, & 5.

**Root Cause:** 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.

**Problem Statement 2:** Reading difficulties and below reading levels are observed in all grade levels which directly impacts reading and math success.

**Root Cause:** Previous years situations has provided instructional opportunity gaps for us to work on to develop our students levels.

**Problem Statement 3 (Prioritized):** Foundational math fact fluency is impacting students ability to complete computation efficiently.

**Root Cause:** Students are lacking the recall of basic facts for all operations.

**Problem Statement 4:** Foundational word problem skills are preventing students from being successful on word problems.

**Root Cause:** Students are missing foundational skills to break down and correctly solve word problems across all grade levels.

## **School Processes & Programs**

### **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.**

### **School Processes & Programs 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 1:** Utilizing our PLC process for purposeful, intentional planning time to internalize lesson materials. The focus will be student growth & alignment with TRS.

**Root Cause:** Student achievement data shows the need for deeper instruction to take place for students of all academic levels.

**Problem Statement 2 (Prioritized):** Students having foundational learning gaps - we must ensure intentional intervention groups to help fill the gaps and provide enrichment.

**Root Cause:** Students are showing significant gaps and need intervention based on their individual needs.

# Perceptions

## 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.

## Perceptions 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 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.

**Root Cause:** The several years during Covid with less activities has made the progress of implementing more parent involvement a slow process.

**Problem Statement 2 (Prioritized):** Communication is key and vital for partnership- it is our job to keep an open line of communication between home and school.

**Root Cause:** Determining the best mode of communication with each family. Therefore, we send it in a variety of modes.

# Priority Problem Statements

**Problem Statement 1:** Our campus has not met the 97% attendance rate goal in the last few years.

**Root Cause 1:** 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.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Reading STAAR scores in the area of the Extended Constructed Response are below the state and region for grades 4, & 5.

**Root Cause 2:** 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.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Foundational math fact fluency is impacting students ability to complete computation efficiently.

**Root Cause 3:** Students are lacking the recall of basic facts for all operations.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Students having foundational learning gaps - we must ensure intentional intervention groups to help fill the gaps and provide enrichment.

**Root Cause 4:** Students are showing significant gaps and need intervention based on their individual needs.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** Communication is key and vital for partnership- it is our job to keep an open line of communication between home and school.

**Root Cause 5:** Determining the best mode of communication with each family. Therefore, we send it in a variety of modes.

**Problem Statement 5 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- State and federal planning requirements

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data
- Enrollment trends

### **Employee Data**

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

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback





### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

# Goals





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

**Performance Objective 1:** Develop students who are college, career, and military ready that possess the academic skills for post-secondary success.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Promote College &amp; Career Ready opportunities for our students.</p> <p><b>Evidence that Demonstrates Success:</b> Monthly college &amp; career ready Thursday Live announcements including a teacher sharing their college story with students Career Fair</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Performance Objective 2:** Equip students to be well-rounded with interpersonal skills to manage day-to-day challenges.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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.</p> <p><b>Evidence that Demonstrates Success:</b> Lesson Plans</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement and use district-approved health services.</p> <p><b>Evidence that Demonstrates Success:</b> Referrals to outside sources.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





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

**Performance Objective 3:** Engage students in meaningful learning that includes a variety of instructional strategies.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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.</p> <p><b>Evidence that Demonstrates Success:</b> Agendas Weekly PLC Meeting Slides Lesson Plans</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coaches Campus teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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 &amp; Reading and utilizing the Instructional Coaches (Reading &amp; Math).</p> <p><b>Evidence that Demonstrates Success:</b> 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</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coach Librarian Team Leads Classroom Teachers</p> <p><b>Funding Sources:</b> Literacy library resources - 199 PIC 11 Reg Ed - \$1,000</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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.</p> <p><b>Evidence that Demonstrates Success:</b> Number of GT students identified will increase.</p> <p><b>Staff Responsible for Monitoring:</b> GT Teacher</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Utilize a reading interventionist to work with students in 1st - 5th grade to provide targeted intervention fluidly throughout the year.</p> <p><b>Evidence that Demonstrates Success:</b> CBA Data Benchmark Data STAAR Data Reading Level Data</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> 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</p> <p><b>Evidence that Demonstrates Success:</b> Curriculum Based Assessments Benchmarks Interims STAAR Testing TTESS Staff Development Reports Reflex Math PLC</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coach Math Vertical Alignment Team Curriculum and Instruction Department</p> <p><b>Funding Sources:</b> - 199 PIC 11 Reg Ed - \$600</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> 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.</p> <p><b>Evidence that Demonstrates Success:</b> Curriculum Based Assessments            Benchmarks            STAAR Testing            Staff Development Reports            TTAP</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators            Instructional Coach            Science Vertical Alignment Team</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> 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</p> <p><b>Evidence that Demonstrates Success:</b> Curriculum Based Assessments            Benchmarks            STAAR Testing            Staff Development Report</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators            Instructional Coach            Reading Vertical Alignment Team            Literacy Specialist</p> <p><b>Funding Sources:</b> Literacy station materials - 199 PIC 11 Reg Ed - \$2,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





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

**Performance Objective 4:** Equip students with the knowledge and skills for high levels of academic achievement and success in their post-secondary life.

**HB3 Goal**





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Staff will develop plans for enrichment to increase masters level scores &amp; 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.</p> <p><b>Evidence that Demonstrates Success:</b> Increased masters &amp; meets level scores on curriculum based assessments and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional Coaches GT Teacher Campus Administrators</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.</p> <p><b>Evidence that Demonstrates Success:</b> CBA Data Benchmark Data STAAR Data</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Campus Administrators Instructional Coach</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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.</p> <p><b>Evidence that Demonstrates Success:</b> CBA Data Benchmark Data STAAR Data</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Campus Administrators Instructional Coach</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide opportunities for students to participate in extracurricular activities such as: Student Council, Safety Patrol, Broadcasting, Yearbook club, UIL, and ASL.</p> <p><b>Evidence that Demonstrates Success:</b> Participation in programs</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Counselor Campus Professional Staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Participate in the Texas Performance Standards Projects or like curriculum for identified Gifted and Talented students in K-5</p> <p><b>Evidence that Demonstrates Success:</b> Lesson Plans</p> <p><b>Staff Responsible for Monitoring:</b> GT Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				





**Goal 2:** Human Resources: Intentional progress to hire and retain high-quality staff to ensure best learning.

**Performance Objective 1:** Attract, engage, and retain top talent through competitive compensation packages.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Maintain a welcoming campus environment that staff take pride in. <b>Evidence that Demonstrates Success:</b> Customer Service Appreciation opportunities Culture and Climate <b>Staff Responsible for Monitoring:</b> Campus Administrators	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Goal 2:** Human Resources: Intentional progress to hire and retain high-quality staff to ensure best learning.

**Performance Objective 2:** Foster a supportive work environment through differentiated strategies that promotes employee retention.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide a campus mentor/ support for first and second year teachers (new to Eastridge Elementary and new to Red Oak ISD) <b>Evidence that Demonstrates Success:</b> Meeting Notes/Agenda <b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coaches Mentor Teachers Coordinator of Mentors for ROISD	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** Human Resources: Intentional progress to hire and retain high-quality staff to ensure best learning.





**Performance Objective 3:** Develop innovative and targeted recruitment practices that meet the diverse District needs of all employees.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Promote scholarships to paraprofessional/support staff to complete a degree in education and become certified. <b>Evidence that Demonstrates Success:</b> Number of staff members attending college/completing degree/certification. <b>Staff Responsible for Monitoring:</b> Human Resources Department Campus Administrators	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

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





**Performance Objective 1:** Ensure fiscal accountability and responsibility of resources to support the District's mission.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize campus Title I funds to support tutoring for grades K-5 and other specified resources related to the area of math and reading.</p> <p><b>Evidence that Demonstrates Success:</b> Focus on Reading, Math, and Science            Student Sign-up Sheets            Tutorial Letters            Goal Setting            Parent informational letters</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators            Instructional Coaches            Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue





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

**Performance Objective 2:** Ensure fiscal integrity by creating and maintaining a sufficient operating budget for the everyday operations of the District.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Monitor the usage of funds and anticipated yearly spending using prior record for analysis. <b>Evidence that Demonstrates Success:</b> Skyward Financial Records <b>Staff Responsible for Monitoring:</b> Secretary Principal	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				





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

**Performance Objective 3:** Educate stakeholders about the public education financial system and the funding of Red Oak ISD through regular and transparent communication.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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.</p> <p><b>Evidence that Demonstrates Success:</b> Attendance meetings, contracts, and plans with parents Attendance phone calls</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Campus Administrators Registrar Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**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.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Additional classroom space to accommodate growth at Eastridge. <b>Evidence that Demonstrates Success:</b> Portable buildings <b>Staff Responsible for Monitoring:</b> Campus Administrators Assistant Superintendent of District Operations	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





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

**Performance Objective 2:** Ensure District facilities meet or exceed safety and security standards for physical requirements, technology systems, and implementation of procedures and protocols.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The campus will conduct regular drills practicing Hold, Shelter, Secure, Lockdown and Evacuate. Each semester 2 drills will be conducted.</p> <p><b>Evidence that Demonstrates Success:</b> Documentation of drills</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Police officer</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campus Safety training will take place during preservice week and emergency teams will be created in the Campus Crisis Handbook.</p> <p><b>Evidence that Demonstrates Success:</b> Documentation of training Crisis Handbook</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal Campus Police Officer</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





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

**Performance Objective 3:** Attempt to have facilities meet or exceed minimum standards for all programs to provide opportunities for student participation.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will ensure our facilities meet at least minimum standards for all programs in order for students to be successful.</p> <p><b>Evidence that Demonstrates Success:</b> Custodians Maintenance and Upkeep</p> <p><b>Staff Responsible for Monitoring:</b> Secretary Assistant Principal Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 5:** Communications: Ensure District is connected to the community in partnerships to further student success while communicating transparently and effectively.





**Performance Objective 1:** Prioritize and enhance parent and teacher communications.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Participate in PTA sponsored activities, Red Oak Education Foundation programs, and community activities. <b>Evidence that Demonstrates Success:</b> Campus Attendance Participation sign in sheets <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide current data on events and school information on our website, weekly newsletters, and social media outlets. <b>Evidence that Demonstrates Success:</b> Number of posts on website and social media outlets. <b>Staff Responsible for Monitoring:</b> Campus Administrators	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 5:** Communications: Ensure District is connected to the community in partnerships to further student success while communicating transparently and effectively.

**Performance Objective 2:** Provide opportunities to foster positive relationships between students, parents, schools and staff, and the community.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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  <b>Evidence that Demonstrates Success:</b> Attendance Sign In sheets Title I parent survey  <b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide opportunities for volunteer support and leadership opportunities- including but not limited to Book Fairs, making copies, Field Trip chaperones, Christmas &amp; EOY parties, etc.)  <b>Evidence that Demonstrates Success:</b> Number of participants  <b>Staff Responsible for Monitoring:</b> Principal                      All Professional Staff                      PTA board</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angeli Johnson	Instructional Coach	Title I	.5
Ashley Graves	Literacy Specialist	Title I	.5
Jennifer Rucks	Instructional Coach	Title I	.5

# 2025-2026 Site Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Member	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

# Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

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

**Red Oak Independent School District**  
**Red Oak Elementary School**  
**2025-2026 Campus Improvement Plan**



# Mission Statement

**The Mission of Red Oak ISD:**

**4 Talons of the Hawk**

**Exhibits Academic Readiness: 1% Better Daily & Love Tough**

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

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

**Leaves a Legacy Through Service: "We Before Me"**

## Vision

**The Vision of Red Oak ISD:**

**"Realizing Our Individual Students' Dreams"**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Red Oak Elementary is a campus located in the heart of Red Oak, Texas, serving students in grades ECSE/PK4 through 5th grade. The campus has a current enrollment of 477 students, with 52% classified as Economically Disadvantaged, 31% At-Risk, 28% receiving Special Education services, 9% identified as Emergent Bilinguals, and 4% of students identified as Gifted and Talented. Our student population is diverse, with an ethnic distribution of 43% African American, 37% Hispanic/Latino, 15% White, 4% reporting two or more races, and 1% Asian. The campus has a mobility rate of 14%, reflecting the need for consistent support systems to meet the needs of students who may transition in and out during the school year.

Red Oak Elementary is a Title I Schoolwide Program campus and receives State Compensatory Education (SCE) funds to provide additional academic support and resources for our students. As a learning community, we are committed to ensuring equitable opportunities for all learners, closing achievement gaps, and creating a culture of high expectations. Through strong partnerships with families and community stakeholders, Red Oak Elementary strives to provide a safe, inclusive, and academically rigorous environment where every child can succeed.

### Demographics Strengths

Red Oak Elementary is a campus located in the heart of Red Oak, Texas, serving students in grades ECSE/PK4 through 5th grade. The campus has a current enrollment of 477 students, with 52% classified as Economically Disadvantaged, 31% At-Risk, 28% receiving Special Education services, 9% identified as Emergent Bilinguals, and 4% of students identified as Gifted and Talented. Our student population is diverse, with an ethnic distribution of 43% African American, 37% Hispanic/Latino, 15% White, 4% reporting two or more races, and 1% Asian. The campus has a mobility rate of 14%, reflecting the need for consistent support systems to meet the needs of students who may transition in and out during the school year.

Red Oak Elementary is a Title I Schoolwide Program campus and receives State Compensatory Education (SCE) funds to provide additional academic support and resources for our students. As a learning community, we are committed to ensuring equitable opportunities for all learners, closing achievement gaps, and creating a culture of high expectations. Through strong partnerships with families and community stakeholders, Red Oak Elementary strives to provide a safe, inclusive, and academically rigorous environment where every child can succeed.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** The campus mobility rate of 14% creates challenges in sustaining instructional continuity, fostering long-term student relationships, and supporting consistent academic growth.

**Root Cause:** The root cause of the 28 percent mobility rate could stem from factors such as economic instability, housing insecurity, or transient employment patterns among families, leading to frequent relocations that disrupt students' school enrollment and continuity.

**Problem Statement 2 (Prioritized):** Serving 28% of students in Special Education and 2% on 504 plans creates unique instructional and behavioral challenges. Meeting these needs requires intentional planning, additional interventions, and strategic use of personnel and resources.

**Root Cause:** Students are being referred to Special Education and 504 services at higher rates due to gaps in early intervention and MTSS processes, inconsistent support for foundational literacy and numeracy skills, and limited staffing capacity to provide differentiated instruction and behavioral/SEL interventions within the general education setting.

**Problem Statement 3 (Prioritized):** With 52% of students identified as Economically Disadvantaged, more than half of the campus population faces barriers that can impact access to academic resources, enrichment opportunities, and consistent support at home, creating challenges in closing achievement gaps.

**Root Cause:** A significant portion of students identified as Economically Disadvantaged face barriers such as limited access to academic resources at home, early learning gaps, and higher rates of attendance and mobility challenges. These factors contribute to inconsistent academic readiness and ongoing achievement gaps.

# Student Learning

## Student Learning Summary

The current campus rating for Red Oak Elementary is 71, which corresponds to a "C" rating overall. The Student Achievement domain earned a 70 (C). This reflects performance on STAAR assessments, with results indicating that while students are making progress, there is still work to be done to move more students toward meeting grade-level expectations. The School Progress domain is also rated at 70 (C). This includes the Academic Growth measure, which scored a 70. This shows that students are demonstrating year-to-year progress, but additional supports and targeted interventions will be necessary to accelerate growth for all student groups. The Closing the Gaps domain is rated at 72 (C). This demonstrates improvement across student sub-populations, showing that the campus is making strides toward equity, but there are still performance gaps that must be addressed to ensure success for all learners.

Overall, the data shows that the campus is performing at an acceptable level, with consistent ratings across all domains. At the same time, the results highlight clear opportunities for continued focus on raising student achievement and closing performance gaps, while building on the positive trajectory of student growth.

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
<b>Overall</b>		<b>71</b>	<b>C</b>	
<b>Student Achievement</b>		<b>70</b>	<b>C</b>	<b>70%</b>
STAAR Performance	41	70		
College, Career and Military Readiness				
Graduation Rate				
<b>School Progress</b>		<b>70</b>	<b>C</b>	<b>0%</b>
Academic Growth	63	70	<b>C</b>	✓
Relative Performance (Eco Dis: 65.4%)		69	<b>D</b>	
<b>Closing the Gaps</b>	<b>39</b>	<b>72</b>	<b>C</b>	<b>30%</b>

## Student Learning Strengths

For the 2024–2025 school year, Red Oak Elementary demonstrated several student learning strengths. The campus earned an overall rating of 71 (C), with consistent performance across domains: Student Achievement at 70, School Progress at 70, and Closing the Gaps at 72. Growth data shows that students are making steady year-to-year progress, reflecting the impact of targeted instruction and interventions. TELPAS results highlight that English Learners are progressing in language acquisition, with students in U.S. schools for five or more years showing the strongest performance, as 51% scored Advanced and 16% scored Advanced High. Third-year students also demonstrated acceleration, with 34% reaching

Advanced and 14% reaching Advanced High. STAAR performance data further emphasizes campus strengths, as 69% of students achieved Approaches Grade Level or above, 40% reached Meets Grade Level, and 14% scored at Masters Grade Level, with mathematics producing the highest proportion of students at Masters (37 students). Additionally, HB 1416 performance data indicates that students are moving out of the “Does Not Meet” categories into “Approaches” and “Meets,” including eight students who advanced from High Does Not Meet to High Approaches and one student who advanced into Meets.

Further supporting these outcomes, i-Ready diagnostic data shows strong growth across grade levels from the beginning-of-year (BOY) to the final diagnostic. All grade levels, K–5, demonstrated clear upward movement, with fewer students remaining in the "two or more grade levels below" range and more students progressing into "on grade level" or "above grade level" performance bands by year’s end. For example, grades 3–5 showed significant reductions in the percentage of students performing below grade level, and primary grades (K–2) demonstrated strong foundational growth that positions students for continued success. This diagnostic progress aligns with STAAR and TELPAS results, confirming that targeted instruction, interventions, and teacher planning are translating into measurable gains for students across all grade levels.

Annual Growth		STAAR 2025						Total
		Low Does Not Meet Grade Level	High Does Not Meet Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level	Masters Grade Level	
STAAR 2024	Low Does Not Meet Grade Level	11	13	2	1	0	0	27
	High Does Not Meet Grade Level	16	14	6	8	1	0	45
	Low Approaches Grade Level	1	13	14	7	3	0	38
	High Approaches Grade Level	2	5	14	19	17	2	59
	Meets Grade Level	0	0	3	9	47	25	84
	Masters Grade Level	0	0	0	1	13	25	39
	<b>Total</b>	<b>30</b>	<b>45</b>	<b>39</b>	<b>45</b>	<b>81</b>	<b>52</b>	<b>292</b>

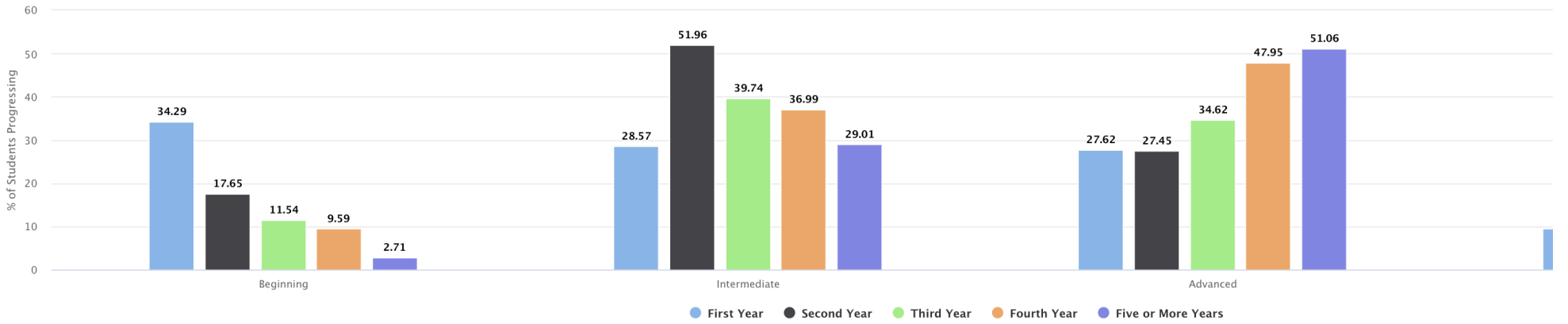
1416 Performance		STAAR 2025				
		Low Does Not Meet Grade Level	High Does Not Meet Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level
STAAR 2024	Low Does Not Meet Grade Level	11	13	2	1	0
	High Does Not Meet Grade Level	16	14	6	8	1
	Total	27	27	8	9	1

2025 for All Subject Areas and (070911101) - Red Oak EL and All Teachers and All Ethnicities and All Categories and All Tests

	Reading	Mathematics	Science	Soci
<b>Total Test</b>	226	225	75	
<i>Approaches GL or Above</i>	169	149	43	
<i>Meets GL or Above</i>	102	92	16	
<i>Masters GL</i>	34	37	3	

TELPAS Overall Composite Scores by Years in U.S. Schools for All Campuses for 2024 - 2025

Years in U.S. Schools	Total Students	Beginning		Intermediate		Advanced	
		#	% Total	#	% Total	#	% Total
First Year	105	36	34.29%	30	28.57%	29	27.1
Second Year	102	18	17.65%	53	51.96%	28	27.1
Third Year	78	9	11.54%	31	39.74%	27	34.1
Fourth Year	73	7	9.59%	27	36.99%	35	47.1
Five or More Years	517	14	2.71%	150	29.01%	264	51.1



Grade K	Final Diagnostic	
	BOY	
Grade 1	Final Diagnostic	
	BOY	
Grade 2	Final Diagnostic	
	BOY	
Grade 3	Final Diagnostic	
	BOY	
Grade 4	Final Diagnostic	
	BOY	
Grade 5	Final Diagnostic	
	BOY	

## **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Although 69% of students scored Approaches Grade Level or above on STAAR, only 40% achieved Meets and 14% achieved Masters, indicating that a significant number of students are not yet demonstrating grade-level mastery or higher-order thinking required for long-term academic success.

**Root Cause:** Instruction has not consistently incorporated enough rigor, higher-order questioning, and opportunities for students to apply learning in novel, complex situations. Limited alignment between classroom formative assessments and STAAR-level expectations has made it challenging to fully prepare students for Meets and Masters performance.

**Problem Statement 2 (Prioritized):** TELPAS data shows that while students with three or more years in U.S. schools are making progress, only 16% of long-term ELs reached Advanced High, and students in their first and second years remain heavily concentrated in the Beginning and Intermediate levels.

**Root Cause:** Core content instruction has not fully embedded language acquisition strategies, academic vocabulary development, and structured opportunities for speaking and writing across subjects. Inconsistent implementation of sheltered instruction and limited monitoring of linguistic accommodations have slowed language development for ELs.

**Problem Statement 3 (Prioritized):** i-Ready diagnostic results show improvement across all grade levels from BOY to EOY; however, a sizable percentage of students remain one or more grade levels below in both math and reading, particularly in upper grades.

**Root Cause:** Gaps in foundational literacy and numeracy skills from earlier grades have compounded over time, especially for students who entered school below grade level. Intervention systems are in place but need more consistency in delivery, progress monitoring, and differentiation to accelerate growth for students who are multiple years behind.

**Problem Statement 4 (Prioritized):** HB 1416 data highlights that a portion of students remain in the Low and High "Does Not Meet" performance bands year over year, with too few transitioning into Meets or Masters categories.

**Root Cause:** Early intervention efforts have not been fully effective at remediating learning gaps before they widen, due to limited use of small-group instruction, inconsistent RtI implementation, and gaps in teacher training for identifying and addressing root skill deficiencies.

# School Processes & Programs

## School Processes & Programs Summary

During the 2024–2025 school year, the district launched new curriculum materials in reading, math, and science. Teachers received professional learning on how to effectively utilize these resources, including structured approaches to lesson planning that were carried forward by campus PLCs. In 2025–2026, social studies will roll out with updated resources, and reading in Kindergarten and first grade will be aligned to the second–fifth grade framework. The ongoing priority is refining the curriculum introduced last year to ensure stronger academic outcomes for students. This year, classrooms will also incorporate the Fundamental Five to strengthen lesson delivery, with administrators conducting walkthroughs to support implementation.

Professional learning on campus is facilitated by both the instructional leadership team and teacher leaders. Staff members share strategies and best practices from conferences, site visits, and district training to build collective expertise. Student performance data and walkthrough observations guide decisions on which areas to target for ongoing learning. For 2024–2025, the district introduced a “Base Camp” professional learning model, allowing staff to both lead and participate in sessions tailored to individual growth needs.

Decision-making at the campus level occurs through multiple leadership structures designed to ensure input and data-driven outcomes. The instructional leadership team consists of administrators, the counselor, and the instructional coach. Expanded leadership teams include grade-level leads and other teacher leaders. Additionally, the Campus Advisory Committee brings together staff, parents, and community partners. All groups analyze student achievement data, survey feedback, behavior trends, and district priorities before finalizing decisions.

Staff communication is anchored by the Weekly ROE BUZZ Newsletter from the principal, which includes logistics, deadlines, reminders, celebrations, and motivational messages. Information is also shared through staff meetings, targeted emails, and a campus communication app (GroupMe) for immediate updates. Families receive a monthly digital newsletter, social media updates, and information through the district/campus website. Daily folders with calendars and flyers, along with weekly grade-level newsletters, provide parents with curriculum objectives and timely updates.

The master schedule is revised each year based on instructional priorities and feedback from staff surveys. The instructional leadership team drafts the schedule, which is then reviewed by the larger campus leadership team during the summer retreat. Classroom placement also considers students receiving specialized services, ensuring equitable access to instruction.

Students at Red Oak Elementary have access to enrichment opportunities such as Flag Helpers, Library Helpers, Spelling Bee, and UIL events. Sponsored by staff members, these activities enhance the school experience and give students chances to develop leadership, teamwork, and academic skills outside of the core curriculum.

Every student in grades 2–5 has a one-to-one Chromebook, while Pre-K through first-grade classrooms each have a set of 10 iPads. In addition, all PK–1 students attend the campus computer lab weekly, ensuring early exposure to digital tools that support learning.

## School Processes & Programs Strengths

The district successfully launched new curriculum in core subjects, supported by embedded training and structured planning. Professional Learning Communities (PLCs) played a key role in ensuring teachers internalized and implemented the curriculum, with two PLCs per grade level in self-contained settings providing collaboration and consistency. Regular PLC meetings fostered a culture of teamwork and shared responsibility, strengthening collaboration across grade levels. Teachers also participated in high-quality external professional development opportunities, while the district’s “Base Camp” model further promoted differentiated learning experiences tailored to staff needs. Staff feedback was regularly collected and taken into account, reflecting a responsive leadership approach that values teacher input. In addition, a consistent coaching and feedback process was implemented to support teachers in strengthening instructional delivery.

Campus leadership operates within a tiered structure that incorporates a variety of voices, including administrators, instructional leaders, team leads, teachers, parents, and community

members. This inclusive approach ensures that decisions are data-driven, relying on student achievement results, walkthrough feedback, and stakeholder input. Communication across the campus is maintained through multiple systems such as the ROE Buzz, email updates, and the GroupMe App, while families receive layered communication through newsletters, daily folders, and social media outreach.

The master schedule is developed annually with responsiveness to instructional priorities and staff feedback. Careful consideration is given to inclusion and specialized support services when planning classroom assignments and instructional time. Beyond the academic day, students benefit from a wide range of enrichment opportunities offered before, during, and after school, providing avenues to strengthen engagement and leadership.

Technology access further enhances learning, with students in grades 2–5 provided one-to-one devices, while PK–1 classrooms utilize iPads and attend the computer lab weekly to establish a strong foundation in digital literacy.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Curriculum implementation and instructional practices are not yet consistent across grade levels, limiting the full impact on student achievement.

**Root Cause:** Teachers are still in the early phases of internalizing new curriculum and instructional frameworks (e.g., Fundamental Five). Limited time for coaching, feedback, and PLC collaboration slows consistent alignment across classrooms.

**Problem Statement 2 (Prioritized):** PLC structures exist and meet regularly, but the effective use of data and collaboration to drive instruction is uneven across grade levels.

**Root Cause:** Differences in teacher experience, facilitation skills, and comfort with data analysis have led to variability in how PLCs use achievement data to inform instruction and interventions.

**Problem Statement 3 (Prioritized):** Professional development opportunities are offered through Base Camp, external PD, and teacher-led learning, but transfer of knowledge into daily classroom practice is inconsistent.

**Root Cause:** Systems for accountability, coaching, and ongoing follow-up are not yet fully embedded to ensure professional learning is applied and sustained in instruction.

**Problem Statement 4 (Prioritized):** While multiple communication systems are in place, both internal and family communication still leaves gaps in ensuring clarity and meaningful engagement.

**Root Cause:** Communication tends to be one-way and information-heavy. Opportunities for two-way dialogue, family feedback, and parent engagement in student learning remain limited.

# Perceptions

## Perceptions Summary

The culture at Red Oak Elementary is one of family and togetherness. At Red Oak Elementary, we want to ensure every student is growing toward his/her goal which will eventually lead them to "Meets" to get them ready for Middle School.

## WHAT ARE OUR INTENTIONAL GOALS TO HELP THEM REACH THEIR GOALS?

### Mission Statement:

As professional life-long learners, we are committed to providing a caring environment that empowers all students to achieve excellence every day. Through the combined efforts of educators, families, and community members, we will help all children achieve their individual potential for middle school readiness.

### Vision Statement:

Our vision is to empower all students to acquire, demonstrate, articulate and value academic knowledge and social-emotional skills that will support them as life-long learners to become positive contributors to society.

The staff and students at Red Oak Elementary remain committed to growth for every child. Our school continues to provide a safe and supportive environment where students feel confident expressing themselves. Visits to the office for major discipline events are infrequent, and these occurrences have not interfered with student achievement. Volunteers are always welcomed on campus, and communication with families is prioritized through email, text, social media, and our weekly newsletter.

We believe that our students have the potential to grow daily, and therefore, our measure of success extends beyond standardized test scores. Instead, we focus on how we instill the 4 Talons of a Hawk in our students and who they become as individuals. Evidence of students demonstrating these Talons—whether through leadership, service, perseverance, or character, remains one of the greatest contributions to our community and society. Our master schedule reflects a strong commitment to instruction, with the school day dedicated to learning and only recess and lunch as exceptions. Teachers complete before- or after-school duties so that instructional time is preserved. Parent-teacher conferences remain well attended, with nearly 80% of families participating in the fall. In addition, our after-school programs, such as Flag Helpers, UIL, and Library Leaders, offer students meaningful opportunities to extend their learning beyond the classroom.

Throughout the 2024–2025 school year, campus walkthroughs have provided valuable insights into instruction. We have consistently observed teachers demonstrating clear communication, strong content knowledge, and the ability to monitor and adjust lessons in real time. These practices ensure that students remain engaged and that instruction is both rigorous and aligned to standards. Lesson internalization has been evident across grade levels, as teachers thoughtfully design activities that promote mastery of the curriculum. Classrooms are characterized by strong routines, effective behavior management, and collaboration among students, creating a positive and productive learning environment.

At the same time, our observations highlight important areas for growth. We recognize the need for more targeted differentiation strategies to address the diverse learning needs of all students. Professional development will continue to focus on equipping teachers with tools to anticipate and address student misunderstandings, as well as to incorporate more rigorous questioning techniques that promote critical thinking. Strengthening these areas will help sustain student engagement and ensure that every learner is challenged to reach their highest potential.

## Perceptions Strengths

Red Oak Elementary possesses a strong foundation of returning teachers who bring consistency, uphold the traditions of the campus, and demonstrate a deep commitment to educating

the continued success of the school. This continuity provides stability for students, fosters a strong sense of community, and supports the ongoing implementation of instructional practices aligned to the district vision.

Family engagement is a clear strength of the campus. The PTA remains highly active and visible, organizing events throughout the year that bring families together and strengthen the home-school connection. The presence of the WATCH D.O.G.S. program is another powerful asset, offering students consistent access to positive male role models and helping to build a culture of inclusivity and trust across the school community.

The school's communication systems, including the use of weekly folders and calendars, are well-received by parents and families. These consistent structures ensure that families remain informed about both academic expectations and upcoming events, which supports transparency, accountability, and active parent participation in the educational process.

Staff dedication extends beyond the classroom, as teachers actively support and sponsor extracurricular activities. This commitment enriches student learning by providing opportunities for interest-based growth, leadership development, and social engagement. These activities not only motivate students but also create a well-rounded educational experience that builds on their strengths and passions.

Looking ahead, the planned implementation of the Ron Clark House System represents a proactive approach to connecting student behavior and leadership development. By providing students with a structure that emphasizes collaboration, responsibility, and healthy competition, the system will strengthen the campus culture, promote a positive learning environment, and instill a strong sense of pride and belonging.

Finally, the presence of a School Resource Officer (SRO) provides both a physical and emotional layer of safety for students, staff, and families. The SRO's role extends beyond safety measures by fostering positive relationships with students and contributing to a secure, reassuring school climate where teaching and learning can thrive.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Although the high number of returning teachers provides stability and consistency, stakeholders may perceive a reliance on established traditions as limiting opportunities for innovation and growth.

**Root Cause:** Long-standing traditions and established routines, while providing consistency, can sometimes overshadow the need to adapt to evolving instructional practices, new district initiatives, or innovative approaches that prepare students for future success.

**Problem Statement 2 (Prioritized):** Stakeholders have questions about how the Ron Clark House System will be implemented and whether teachers and students will fully buy into the process, creating uncertainty about its ability to effectively impact campus culture, student behavior, and learning outcomes.

**Root Cause:** Limited communication and training prior to rollout have left staff and families unclear on how the Ron Clark House System will align with existing discipline practices and campus goals, leading to uncertainty about teacher and student buy-in.

**Problem Statement 3 (Prioritized):** Although family support is strong, perceptions of engagement may be uneven, with some families feeling less included or represented in campus events and decision-making opportunities.

**Root Cause:** Family participation is often concentrated among a core group of highly active parents (such as PTA leaders and WATCH D.O.G.S.), which may unintentionally limit broader involvement from families with different backgrounds, work schedules, or cultural perspectives.

# Priority Problem Statements

**Problem Statement 1:** The campus mobility rate of 14% creates challenges in sustaining instructional continuity, fostering long-term student relationships, and supporting consistent academic growth.

**Root Cause 1:** The root cause of the 28 percent mobility rate could stem from factors such as economic instability, housing insecurity, or transient employment patterns among families, leading to frequent relocations that disrupt students' school enrollment and continuity.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Serving 28% of students in Special Education and 2% on 504 plans creates unique instructional and behavioral challenges. Meeting these needs requires intentional planning, additional interventions, and strategic use of personnel and resources.

**Root Cause 2:** Students are being referred to Special Education and 504 services at higher rates due to gaps in early intervention and MTSS processes, inconsistent support for foundational literacy and numeracy skills, and limited staffing capacity to provide differentiated instruction and behavioral/SEL interventions within the general education setting.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** With 52% of students identified as Economically Disadvantaged, more than half of the campus population faces barriers that can impact access to academic resources, enrichment opportunities, and consistent support at home, creating challenges in closing achievement gaps.

**Root Cause 3:** A significant portion of students identified as Economically Disadvantaged face barriers such as limited access to academic resources at home, early learning gaps, and higher rates of attendance and mobility challenges. These factors contribute to inconsistent academic readiness and ongoing achievement gaps.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** Although 69% of students scored Approaches Grade Level or above on STAAR, only 40% achieved Meets and 14% achieved Masters, indicating that a significant number of students are not yet demonstrating grade-level mastery or higher-order thinking required for long-term academic success.

**Root Cause 4:** Instruction has not consistently incorporated enough rigor, higher-order questioning, and opportunities for students to apply learning in novel, complex situations. Limited alignment between classroom formative assessments and STAAR-level expectations has made it challenging to fully prepare students for Meets and Masters performance.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** TELPAS data shows that while students with three or more years in U.S. schools are making progress, only 16% of long-term ELs reached Advanced High, and students in their first and second years remain heavily concentrated in the Beginning and Intermediate levels.

**Root Cause 5:** Core content instruction has not fully embedded language acquisition strategies, academic vocabulary development, and structured opportunities for speaking and writing across subjects. Inconsistent implementation of sheltered instruction and limited monitoring of linguistic accommodations have slowed language development for ELs.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** i-Ready diagnostic results show improvement across all grade levels from BOY to EOY; however, a sizable percentage of students remain one or more grade levels below in both math and reading, particularly in upper grades.

**Root Cause 6:** Gaps in foundational literacy and numeracy skills from earlier grades have compounded over time, especially for students who entered school below grade level.

Intervention systems are in place but need more consistency in delivery, progress monitoring, and differentiation to accelerate growth for students who are multiple years behind.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** HB 1416 data highlights that a portion of students remain in the Low and High "Does Not Meet" performance bands year over year, with too few transitioning into Meets or Masters categories.

**Root Cause 7:** Early intervention efforts have not been fully effective at remediating learning gaps before they widen, due to limited use of small-group instruction, inconsistent RtI implementation, and gaps in teacher training for identifying and addressing root skill deficiencies.

**Problem Statement 7 Areas:** Student Learning

**Problem Statement 8:** Curriculum implementation and instructional practices are not yet consistent across grade levels, limiting the full impact on student achievement.

**Root Cause 8:** Teachers are still in the early phases of internalizing new curriculum and instructional frameworks (e.g., Fundamental Five). Limited time for coaching, feedback, and PLC collaboration slows consistent alignment across classrooms.

**Problem Statement 8 Areas:** School Processes & Programs

**Problem Statement 9:** PLC structures exist and meet regularly, but the effective use of data and collaboration to drive instruction is uneven across grade levels.

**Root Cause 9:** Differences in teacher experience, facilitation skills, and comfort with data analysis have led to variability in how PLCs use achievement data to inform instruction and interventions.

**Problem Statement 9 Areas:** School Processes & Programs

**Problem Statement 10:** Professional development opportunities are offered through Base Camp, external PD, and teacher-led learning, but transfer of knowledge into daily classroom practice is inconsistent.

**Root Cause 10:** Systems for accountability, coaching, and ongoing follow-up are not yet fully embedded to ensure professional learning is applied and sustained in instruction.

**Problem Statement 10 Areas:** School Processes & Programs

**Problem Statement 11:** While multiple communication systems are in place, both internal and family communication still leaves gaps in ensuring clarity and meaningful engagement.

**Root Cause 11:** Communication tends to be one-way and information-heavy. Opportunities for two-way dialogue, family feedback, and parent engagement in student learning remain limited.

**Problem Statement 11 Areas:** School Processes & Programs

**Problem Statement 12:** Although the high number of returning teachers provides stability and consistency, stakeholders may perceive a reliance on established traditions as limiting opportunities for innovation and growth.

**Root Cause 12:** Long-standing traditions and established routines, while providing consistency, can sometimes overshadow the need to adapt to evolving instructional practices, new district initiatives, or innovative approaches that prepare students for future success.

**Problem Statement 12 Areas:** Perceptions

**Problem Statement 13:** Stakeholders have questions about how the Ron Clark House System will be implemented and whether teachers and students will fully buy into the process, creating uncertainty about its ability to effectively impact campus culture, student behavior, and learning outcomes.

**Root Cause 13:** Limited communication and training prior to rollout have left staff and families unclear on how the Ron Clark House System will align with existing discipline practices and campus goals, leading to uncertainty about teacher and student buy-in.

**Problem Statement 13 Areas:** Perceptions

**Problem Statement 14:** Although family support is strong, perceptions of engagement may be uneven, with some families feeling less included or represented in campus events and decision-making opportunities.

**Root Cause 14:** Family participation is often concentrated among a core group of highly active parents (such as PTA leaders and WATCH D.O.G.S.), which may unintentionally limit broader involvement from families with different backgrounds, work schedules, or cultural perspectives.

**Problem Statement 14 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

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

## **Accountability Data**

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

# Goals





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

**Performance Objective 1:** Develop students who are college, career, and military ready that possess the academic skills for post-secondary success.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will actively set personalized reading goals aligned to STAAR standards and engage in regular goal-setting conferences with teachers. These conferences will be used to monitor progress, celebrate milestones, and adjust instructional strategies, fostering student ownership of their learning and promoting consistent academic growth.</p> <p><b>Evidence that Demonstrates Success:</b> By June 2026, Red Oak Elementary will elevate the number of students that perform at Meets grade level or above on STAAR reading through the utilization of high quality instructional materials and standards-aligned curriculum which are guided by data-driven practices.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators and All Professional Staff</p> <p><b>Title I:</b> 2.51, 2.52</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Red Oak Elementary will use data-driven small group instruction, informed by regular assessments, to provide support for readers that could meet a "Meets or Masters" rating. The campus will ensure that all teachers are trained in instructional strategies to address the needs to meet this goal.</p> <p><b>Evidence that Demonstrates Success:</b> By June 2026, the percentage of third graders achieving or exceeding the "Meets Grade Level" standard on STAAR Reading will increase. Additionally, the percentage of fourth and fifth graders meeting or surpassing their individual target goals will also show measurable growth in STAAR Reading and Math</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor, Case Managers, All Professional Staff</p> <p><b>Title I:</b> 2.51, 2.52, 2.53, 2.534</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Red Oak Elementary Staff will use regular formative assessments to identify students' math skill levels and create flexible small groups for targeted instruction. This will allow teachers to focus on specific problem-solving and foundational skill gaps, particularly for students who need extra support.</p> <p><b>Evidence that Demonstrates Success:</b> By June 2026, Red Oak Elementary will elevate the number of students that perform at Meets grade level or above on STAAR mathematics through the utilization of high quality instructional materials and standards-aligned curriculum which are guided by data-driven practices.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor, Case Managers, All Professional Staff, Retired Tutors</p> <p><b>Title I:</b> 2.51, 2.52</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Professional Development will be provided to focus on differentiated instruction strategies in both reading and math. This will ensure that all teachers are equipped to meet the diverse learning needs while providing targeted instruction that addresses gaps in both reading foundational skills, text analysis and foundational math skills.</p> <p><b>Evidence that Demonstrates Success:</b> By June 2026, the percentage of students identified as economically disadvantaged in the Closing the Gaps domain that perform at Meets grade level or above on STAAR reading and math will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor, Case Managers, All Professional Staff, Retired Tutors</p> <p><b>Title I:</b> 2.51, 2.52</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p>	Formative			Summative
	Dec	Feb	Apr	June

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

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

**Performance Objective 2:** Equip students to be well-rounded with interpersonal skills to manage day-to-day challenges.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement the Ron Clark House System to build a strong sense of belonging and connectedness for all students across the campus. Through this we will foster a campus culture that values, understands, and celebrates the strengths of economically disadvantaged students through purposeful staff training and reflective practices.</p> <p><b>Evidence that Demonstrates Success:</b> By June 2026, at least 85% of students identified as economically disadvantaged will report a sense of belonging on the annual campus climate survey (an increase from baseline), and discipline referrals for this student group will decrease by 10% compared to the previous school year.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Campus Administrators, and All Staff.</p> <p><b>Title I:</b> 2.53, 2.531, 2.533 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement a campus-wide House System based on the Ron Clark Academy, fostering positive behavior incentives for students, a sense of teamwork, school spirit, and healthy competition while strengthening student belonging and collaboration.</p> <p><b>Evidence that Demonstrates Success:</b> By June 2026, at least 90% of students will participate in House System activities, as measured by event attendance, point tracking, and teacher logs. In addition, student survey results will show a 15% increase in students reporting a sense of belonging and teamwork on campus compared to the 2024-2025 school year.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Campus Administrators, All Professional Staff</p> <p><b>Title I:</b> 2.53, 2.531 - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Results Driven Accountability</b></p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Red Oak Elementary Staff will implement SEL programs and activities that teach students about resilience, growth mindset, and goal-setting. There will be strategies that will encourage activities that build teamwork and leadership skills, which are essential for future success in any college or career pathway.</p> <p><b>Evidence that Demonstrates Success:</b> By May 2026, 100% of classrooms will implement SEL lessons, Guidance Lessons or Suite 360 activities as documented in lesson plans and campus walkthroughs. At least 85% of students will show improvement in resilience, growth mindset, teamwork, or leadership skills, as measured by student self-assessments, teacher surveys, and a reduction in discipline referrals compared to the previous school year.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor, and Discipline Committee</p> <p><b>Title I:</b> 2.53, 2.531 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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





**Performance Objective 3:** Engage students in meaningful learning that includes a variety of instructional strategies.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide ongoing professional development for campus staff in utilizing data to drive instructional decisions and support continuous growth for students and educators, through active participation in focused Professional Learning Communities (PLCs) and Content Area Vertical Alignment Teams.</p> <p><b>Evidence that Demonstrates Success:</b> By May 2026, 100% of grade-level PLCs and Content Area Vertical Alignment Teams will meet at least weekly with agendas and minutes documenting data-driven instructional planning. At least 80% of staff will demonstrate growth in TTESS Domain 2 (Instruction) or student performance data, as evidenced through walkthroughs, benchmark assessments, and end-of-year evaluation reports.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, All Professional Staff</p> <p><b>Title I:</b> 2.51, 2.52</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Red Oak Elementary will integrate multi-sensory approaches in reading and math instruction (e.g., manipulatives, visual aids, and hands-on activities) to support targeted sub-populations in mastering abstract concepts. Teachers will utilize PLCs, formative assessments, and aggressive monitoring to plan scaffolded lessons that break down complex skills into manageable steps, providing specialized acceleration to ensure gradual mastery of foundational skills.</p> <p><b>Evidence that Demonstrates Success:</b> By May 2026, 100% of teachers will implement multi-sensory reading and math strategies weekly, as evidenced in lesson plans and walkthroughs. Targeted sub-populations (Special Education, EB, and Economically Disadvantaged students) will demonstrate at least a 10% increase in proficiency on campus-based assessments (CBAs), i-Ready diagnostics, and STAAR results compared to the previous year.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Case Managers, All Staff Members, Instructional Coaches</p> <p><b>Title I:</b> 2.51, 2.52</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** Human Resources: Intentional progress to hire and retain high-quality staff to ensure best learning.





**Performance Objective 1:** Attract, engage, and retain top talent through competitive compensation packages.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Red Oak Elementary will provide staff with activities and supports that promote work-life balance, foster personal and professional well-being, and reduce burnout. These efforts aim to increase job satisfaction and encourage long-term retention within the district.</p> <p><b>Evidence that Demonstrates Success:</b> Red Oak Elementary will increase the retention rate of teachers that receive the Teacher Incentive Allotment (TIA) designation by the end of the 2025-2026 school year based on STAAR or iReady data.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2: Human Resources:** Intentional progress to hire and retain high-quality staff to ensure best learning.

**Performance Objective 2:** Foster a supportive and inclusive work environment through differentiated strategies that promotes employee retention.


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Red Oak Elementary will provide staff with activities and supports that promote work-life balance, foster personal and professional well-being, and reduce burnout. These efforts aim to increase job satisfaction and encourage long-term retention within the district.</p> <p><b>Evidence that Demonstrates Success:</b> By May 2026, Red Oak Elementary will increase the retention rate of teachers with a Teacher Incentive Allotment (TIA) designation.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide campus-based mentoring and support for first- and second-year teachers, as well as those new to Red Oak Elementary or Red Oak ISD, to foster successful integration and professional growth.</p> <p><b>Evidence that Demonstrates Success:</b> By May 2026, 100% of first- and second-year teachers, as well as those new to Red Oak Elementary or Red Oak ISD, will be paired with a campus mentor. At least 90% of participating teachers will demonstrate growth in TTESS evaluations or remain employed at the campus/district, as measured by end-of-year appraisal data and retention reports.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coaches, Mentor Teachers, Coordinator of Mentors for ROISD</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Red Oak Elementary will empower teacher leaders to share best practices and research-based strategies through staff presentations and professional learning, while providing all teachers with ongoing professional development in Reading, Writing, Math, EB strategies, and other evidence-based instructional practices to strengthen teaching and learning across the campus.</p> <p><b>Evidence that Demonstrates Success:</b> By May 2026, 100% of teacher leaders will present best practices or research-based strategies to staff during PLCs or professional learning sessions. At least 85% of teachers will implement these strategies in their classrooms, as evidenced through lesson plans, walkthrough data, and student performance on district benchmarks and STAAR assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coach, Literacy Specialist, ROISD Curriculum and Instruction Department</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Administrators will conduct a minimum of three formal walkthroughs for each teacher per semester, in addition to weekly Fundamental Five walkthroughs and calibration walks, to ensure consistency in monitoring instruction and providing feedback.</p> <p><b>Evidence that Demonstrates Success:</b> By May 2026, administrators will complete a minimum of three formal walkthroughs for 100% of teachers each semester, with documentation in Eduphoria/Strive. Weekly Fundamental Five walkthroughs and monthly calibration walks will be logged, with 90% of teachers receiving timely feedback that demonstrates alignment to instructional expectations and supports growth in TTESS Domain 2 (Instruction).</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators and Instructional Coach</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Goal 2:** Human Resources: Intentional progress to hire and retain high-quality staff to ensure best learning.

**Performance Objective 3:** Develop innovative and targeted recruitment practices that meet the diverse District needs of all employees.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Promote staffing opportunities through campus email, district and campus social media platforms, and community outreach channels to attract diverse, high-quality candidates.</p> <p><b>Evidence that Demonstrates Success:</b> By May 2026, Red Oak Elementary will advertise 100% of campus staffing opportunities through email, social media, and community channels, resulting in at least a 15% increase in qualified and diverse applicants compared to the 2024-2025 school year, as measured by applicant pool data and HR recruitment reports.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators and Instructional Coach</p> <p><b>ESF Levers:</b> Lever 2: Strategic Staffing</p>	Formative			Summative
	Dec	Feb	Apr	June



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





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Leverage campus Title I funds to provide targeted tutoring for students in grades K-5 and to secure instructional resources that strengthen achievement in math, reading, and science.</p> <p><b>Evidence that Demonstrates Success:</b> By June 2026, at least 70% of students receiving Title I tutoring support will demonstrate growth of one or more performance levels (e.g., from "Did Not Meet" to "Approaches," or "Approaches" to "Meets") on STAAR, iReady, or campus benchmark assessments in math, reading, or science.</p> <p><b>Staff Responsible for Monitoring:</b> All Campus Staff, Administrators, Instructional Coaches, Retired Tutors</p> <p><b>Title I:</b> 2.51, 2.52</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Allocate Title I funds to implement the Ron Clark House System application as a positive behavior incentive program, promoting student engagement, accountability, and recognition through a campus-wide points system.</p> <p><b>Evidence that Demonstrates Success:</b> By May 2026, discipline referrals will decrease by 10% compared to the 2024-2025 school year, and 85% of students will report feeling recognized and motivated for positive behavior on the annual campus climate survey.</p> <p><b>Staff Responsible for Monitoring:</b> All Campus Staff, Campus Administrators, Counselor, RCA House Committee, Discipline Committee</p> <p><b>Title I:</b> 2.53, 2.531</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Strengthen RLA and Math instruction in grades 3, 4, and 5 and early literacy skills campus-wide by purchasing and implementing research-based resources (i.e: Heggerty curriculum, Math GPS, decodable readers, etc.)</p> <p><b>Evidence that Demonstrates Success:</b> By June 2026, 80% of K-2 students will demonstrate proficiency on end-of-year GRA or iReady literacy assessments, and at least 70% of students in grades 4 and 5 will meet or exceed their target growth measure on math assessments (STAAR, iReady, or campus benchmarks).</p> <p><b>Staff Responsible for Monitoring:</b> All Campus Staff, Campus Administrators, and Instructional Coaches</p> <p><b>Title I:</b> 2.51, 2.52</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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


**Performance Objective 2:** Ensure fiscal integrity by creating and maintaining a sufficient operating budget for the everyday operations of the District.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Regularly monitor and evaluate the use of campus funds by analyzing prior expenditure trends and anticipated yearly spending to ensure resources are allocated effectively and aligned to identified campus priorities.</p> <p><b>Evidence that Demonstrates Success:</b> By May 2026, 100% of campus Title I and local funds will be reviewed and reconciled on a quarterly basis, with documented expenditure reports showing that at least 90% of spending is directly aligned to strategies and priorities outlined in the Campus Improvement Plan.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus Secretary, Instructional Coach</p> <p><b>Title I:</b> 2.51, 2.52</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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





**Performance Objective 3:** Educate stakeholders about the public education financial system and the funding of Red Oak ISD through regular and transparent communication.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Monitor student attendance with the goal of achieving a 97% campus attendance rate, while providing engaging academic experiences and recognition opportunities once each semester to incentivize and celebrate perfect and excellent attendance (no more than one absence or tardy per grading period).</p> <p><b>Evidence that Demonstrates Success:</b> By May 2026, campus attendance records will reflect a minimum of 97% average daily attendance, with at least 90% of students recognized each semester for maintaining perfect or excellent attendance (no more than one absence/tardy per grading period), as evidenced through attendance reports and incentives.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Attendance Committee</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June







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

**Performance Objective 1:** Provide facilities to accommodate current and future growth across the District.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Conduct regular reviews and analyses of student programs, enrollment trends, and facility needs to ensure the campus is equipped to support current demands and future growth.</p> <p><b>Evidence that Demonstrates Success:</b> By June 2026, the campus will complete a minimum of two annual reviews of student programs, enrollment trends, and facility needs. Findings will be documented in campus reports and used to make at least three actionable recommendations to the district for adjustments or improvements to ensure facilities and resources align with student growth.</p> <p><b>Staff Responsible for Monitoring:</b> All Professional Staff, Campus Administrators</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





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

**Performance Objective 2:** Ensure District facilities meet or exceed safety and security standards for physical requirements, technology systems, and implementation of procedures and protocols.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Red Oak Elementary staff will conduct all required safety drills, including bus safety, tornado, fire, and lockdown drills, and ensure timely submission of all documentation in compliance with district and state requirements.</p> <p><b>Evidence that Demonstrates Success:</b> By June 2026, the campus will complete 100% of all required safety drills (bus safety, tornado, fire, and lockdown) within state and district timelines, with all documentation submitted accurately and on time, as verified by district safety audits.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Safety Coordinator, Campus Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All campus staff will be trained in the effective use of the Raptor application to ensure accurate accounting of students and staff during safety drills and real-life emergencies, with the expectation of 100% accountability and compliance.</p> <p><b>Evidence that Demonstrates Success:</b> By June 2026, 100% of campus staff will complete training on the Raptor application, and all safety drills will demonstrate 100% student and staff accountability as verified through Raptor drill reports and district safety audits.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal, Campus Safety Coordinator, School Resource Officer</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





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

**Performance Objective 3:** Attempt to have facilities meet or exceed minimum standards for all programs to provide opportunities for student participation.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Red Oak Elementary will maintain facilities that meet or exceed required standards for all programs, ensuring safe, functional, and supportive learning environments that promote student success.</p> <p><b>Evidence that Demonstrates Success:</b> By June 2026, the campus will complete 100% of required facility inspections and address all identified compliance issues within established timelines, ensuring that all learning spaces meet or exceed program standards as documented in district facility reports.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Secretary, Assistant Principal, Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 5:** Communications: Ensure District is connected to the community in partnerships to further student success while communicating transparently and effectively.





**Performance Objective 1:** Prioritize and enhance parent and teacher communications.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Red Oak Elementary Staff will establish consistent and effective communication through newsletters, social media, and text alerts. The Staff will use multiple formats to ensure all families receive important updates and invitations to events.</p> <p><b>Evidence that Demonstrates Success:</b> By June 2026, Red Oak Elementary will increase overall family engagement participation by 20% for district and campus events by implementing family engagement initiatives and strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor, All Classroom Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Red Oak Elementary will actively engage students, staff, and families in PTA-sponsored and community events, including Title I Family Literacy and Math Nights, Title I information sessions, and the Spring Open House. The campus will also collaborate with area businesses and invite community members to support programs that promote student success, increase awareness, and strengthen a positive school culture.</p> <p><b>Evidence that Demonstrates Success:</b> By May 2026, Red Oak Elementary will host at least three Title I family engagement events and two PTA-sponsored and/or community partnership events annually, with a minimum of 60% family participation as measured by sign-in sheets. The campus will also establish at least five active business or community partnerships, documented through collaboration logs and program support records, to strengthen school culture and student success.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor, PTA Executive Board, Family and Engagement Committee, All Professional Staff</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 5: Communications:** Ensure District is connected to the community in partnerships to further student success while communicating transparently and effectively.

**Performance Objective 2:** Provide opportunities to foster positive relationships between students, parents, schools and staff, and the community.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Red Oak Elementary will provide multiple opportunities to build trust, foster participation, and strengthen positive relationships with parents and the community through events such as PTA activities, parent conferences, Meet the Teacher, Fine Arts programs, Watch D.O.G.S., Talon Rallies, House Assemblies, and Title I Family Literacy and Math Nights.</p> <p><b>Evidence that Demonstrates Success:</b> By May 2026, Red Oak Elementary will host a minimum of six parent and community engagement events annually, with at least 65% of families participating as measured by event sign-in sheets and digital attendance records. Family and community surveys will reflect at least 80% positive feedback on trust, communication, and school relationships.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus Site-Based Committee, Family and Engagement Committee, Counselor, PTA Executive Board Members</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Red Oak Elementary will host Family Engagement Math and Literacy Nights each semester to equip parents with strategies and resources that support student learning at home. These events will provide hands-on activities, academic resources, and opportunities for families to collaborate with teachers, fostering stronger home-school connections and reinforcing academic growth.</p> <p><b>Evidence that Demonstrates Success:</b> By May 2026, Red Oak Elementary will host at least two Family Engagement Math and Literacy Nights, with a minimum of 60% of families in attendance as measured by sign-in sheets and digital records. Post-event surveys will reflect at least 80% of families reporting increased confidence in supporting math and literacy learning at home.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Family and Engagement Committee, Counselor, PTA Executive Board</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Red Oak Elementary will actively engage parents and community members by creating ongoing opportunities for involvement in campus programs, volunteer initiatives, and partnerships with local organizations. These efforts will strengthen home-school-community connections, promote shared responsibility for student success, and build a positive campus culture.</p> <p><b>Evidence that Demonstrates Success:</b> By May 2026, Red Oak Elementary will establish at least three active community partnerships and increase parent volunteer participation by 20% compared to the 2024-2025 school year, as measured through volunteer logs, sign-in sheets, and partnership agreements.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Family and Engagement Committee, PTA Executive Board</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

# Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

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

**Red Oak Independent School District**  
**Russell P. Schupmann Elementary**  
**2025-2026 Campus Improvement Plan**



# Mission Statement

**The Mission of Red Oak ISD:**

**4 Talons of the Hawk**

**Exhibits Academic Readiness: 1% Better Daily & Love Tough**

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

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

**Leaves a Legacy Through Service: "We Before Me"**

## Vision

**The Vision of Red Oak ISD:**

**"Realizing Our Individual Students' Dreams"**

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

## Russell P. Schupmann Elementary Campus Needs Assessment Report (2024–2025)

### Demographics

- Enrollment: 754 students (snapshot), nearly doubled since 2018.
- Student Diversity: 54% African American, 37% Hispanic, 6% White, 3% Asian/Two-or-More.
- Economically Disadvantaged: 69%
- At Risk: 49.9%
- Mobility: 16.8% (↑ from 14% in 2022–2023)
- Attendance: 94.9% (below 96% state goal)

**Strengths:** Growing enrollment, strong diversity, robust bilingual/SPED supports.

**Needs:** High poverty, mobility, and attendance challenges contribute to subgroup gaps.

### Student Learning

- Reading: 76% Approaches, 47% Meets, 19% Masters.
- Math: 67% Approaches, 34% Meets, 13% Masters.
- Science: 62% Approaches, 26% Meets, 8% Masters.

**Strengths:** Hispanic subgroup outperforms campus average; strong foundation at Approaches.

**Needs:** Raise Meets/Masters; focus on Science and subgroup achievement gaps.

### Perceptions

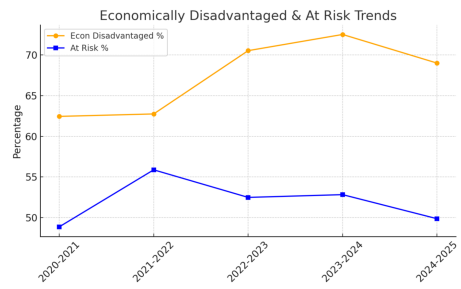
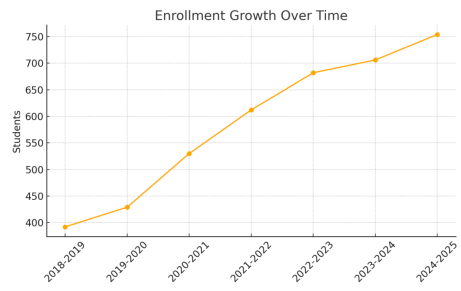
- Students show responsibility, wellbeing, and prosocial behaviors (70s range).
- Staff report strong collective efficacy and positive relationships (74–78).
- Positive climate, belonging, and trust rated 72–77.
- Family partnerships effective (71–75), community engagement lower (66).

**Strengths:** High trust, strong staff culture, student belonging.

**Needs:** Stronger family/community engagement and goal-setting support.

### Key Implications for Improvement

1. Strengthen Tier 1 instruction with rigor and alignment.
2. Close subgroup gaps by supporting African American students and leveraging Hispanic subgroup strengths.
3. Improve Science outcomes with inquiry-based, hands-on learning.
4. Reduce mobility impact with onboarding and intervention systems.
5. Improve attendance with incentives, family engagement, and barrier reduction.
6. Expand family & community partnerships to strengthen supports



# Demographics

## Demographics Summary

### Enrollment & Demographics

- Enrollment: 754 (snapshot)
- Economically Disadvantaged: 69%
- At Risk: 49.9%
- Mobility: 16.8%
- Attendance: 94.9% (below state 96%)
- Ethnicity: 54% African American, 37% Hispanic, 6% White, 3% Asian/Two-or-More

### STAAR Results – All Students

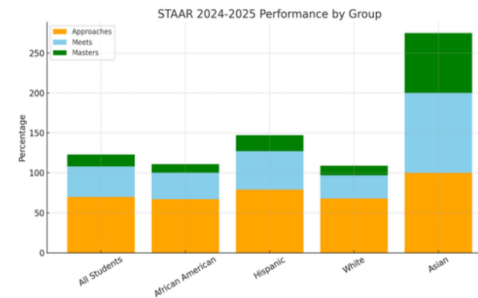
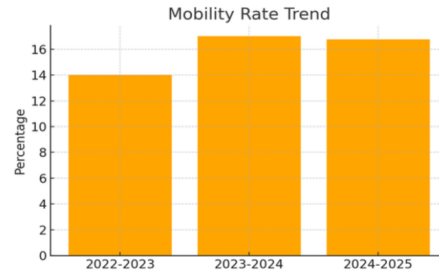
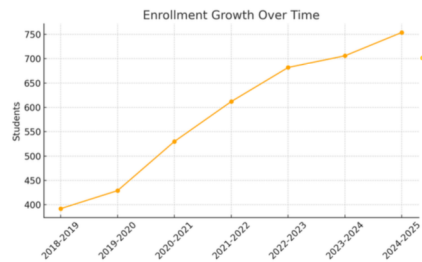
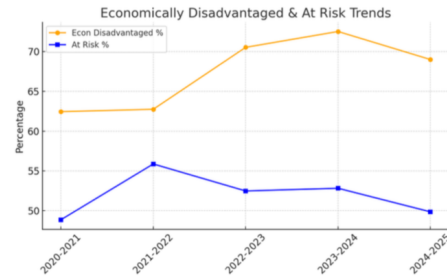
- Reading: 76% Approaches, 47% Meets, 19% Masters
- Math: 67% Approaches, 34% Meets, 13% Masters
- Science: 62% Approaches, 26% Meets, 8% Masters

### Key Findings

1. Growth: Enrollment nearly doubled since 2018.
2. Economic & At-Risk Need: 69% Econ Dis, 50% At Risk.
3. Achievement Gaps: African American subgroup underperforms compared to Hispanic peers.
4. Subject Gaps:
  - Reading strongest (57% Hispanic Meets vs 42% African American).
  - Math needs stronger Tier 1 instruction (only 34% Meets overall).
  - Science is lowest-performing (26% Meets overall).
5. Mobility & Attendance challenge consistency in learning.

### Included Charts

- Enrollment Growth (2018–2025)
- Economically Disadvantaged & At Risk Trends (2020–2025)
- Mobility Rates (2022–2025)
- Student Ethnicity Breakdown (2024–2025)
- STAAR Performance by Subgroup
- Subject Comparison (Reading vs Math vs Science)



## Demographic Needs

Area	Need
Economic Disadvantage	69% of students are economically disadvantaged, requiring consistent equity-driven support and family engagement.
At-Risk Population	Nearly 50% of students are identified as At-Risk, signaling a need for strong Tier 1 instruction and interventions.
Mobility	Mobility rate of 16.8% creates gaps in learning continuity and requires strong onboarding practices.
Achievement Gaps	African American subgroup performs below campus averages on STAAR compared to Hispanic peers. Targeted supports are needed.
Attendance	Current attendance rate of 94.9% is below the state goal (96%), requiring stronger attendance interventions.
Science Outcomes	Only 26% of students meet grade-level in Science. Science achievement lags behind Reading and Math.

## Demographics Strengths

### Demographic Strengths

Area	Strength
Enrollment Growth	Enrollment has nearly doubled since 2018 (392 → 754). Families continue to choose Schupmann as a trusted school.
Student Diversity	A richly diverse campus: 54% African American, 37% Hispanic, 6% White, 3% Asian/Two-or-More. Diversity builds cultural awareness and leadership opportunities.
Emergent Bilinguals	20% of students are Emergent Bilinguals (EBs). Programs in place help students grow biliteracy skills.
Special Services	Strong identification and support for special populations: 14.8% SPED, 8.6% Dyslexia, 4.2% GT. <span style="float: right;">197</span>

Area	Strength
Title I & Community Support	Title I funding ensures equitable resources. Parent nights, PTA events, and community partnerships provide additional support.
Academic Bright Spots	Hispanic subgroup consistently scores above campus averages on STAAR, especially in Reading and Math.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Schupmann Elementary has 69% economically disadvantaged, 49.9% At Risk, and a mobility rate of 16.8%. These factors, along with attendance below the 96% state target, contribute to subgroup gaps, especially for African American students (largest group).

**Root Cause:** Increasing rigor and alignment in Tier 1 instruction will help close achievement gaps, especially for At-Risk and mobile students.

# Student Learning

## Student Learning Summary

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

### STAAR Results – All Students

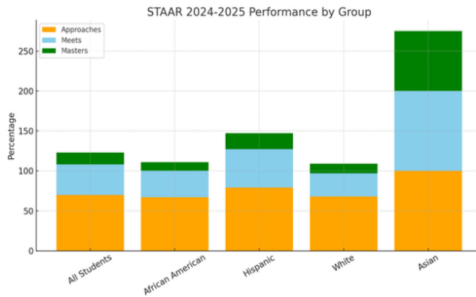
- Reading: 76% Approaches, 47% Meets, 19% Masters
- Math: 67% Approaches, 34% Meets, 13% Masters
- Science: 62% Approaches, 26% Meets, 8% Masters

### Key Findings

Achievement Gaps: African American subgroup underperforms compared to Hispanic peers.

Subject Gaps:

- Reading strongest (57% Hispanic Meets vs 42% African American).
- Math needs stronger Tier 1 instruction (only 34% Meets overall).
- Science is lowest-performing (26% Meets overall).



## Demographic Needs

Area	Need
Economic Disadvantage	69% of students are economically disadvantaged, requiring consistent equity-driven support and family engagement.
At-Risk Population	Nearly 50% of students are identified as At-Risk, signaling a need for strong Tier 1 instruction and interventions.
Mobility	Mobility rate of 16.8% creates gaps in learning continuity and requires strong onboarding practices.
Achievement Gaps	African American subgroup performs below campus averages on STAAR compared to Hispanic peers. Targeted supports are needed.
Attendance	Current attendance rate of 94.9% is below the state goal (96%), requiring stronger attendance interventions.
Science Outcomes	Only 26% of students meet grade-level in Science. Science achievement lags behind Reading and Math. <span style="float: right;">199</span>

## Student Learning Strengths

- Reading Performance: 76% of students achieved Approaches on STAAR, with nearly half (47%) meeting grade level. Hispanic subgroup performance in reading (85% Approaches, 57% Meets, 24% Masters) exceeds the campus average.
- Math Gains for Hispanic Students: Hispanic subgroup shows results in math (77% Approaches, 46% Meets).
- Emergent Bilingual Growth: EB students demonstrate growth in reading through phonics instruction, intervention, and language supports.
- Student Mission & Leadership: Consistent implementation of Leader in Me builds student ownership, classroom culture, and positive engagement in learning.
- Use of Interventions: Systems for identifying and supporting Dyslexia, SPED, and At-Risk students are established, helping targeted learners make measurable progress.
- Across content areas, a majority of students consistently score at Approaches or higher, showing a strong foundation to build upon for Meets and Masters.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** While majority of students meet the approaching level, students need to be continually challenged to perform at the mastery grade level in all categories.

**Root Cause:** Systems for reviewing student data and protocols for increasing student performance in the classroom.

# School Processes & Programs

## School Processes & Programs Summary

Schupmann Elementary uses our curriculum coordinators, campus level support, and multiple resources to help guide our planning, delivery, and assessment of instruction. The curriculum, instruction, and assessment focus at Russell P. Schupmann Elementary is based on the Texas Essential Knowledge and Skills. The TCMPC System includes the scope and sequence and curriculum based assessments that promote critical thinking, problem solving, communication skills, creativity and collaboration.

For all subjects, assessment plays a major role in decision making and takes on many different forms at Russell P. Schupmann Elementary. The campus is committed to moving away from using fill-in-the-blank or multiple choice assessments as their only assessment tools. Authentic assessments will be consistently utilized to allow students to demonstrate their learning through performance, products, presentations, and critical writing samples. Campus level dis-aggregation depends on plotting of critical skills and expectations at the beginning of each formative assessment period based on analysis of student need and curricular expectations. We utilize campus/ district benchmarks, STAAR, and additional assessments throughout the school year. Special courses and programs such as physical education, music, special education, dyslexia, and ELL instruction use the same standard of assessments as the grade levels of their students. Texas English Language Proficiency Assessment System (TELPAS) is a major assessment for ELL students.

PLC meetings are conducted weekly by campus administrators and instructional coach. The campus focuses on lessons, data review, and collaborative planning for student interventions and enrichment. Grade levels have a daily common planning and focused intervention time. Formal planning and data meetings occur within a week after a formal assessment has been given. Student progress is monitored through informal and formal assessments, along with focused tutorials and interventions. All staff, professional and para-professional, have many opportunities throughout the school year and summer, to attend professional development sessions, on and off campus, to enhance the teaching and learning environment for our students, and addressing the needs of our campus as identified in the plan.

All decisions regarding professional development, programs, and practices are based upon the needs of identified area in this improvement plan.

## School Processes & Programs Strengths

Teachers utilize district created lessons that are grade level appropriate. Professional development is provided to include best practices and instructional strategies that will increase student dialogue and create a student centered classroom environment.

Teachers collaborate in team planning meetings and grade level PLCs to discuss assessments, student data, monitor growth and plans to provide the appropriate level of challenge for each individual student.

- Data Analysis Protocol and Profile Sheets
- Weekly PLC Meetings
- Team Planning
- Vertical Alignment Opportunities (Needs)
- Talon Time

Adding:

The Leader in Me program, integrated into our campus improvement strategy, provides essential support for students at risk of not meeting state standards, aligning directly with the objectives of the Title I program. Through access to its comprehensive online resources, staff can share important updates and tools with parents, fostering stronger home-school communication that is critical for student success. Additionally, the program's assessment tools allow educators to gather and analyze end-of-year data, which is instrumental in evaluating the impact of leadership and SEL initiatives and guiding future instructional planning. By using this data-driven approach, the campus can identify gaps, monitor progress, and implement targeted supports that ensure all students, especially those most vulnerable, receive the academic and behavioral interventions they need to succeed.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Continue refining the process of student goal setting and tracking their own data.

**Root Cause:** All grade levels (emphasis on K-2 reading)

**Problem Statement 2:** While our teachers understand the process of collecting data, there is still a need to better understanding of how to differentiate learning for all levels of performance.

**Root Cause:** Refining instructional practice and intentional small groups.

**Problem Statement 3:** Increase student performance by utilizing Talon time to intentionally address student needs.

**Root Cause:** Increasing teacher awareness of skill based needs and progress monitoring groups.

**Problem Statement 4:** There is a need to monitor discipline data for all sub-populations across the campus.

**Root Cause:** SPED discipline data and intentional decisions regarding infractions.

**Problem Statement 5:** A system for reporting violence and intervention measures is in place.

**Root Cause:** Identifying individuals who are in need of assistance and interventions to assist with counseling services.

**Problem Statement 6:** Attendance will continuously be monitored by an attendance committee each year.

**Root Cause:** Parent awareness and engagement on the impact of loss of instructional time is needed.

# Perceptions

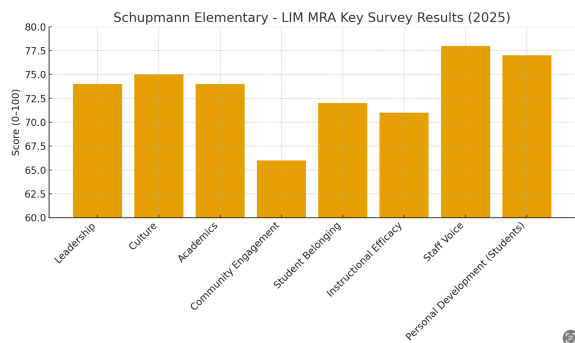
## Perceptions Summary

### Demographics & Context

Schupmann Elementary serves a diverse student population. The Leader in Me (LIM) Measurable Results Assessment (MRA) survey was conducted at the end of the year to capture perceptions from students, staff, and families. This CNA draft highlights key strengths, areas for growth, and perception data regarding how well the school conducts business.

### Perception Summary – How Well Do We Conduct Business?

The end-of-year MRA results indicate that Schupmann Elementary is conducting business at a satisfactory level, with strong evidence of trust, empowerment, and leadership, but opportunities for growth in community engagement, instructional rigor, and student belonging.



## Perceptions Strengths

### Strengths

- Staff Voice (78) – Staff feel valued and respected.
- School Climate (77) – Staff believe in the worth and potential of every student.
- Student Personal Development (77) – Students take responsibility for their actions.
- Student-Led Practices (77) – Teachers empower students to take ownership of their learning.
- Trusting Relationships (76) – Students report high-trust relationships with teachers.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Russell P. Schupmann Elementary needs to continue to find innovative ways to increase parental and community involvement at the campus.

**Root Cause:** Community Engagement (66) - Limited partnerships and service-learning opportunities.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Running Records results
- Observation Survey results

## Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Dyslexia data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

## Parent/Community Data

- Parent surveys and/or other feedback

## Support Systems and Other Data





- Organizational structure data
- Budgets/entitlements and expenditures data

# Goals

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

**Performance Objective 1:** Develop students who are college, career, and military ready that possess the academic skills for post-secondary success.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Schupmann Elementary will utilize support programs that prevent violence and bullying, and programs for character building and student success through the 7 Habits of Highly Effective People.</p> <p><b>Evidence that Demonstrates Success:</b> Evidence that Demonstrates Success</p> <ul style="list-style-type: none"> <li>* Leader in Me Training and Curriculum Supports</li> <li>* Reach Council</li> <li>* Red Ribbon Week</li> <li>* Classroom Observations</li> <li>* Guidance Lessons</li> <li>* Assemblies</li> <li>* Talon Announcements</li> <li>* Leader in Me Lessons (7 Habits Focus)</li> <li>* Action Teams</li> <li>* Classroom Mission Statements</li> <li>* Student-Led Conferences (highlighting 7 Habits language and goals)</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Staff Responsible for Monitoring</p> <ul style="list-style-type: none"> <li>* Counselor</li> <li>* Teachers</li> <li>* Leader in Me Lighthouse Coordinator/Committee</li> <li>* Designated Action Teammate</li> </ul> <p><b>Title I:</b> 2.51, 2.52</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Launch the initial phase of The Leader in Me by reviewing program materials, distributing staff and parent surveys to gather baseline data, and using the results to plan targeted implementation for the upcoming school year. This process ensures alignment with Title I goals and supports students at risk by informing leadership development and engagement strategies.</p> <p><b>Evidence that Demonstrates Success:</b> Evidence of Progress:            -Completion of staff and parent surveys, with analysis used to identify current strengths and gaps in leadership development and engagement.            -Leadership team documentation of material reviews and planning meetings.            -Initial implementation plan drafted, including timelines, identified student needs, and intervention strategies informed by survey results.            -Communication logs or digital platform data showing increased information sharing with families.            -Alignment of Leader in Me goals with Title I strategies in the Campus Improvement Plan for the upcoming school year.</p> <p><b>Staff Responsible for Monitoring:</b> * Lighthouse Team            Campus Administration (Principal, Assistant Principal)            * Counselor/ Lighthouse Coordinators            * Designated Action Teams (aligned to 7 Habits and LIM goals)            * Teachers (participating in surveys and implementation feedback)</p> <p><b>Title I:</b>            2.51, 2.52, 2.533  <b>- ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

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

**Performance Objective 2:** Equip students to be well-rounded with interpersonal skills to manage day-to-day challenges.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Schupmann Elementary will provide students with opportunities to engage in service projects, leadership roles, and extracurricular activities that promote character development. By participating in community service, student leadership teams, fine arts, and campus clubs, students will develop collaboration, responsibility, and accountability while contributing positively to the school and community.</p> <p><b>Evidence that Demonstrates Success:</b> Students will complete service projects and extra curricular activities during the school year. For example;</p> <ul style="list-style-type: none"> <li>Toys for Tots</li> <li>Announcement Team</li> <li>UIL</li> <li>Choir</li> <li>Spirit Crew/Greeters</li> <li>School-wide Events</li> <li>Grade Level Performances</li> <li>Safety Patrol</li> <li>Flag Patrol</li> <li>Spelling Bee</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Counselor Teachers Committee</p> <p><b>Title I:</b> 2.51, 2.52</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue to implement and expand ways to recognize students for positive behavior, strong attendance, and academic growth/achievement both inside and outside of the classroom. Recognition will include individual, classroom, and school-wide systems that celebrate progress, reinforce positive choices, and motivate students toward continuous improvement.</p> <p><b>Evidence that Demonstrates Success:</b> Positive Office Referrals - positive communication  Talon Ticket System  Dojo point rewards  Level Up- (including growth goals and level of mastery incentive and experiences)-example: -----Experience presentations, level up incentives, academic awards  Goal Setting  Sunshine Logs  Shout-Outs  Ribbons for E in Conduct</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators  Discipline, Attendance, and Lighthouse team  Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement the campus WIG (Wildly Important Goal) that all students will utilize Leadership Binders to set, track, and monitor their own academic and personal goals. Students will regularly reflect on progress in areas such as reading, math, writing, and attendance, using data from classroom assessments, district assessments, and personal tracking tools. Teachers and staff will support students by providing time, structure, and coaching for goal-setting and reflection during Leader in Me practices and PLC-aligned instruction.</p> <p><b>Evidence that Demonstrates Success:</b> Leadership Portfolios  Empowering Learners Action Team Agendas  Student Goal Setting Trackers</p> <p><b>Staff Responsible for Monitoring:</b> Lighthouse Team  Empowering Learners Action Team  Lighthouse Coordinators</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

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

**Performance Objective 3:** Engage students in meaningful learning that includes a variety of instructional strategies.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement targeted instructional practices and interventions to increase students' reading levels with adequate growth and comprehension. Utilize district common assessments, GRA, TPRI, iReady, and other available data sources to monitor progress, guide PLC discussions, and adjust instruction. Provide tutoring and small-group supports for students performing below grade level or not successful on state assessments, with a strong emphasis on fluency, comprehension, and overall literacy growth. on all levels.</p> <p><b>Evidence that Demonstrates Success:</b> Local and State Assessments Leadership Portfolios</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Achieving Goals Action Team Instructional Coaches Teachers</p> <p><b>Title I:</b> 2.53</p>	Formative			Summative
	Dec	Feb	Apr	June


Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement ELAR writing instruction guided and supported by district-approved, research-based resources with a focused emphasis on writing across all grade levels and content areas. Teachers will integrate authentic writing opportunities in multiple subjects to strengthen students' ability to communicate ideas effectively, improve fluency, and develop comprehension through written expression.</p> <p><b>Evidence that Demonstrates Success:</b> These components include guided writing, shared writing, and writing across the contents. The major activities and resources used to support this strategy are:  TalonTime  After school tutoring  Saturday School-Build Consulting Group  Textbook Adopted Resources  Writing Across Contents  Reading A-Z (RAZ Kids Plus) Brain Pop Jr. Brain Pop  ELL Literacy Footprints Dual Schools-The Learning Patio (RPS and HAW)  i-Ready</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators  Instructional Coaches  Teachers</p> <p><b>Title I:</b>  2.531  - <b>TEA Priorities:</b>  Build a foundation of reading and math</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Strengthen math instruction through district-approved, research-based resources with an emphasis on building and monitoring student fluency. Provide targeted tutoring and intervention supports for students performing below grade level in reading and for those who did not meet expectations on state assessments, with a focus on increasing fluency and overall student achievement.</p> <p><b>Evidence that Demonstrates Success:</b> The major activities and resources used to support this strategy include:            Envision Math Manipulatives            Number Talks            Reflex            Prodigy            TEKSing Toward STAAR            Talon Time            Think It Up -Mentoring Minds            I-Ready Resources            STAAR Countdown 3-5            STEMscopes Math            STAAR BLITZ            Math Fact Fluency Flashcard</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators            Instructional Coaches            Teachers</p> <p><b>Title I:</b>            2.531, 2.533  <b>- TEA Priorities:</b>            Build a foundation of reading and math</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Goal 2:** Human Resources: Intentional progress to hire and retain high-quality staff to ensure best learning.

**Performance Objective 1:** Attract, engage, and retain top talent through competitive compensation packages.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Maintain a welcoming and safe campus environment where staff take pride in their school community. Promote a positive culture through the implementation of the Leader in Me framework, ensuring that students and staff practice the 7 Habits of Highly Effective People, develop leadership skills, and contribute to a supportive school culture. Celebrate staff and student contributions, foster respectful relationships, and create a campus where all stakeholders feel valued and connected.</p> <p><b>Evidence that Demonstrates Success:</b> Customer Service Appreciation opportunities Culture and Climate</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Culture Action Team Lighthouse Team</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June







**Goal 2: Human Resources:** Intentional progress to hire and retain high-quality staff to ensure best learning.

**Performance Objective 2:** Foster a supportive work environment through differentiated strategies that promotes employee retention.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Administrators will utilize the T-TESS evaluation system to conduct goal progress monitoring for staff. Goal progress will be reviewed and communicated between the staff member and administrator once per grading period to support professional growth and instructional effectiveness. In addition, administrators will attend professional development opportunities to refine evaluation practices, strengthen coaching strategies, and enhance overall instructional leadership.</p> <p><b>Evidence that Demonstrates Success:</b> TTESS Documents in Strive TEPSA Professional Development Summer Conference Breakthrough Coaching: Supports school administrators to be transformational leaders who achieve student success in a sensible workweek.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide Science staff development to strengthen instructional practices and student achievement. Professional learning will include Science Interactive Journaling, Exploration activities, and horizontal team planning across the district. Training opportunities will be provided for all teachers who teach Science through professional development sessions, and the integration of Science Penguin, Think Up, iReady, and Lowman resources to support curriculum alignment and student learning.</p> <p><b>Evidence that Demonstrates Success:</b> Think Up and IReady Science Penguin Engagement Kits Curriculum-Based Assessments Benchmarks/Interim Assessments STAAR Testing Staff Development Reports Usage of Science Penguin</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coaches Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide targeted staff development in Reading/Language Arts based on analysis of student performance data to accelerate growth toward the campus goals of 90% Approaches, 60% Meets, and 30% Masters in Reading. Current performance shows 76% at Approaches, 47% at Meets, and 19% at Masters. Professional learning will focus on reading fluency, comprehension, and writing instruction to move more students from Approaches to Meets and from Meets to Masters. Teachers will use multiple data sources (GRA, TPRI, iReady, and common assessments) to drive PLC discussions, instructional planning, and interventions, ensuring alignment with district curriculum and the needs of all learners.</p> <p><b>Evidence that Demonstrates Success:</b> Imagine Learning for ELL  Strategies for ELL learners  Supporting Struggling learners  Collaborate/Plan with Instructional Coach, Literacy Strategist, and Librarian  Guided Reading  Shared Reading  Literacy Stations  Grammar and Editing  Patterns of Power  GRA  TPRI/Tejas Lee  Comprehension Toolkit  Get Your Teach On Conference  Think Up and IReady  Saxon Phonics  Textbook resources  Engagement Kits  Benchmark/Interim Assessments  STAAR Testing  Staff Development Report</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators  Instructional Coaches  Reading Specialist</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide targeted staff development in Mathematics based on analysis of student performance data to accelerate growth toward the campus goals of 90% Approaches, 60% Meets, and 30% Masters. Current performance shows 67% at Approaches, 34% at Meets, and 13% at Masters in Math. Professional learning will focus on strengthening conceptual understanding, fluency, and problem-solving/application skills. Teachers will utilize data from district common assessments, iReady, and classroom assessments to guide PLC discussions, instructional planning, and targeted interventions. Emphasis will be placed on moving students from Approaches to Meets and from Meets to Masters through the use of research-based strategies and district-approved resources.</p> <p><b>Evidence that Demonstrates Success:</b> Use of manipulatives STEMscopes Benchmarks/Interim Assessment STAAR Testing TTESS Staff Development Reports</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coaches Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2:** Human Resources: Intentional progress to hire and retain high-quality staff to ensure best learning.


**Performance Objective 3:** Develop innovative and targeted recruitment practices that meet the diverse District needs of all employees.


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Conduct employee incentives/recognition Heart of a Teacher and employee of the month recognition.</p> <p><b>Evidence that Demonstrates Success:</b> Employee Incentives                      Heart of a Teacher                      Employee of the Month                      Anchored in Excellence                      Level Up for teachers</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>                      Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
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**Goal 3:** Finance: Maintain fiscal stewardship and accountability to ensure financial stability and transparency.


**Performance Objective 1:** Ensure fiscal accountability and responsibility of resources to support the District's mission.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize campus funds to support tutoring for grades K-5 and other specified resources related to the area of math and reading.</p> <p><b>Evidence that Demonstrates Success:</b> Focus on Reading, Math, and Science</p> <ul style="list-style-type: none"> <li>Student Sign-up Sheets</li> <li>Tutorial Letters</li> <li>Goal Setting</li> <li>Parent informational letters</li> <li>HB1416</li> <li>Academic Programs (Stemscopes, IReady, Hand2Mind, RAZ-Kids, IXL)</li> <li>Accelerated Learning Plans</li> <li>Read Live</li> <li>Literacy Footprints</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coaches Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June

 No Progress





 Accomplished

 Continue/Modify

 Discontinue

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


**Performance Objective 2:** Ensure fiscal integrity by creating and maintaining a sufficient operating budget for the everyday operations of the District.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Monitor the usage of funds and anticipated yearly spending using prior record for analysis. <b>Evidence that Demonstrates Success:</b> Skyward Financial Records <b>Staff Responsible for Monitoring:</b> Secretary Principal	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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





**Performance Objective 3:** Educate stakeholders about the public education financial system and the funding of Red Oak ISD through regular and transparent communication.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Monitor student attendance to achieve the campus WIG (Wildly Important Goal) of 97% attendance. Establish an Attendance Committee that meets regularly to review weekly attendance data, identify trends, and monitor students in danger of violating the 90% rule. The committee will collaborate with staff, parents, and students to implement strategies such as parent communication, incentives, and targeted interventions to promote consistent attendance and reduce chronic absenteeism. Students will track their own attendance progress in their Leadership Binder, reinforcing accountability and ownership of their success.</p> <p><b>Evidence that Demonstrates Success:</b> Attendance meetings, contracts, and plans with parents  Attendance phone calls  Classroom attendance incentives (ADA)  Celebrations</p> <p><b>Staff Responsible for Monitoring:</b> Counselor  Assistant Principal and Administrative Intern  Registrar  Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June



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





**Performance Objective 1:** Provide facilities to accommodate current and future growth across the District.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Review the campus crisis plans and ensure that various drills are conducted in accordance with city and state requirements.</p> <p><b>Evidence that Demonstrates Success:</b> Drill Schedule and Reports                      After-action reports                      Crisis team                      Weekly door audits                      RAPTOR                      Ultra 3M Film Protectant</p> <p><b>Staff Responsible for Monitoring:</b> ROISD Chief of Police                      Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

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





**Performance Objective 2:** Ensure District facilities meet or exceed safety and security standards for physical requirements, technology systems, and implementation of procedures and protocols.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Counselor led guidance lessons, Counselor sponsored assemblies, Counselor led/sponsored small groups etc.; Including Cyber Safety Harassment Bullying.</p> <p><b>Evidence that Demonstrates Success:</b> Guidance Schedule            Guidance Lessons            Announcements that focus on character traits            REACH Council - 5th grade life skills            REACH small groups - K-2 "Kid's Connection"            Suite 360 - classroom lessons delivered by teachers            Suite 360 - intervention lessons assigned by admin, ISS, or counselor</p> <p><b>Staff Responsible for Monitoring:</b> Counselor            Teachers            Campus Administrators</p> <p><b>ESF Levers:</b>            Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
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 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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





**Performance Objective 3:** Attempt to have facilities meet or exceed minimum standards for all programs to provide opportunities for student participation.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will ensure our facilities meet at least minimum standards for all programs in order for students to be successful.</p> <p><b>Evidence that Demonstrates Success:</b> Janitors Maintenance and Upkeep</p> <p><b>Staff Responsible for Monitoring:</b> Secretary Assistant Principal Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 5:** Communications: Ensure District is connected to the community in partnerships to further student success while communicating transparently and effectively.

**Performance Objective 1:** Prioritize and enhance parent and teacher communications.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Communicate with parents on a regular basis through student folders, calendars, newsletters, and lesson plans on teacher websites, positive phone calls, the district website and scheduled parent conferences.</p> <p><b>Evidence that Demonstrates Success:</b> student folders            calendars            newsletters            positive phone calls            district website            scheduled parent conferences            Class dojo            Social Media            Sunshine log            Attendance phone calls            Flyers            Marquee            RPS 101            Open House            Parent Nights</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators            Instructional Coaches            Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June





 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Goal 5:** Communications: Ensure District is connected to the community in partnerships to further student success while communicating transparently and effectively.

**Performance Objective 2:** Provide opportunities to foster positive relationships between students, parents, schools and staff, and the community.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide meaningful opportunities for volunteer support and leadership to strengthen family and community engagement. Opportunities will include, but are not limited to, RPS 101, Literacy Night, Book Fairs, Fall Festival, and Parent Nights, designed to coincide with other events such as student performances and PTA meetings. These activities will encourage collaboration between families, staff, and community members while promoting leadership roles for parents and students. In addition, students will maintain Leadership Portfolios and participate in Student-Led Conferences to share their academic progress and personal goals with families. Feedback will also be gathered through the Leader in Me Input Survey to guide continuous improvement in family engagement and campus culture.</p> <p><b>Evidence that Demonstrates Success:</b> Sign-in sheets, agendas, and photos from family engagement events (RPS 101, Literacy Night, Book Fairs, Fall Festival, Parent Nights, PTA Meetings).</p> <ul style="list-style-type: none"> <li>* Leader in Me Input Survey results reflecting family and student feedback on engagement opportunities and campus culture.</li> <li>* Leadership Portfolios maintained by students across grade levels with goal-setting, progress monitoring, and academic reflections.</li> <li>* Student-Led Conference artifacts (student presentations, parent feedback forms, and teacher reflections).</li> <li>* Volunteer logs and rosters documenting parent and community participation.</li> <li>* PLC notes and action plans showing integration of family input into instructional decisions.</li> <li>* Campus WIG trackers for attendance and academics, demonstrating student ownership of goals.</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coaches Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide opportunities for community members to participate in school events.</p> <p><b>Evidence that Demonstrates Success:</b> Family Nights Student Performances Spelling Bee Hispanic Heritage EXPO RPS 101 Open House</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coaches Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continue implementing a school-wide PBIS System that builds on the character traits of the four talons, contributes to communal student achievement, encourages student intrinsic motivation and creates schoolwide value placed on good behavior and academic success.</p> <p><b>Evidence that Demonstrates Success:</b> Assemble a behavior committee Create a school-wide PBIS system</p> <p><b>Staff Responsible for Monitoring:</b> PBIS Committee Campus Administrators Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Griselda Hernandez	Instructional Coach	Title I	.25
Irene Gomez	Instructional Coach	Title I	.5
Kristen Knight	Instructional Coach	Title I	.5
Lakendra Stovall	Reading Support	Title 1	.5

# Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

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

**Red Oak Independent School District**  
**Donald T. Shields Elementary**  
**2025-2026 Campus Improvement Plan**



# **Mission Statement**

## **The Mission of Red Oak ISD:**

**4 Talons of the Hawk**

**Exhibits Academic Readiness: 1% Better Daily & Love Tough**

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

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

**Leaves a Legacy Through Service: "We Before Me"**

## **Vision**

**The Vision of Red Oak ISD:**

**"Realizing Our Individual Students' Dreams"**

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

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

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

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

# Demographics

## Demographics Summary

Shields Elementary currently serves students from ECSE to 5th grade. Shields Elementary ended the 2024-2025 school year with 659 students enrolled.

Shields Elementary School is comprised of the following distributions:

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

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

EE, 83.4%

PK, 88.3%

K, 92%

1, 94.9%

2, 94.5%

3, 94.3%

4, 95.77%

5, 95.70%

## Demographics Strengths

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

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

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

## Problem Statements Identifying Demographics Needs

**Problem Statement 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.

**Root Cause:** 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.

**Problem Statement 2:** With 31.26% of students receiving special education services, 6.5% receiving MTSS interventions, and 4.4% on 504 plans, a substantial portion of the student population requires additional academic and/or behavioral support, placing demand on staffing, scheduling, and instructional planning.

**Root Cause:** The high number of students in SPED and MTSS may stem from early academic gaps not being addressed with strong Tier 1 instruction, resulting in an overreliance on intervention and special education referrals. Additionally, inconsistent implementation of early universal screeners and progress monitoring may delay appropriate identification or support.

**Problem Statement 3:** With 61.86% of students identified as economically disadvantaged, there is a high likelihood that barriers such as limited access to academic resources, inconsistent healthcare, and food insecurity impact student learning and attendance.

**Root Cause:** 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.

# Student Learning

## 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, Stemscopecs

ELAR 2-5, Pearson My View/Savvas

Science K-5, HMH

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

ELAR K-1, Pearson My View/Savvas

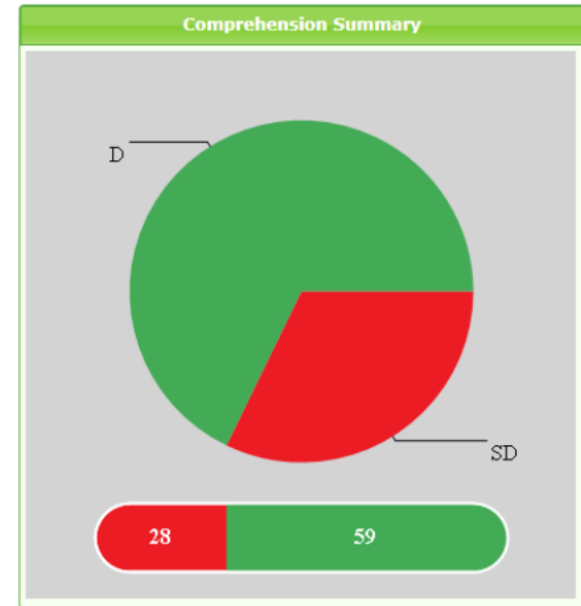
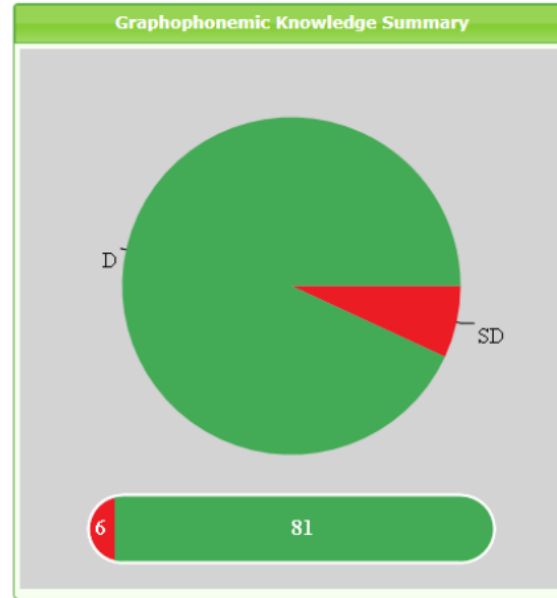
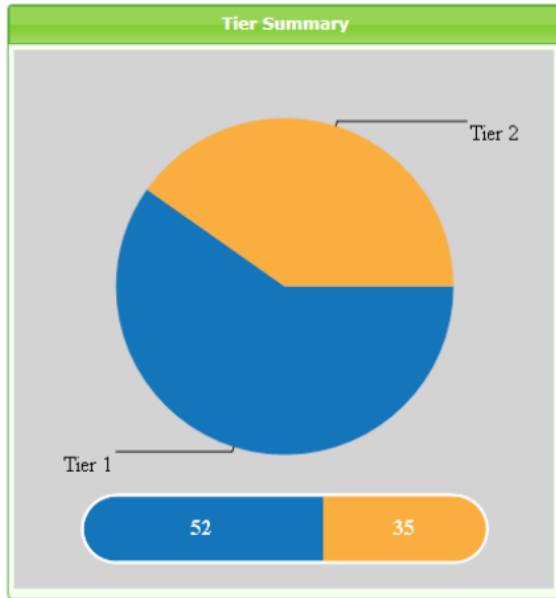
Social Studies K-5, Pearson/Savvas

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

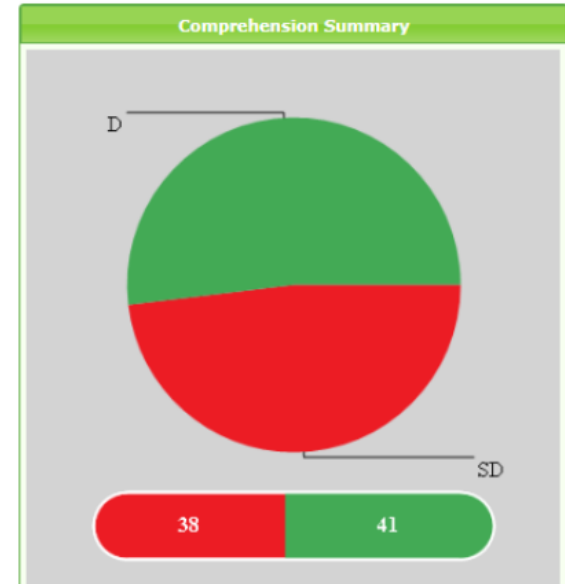
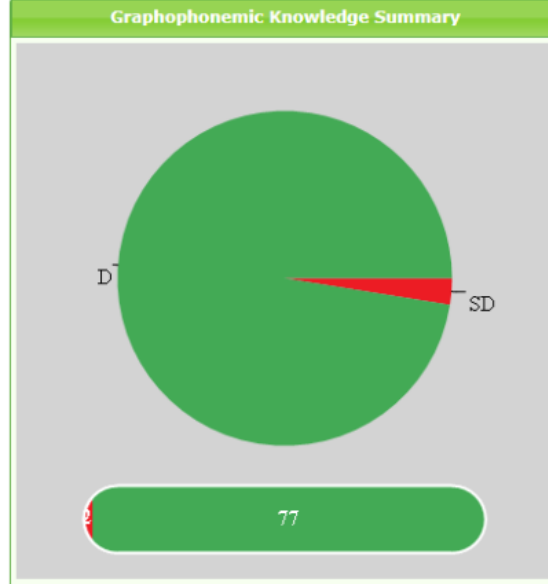
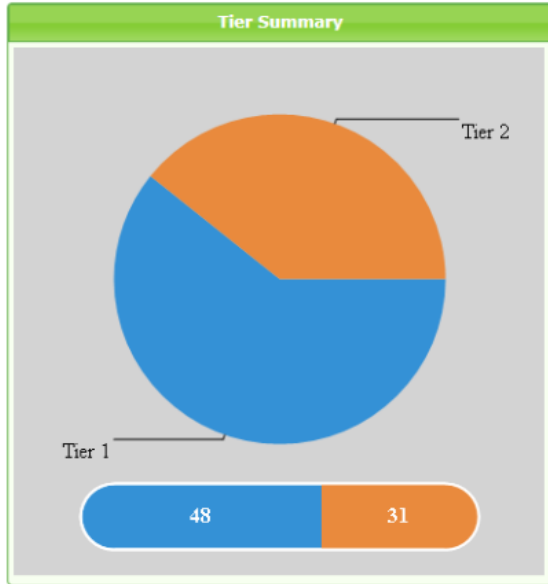
<b>2024-2025 GRA EOY Data</b>				
<b>Grade</b>	<b>Teacher</b>	<b>Total Students</b>	<b>At or Above Level</b>	<b>Below Level</b>
Kindergarten Level C	A	21	17	4
Kindergarten Level C	B	21	19	2
Kindergarten Level C	C	21	14	7

Kindergarten Level C	D	22	16	6
<b>Kindergarten Total</b>		<b>85</b>	<b>66 (77.65%)</b>	<b>19 (22.35%)</b>
1st Grade Level J	A	20	13	7 <input type="button" value="▼"/>
1st Grade Level J	B	20	16	4
1st Grade Level J	C	20	15	5
1st Grade Level J	D	20	13	7
<b>1st Grade Total</b>		<b>80</b>	<b>57 (71.25%)</b>	<b>23 (28.75%)</b>
2nd Grade Level P	A	18	14	4
2nd Grade Level P	B	17	10	7
2nd Grade Level P	C	16	11	5
2nd Grade Level P	D	16	13	3
2nd Grade Level P	E	18	14	4
<b>2nd Grade Total</b>		<b>85</b>	<b>62 (72.94%)</b>	<b>23 (27.06%)</b>
<b>K-2nd</b>	<b>Campus Total</b>	<b>250</b>	<b>185 (74%)</b>	<b>65 (26%)</b>

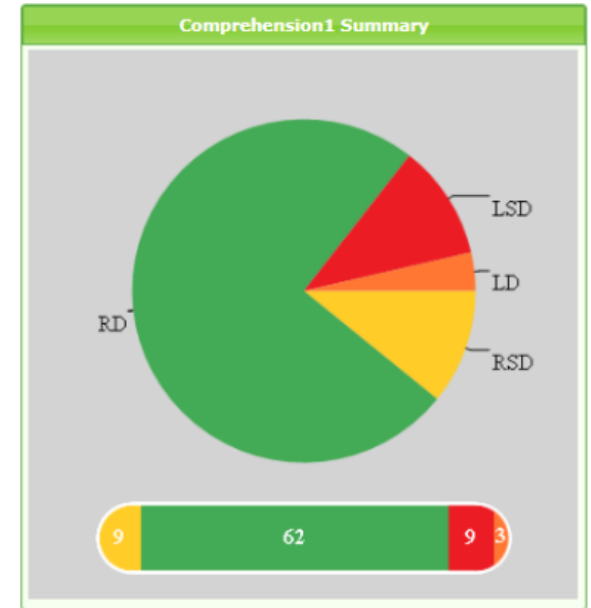
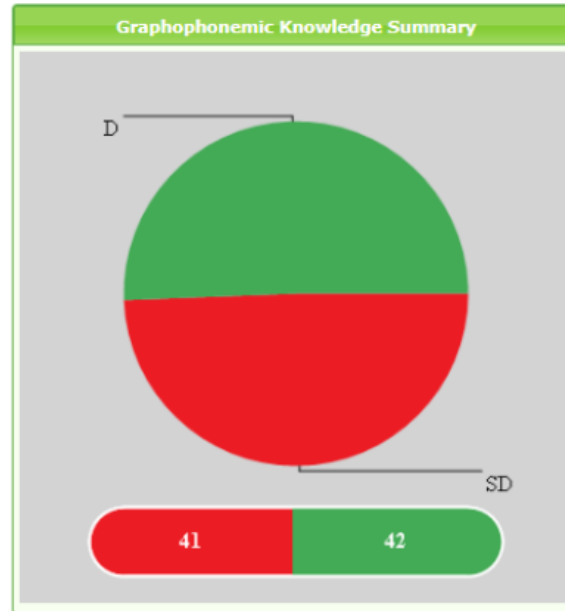
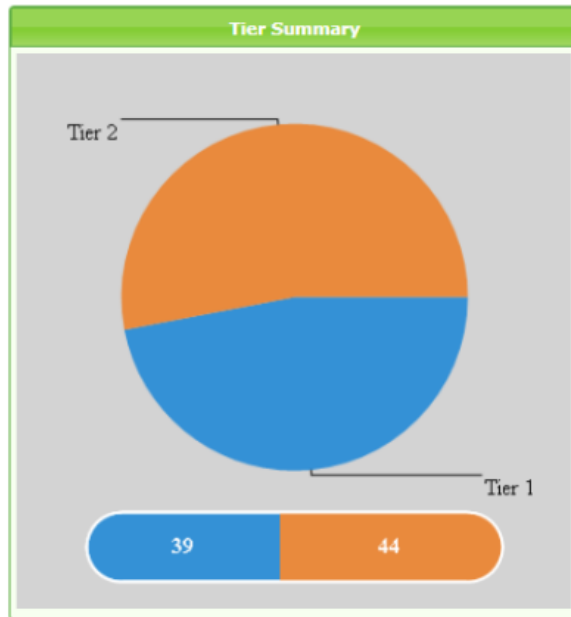
# Kindergarten, TPRI EOY, 24-25



# 1st Grade, TPRI EOY, 24-25



# 2nd Grade, TPRI EOY, 24-25

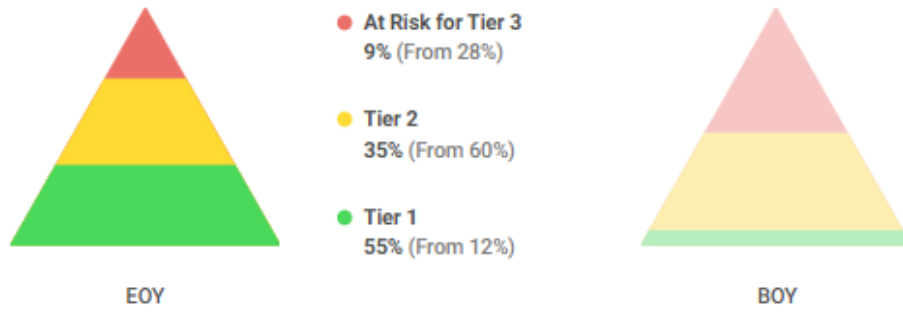


Along with the new core curriculum in math, reading, and science; the district also implemented the use of iReady diagnostics and intervention pathways. Students consistently worked on individualized math and reading pathways for 45 minutes a week, and were assessed at the beginning, middle, and end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

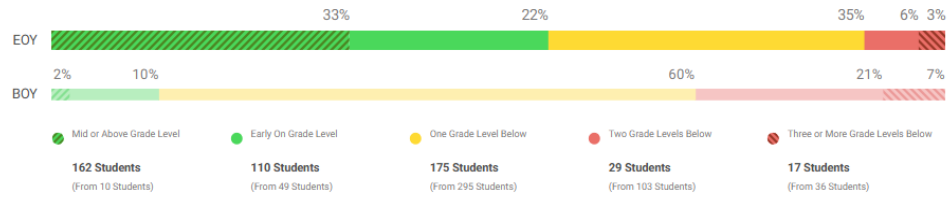
## Campus iReady Data 2024-2025

### Math

# Overall Placement



**Overall Placement**  
Students Assessed/Total: 493/556



● Mid or Above Grade Level   
 ● Early On Grade Level   
 ● One Grade Level Below   
 ● Two Grade Levels Below   
 ● Three or More Grade Levels Below

**162 Students** (From 10 Students)   
 **110 Students** (From 49 Students)   
 **175 Students** (From 295 Students)   
 **29 Students** (From 103 Students)   
 **17 Students** (From 36 Students)

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

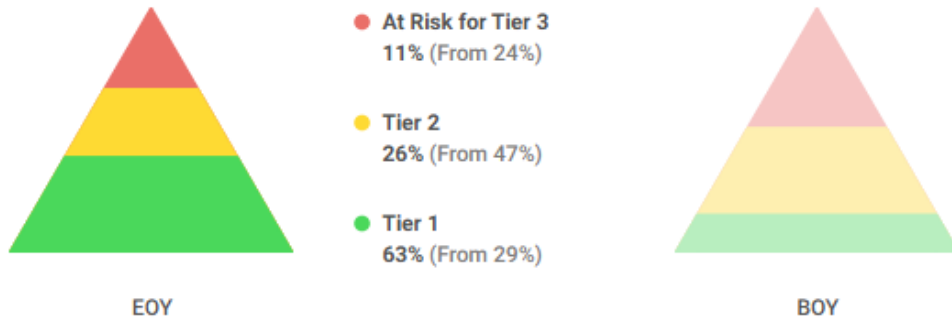
## Placement by Domain



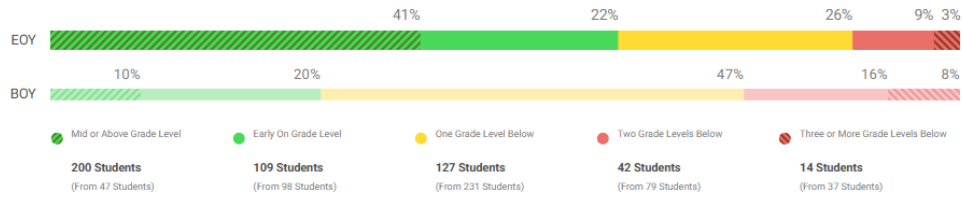
Grade		Overall Grade-Level Placement						Students Assessed/Total
Grade K	EOY		39%	20%	41%	0%	0%	80/90
	BOY		5%	11%	84%	0%	0%	
Grade 1	EOY		27%	33%	33%	7%	0%	70/88
	BOY		1%	1%	76%	21%	0%	
Grade 2	EOY		15%	21%	55%	9%	0%	78/88
	BOY		0%	1%	62%	37%	0%	
Grade 3	EOY		30%	26%	31%	6%	8%	90/98
	BOY		0%	12%	50%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

# Reading

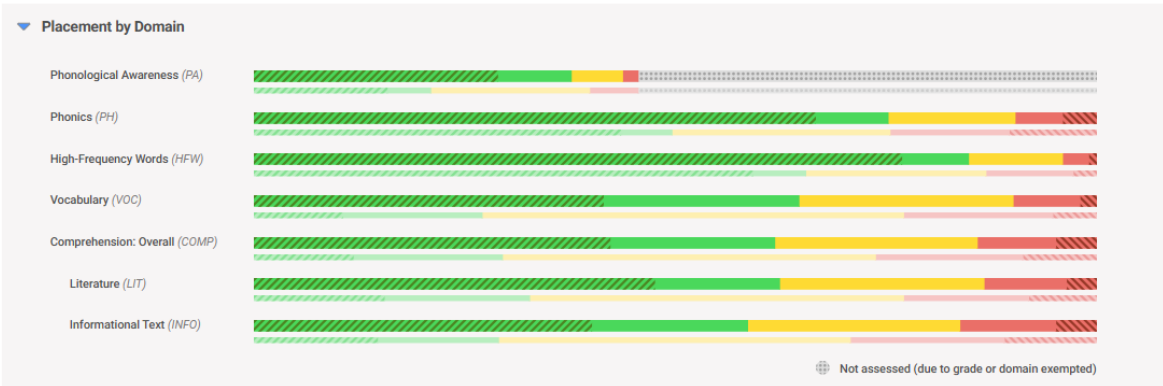
# Overall Placement



**Overall Placement**  
Students Assessed/Total: 492/556



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



Grade		Overall Grade-Level Placement						Students Assessed/Total
Grade K	EOY		45%	19%	36%	0%	0%	67/90
	BOY		3%	22%	75%	0%	0%	
Grade 1	EOY		69%	8%	19%	3%	0%	72/88
	BOY		13%	10%	68%	10%	0%	
Grade 2	EOY		27%	25%	39%	9%	0%	85/88
	BOY		5%	16%	44%	35%	0%	
Grade 3	EOY		36%	26%	14%	16%	9%	90/98
	BOY		11%	33%	23%	13%	19%	
Grade 4	EOY		39%	28%	26%	3%	3%	95/101
	BOY		14%	14%	48%	13%	12%	
Grade 5	EOY		34%	23%	22%	18%	4%	83/91
	BOY		11%	23%	34%	22%	11%	

## Shields Preliminary STAAR Data 24-25

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

### Student Learning Strengths

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

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

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

Math scores showed a positive trend from the 2023–2024 to the 2024–2025 school year, with increases in the percentage of students reaching Meets and Masters Grade Level. This growth indicates that recent efforts to strengthen Tier 1 instruction, implement targeted interventions, and increase alignment with STAAR rigor are yielding results. The upward trajectory reflects a deeper understanding of math concepts and improved student confidence in problem-solving across grade levels.

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

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** The contrast in percentages of students performing at the approaches and above domains in Reading Language Arts compared to the approaches and above domains in Math, indicate a need to strengthen math instruction.

**Root Cause:** Usage of the math curriculum implementation of Stem Scopes occurred in 2024-2025, and lack of vertical alignment left math learning gaps. After systematic use of Stem Scopes math curriculum and i-ready math, we hope to see gains of student mastery on STAAR.

**Problem Statement 2:** While Kindergarten and 2nd Grade have fewer students below level (22.35% and 27.06% respectively), 1st Grade has the highest percentage of students below level at 28.75%, with 23 out of 80 students not meeting grade-level expectations.

**Root Cause:** A likely root cause of the high percentage of 1st grade students performing below grade level is that Tier 1 instruction and interventions may not be sufficiently differentiated or aligned to meet the growing needs of students requiring intensive support in kindergarten and first grade.

**Problem Statement 3:** In 5th grade science, only 14% of students scored at the Masters level, while 30% did not meet grade level expectations. This indicates a significant number of students are struggling to demonstrate mastery of science content, and overall performance is lagging behind both Reading and Math.

**Root Cause:** A likely root cause of the low science performance across the district is that science instruction in earlier grades may not be consistently prioritized or vertically aligned, especially in hands-on investigations, academic vocabulary, and content retention. Students with learning needs may also lack access to scaffolded strategies for mastering abstract science concepts and test-taking skills.

**Problem Statement 4:** Although Shields Elementary students demonstrated growth in both reading and math from BOY to EOY on the i-Ready Diagnostic, a significant number of

students remain below grade level in both subjects. Many did not meet their typical or stretch growth targets, indicating that current instructional supports are not yet sufficient to close foundational skill gaps across content areas.

**Root Cause:** Core instruction and interventions in both reading and math may not have been consistently aligned with student-specific diagnostic data. Additionally, small group instruction may lack the frequency, differentiation, or rigor needed to accelerate learning for students performing below grade level.

# School Processes & Programs

## School Processes & Programs Summary

### Curriculum & instruction

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

### Professional Development

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

### Leadership and Decision Making Processes

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

### Communication

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

### Organization and Scheduling

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

### Extracurricular and Enrichment Activities

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

### Technology

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

## **School Processes & Programs Strengths**

### **Curriculum & Instruction**

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

### **Professional Development**

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

### **Leadership & Decision-Making**

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

### **Communication**

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

### **Organization & Scheduling**

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

### **Extracurricular & Enrichment**

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

### **Technology**

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

## **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Family communication may lack accessibility or clarity for all demographics

**Root Cause:** While communication is consistent, digital and English-dominant platforms may not reach or engage all families effectively (e.g., families with limited tech access or language barriers).

**Problem Statement 2:** Limited technology integration in early grades

**Root Cause:** Although iPads are available in PK-1, usage may be inconsistent or limited to basic apps due to lack of training, guidance, or instructional time.

**Problem Statement 3:** Professional development may not fully address specific instructional gaps

**Root Cause:** PD is high-quality but may lean toward general inspiration or big-picture learning. Without tightly aligned follow-up, not all PD translates into classroom impact.

# Perceptions

## Perceptions Summary

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

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

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

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

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

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

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

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

## Perceptions Strengths

### Strengths

#### 1. Staff Retention & Culture

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

#### 2. Family and Community Engagement

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

### 3. Enrollment Growth

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

### 4. Extracurricular Enrichment

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

### 5. Student Leadership Development

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

### 6. Campus Safety

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

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Rapid enrollment growth presents challenges in maintaining personalized connections with all families and ensuring consistent student access to enrichment and leadership programs.

**Root Cause:** 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.

**Problem Statement 2:** While family support is strong, some parents report limited opportunities for engagement beyond current PTA-led events.

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

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

### **Support Systems and Other Data**


- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices
- Action research results
- Other additional data



# Goals



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







**Performance Objective 1:** Develop students who are college, career, and military ready that possess the academic skills for post-secondary success.

**High Priority**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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.</p> <p><b>Evidence that Demonstrates Success:</b> Student success on CBAs, formative assessments, summative assessments, STAAR tests, TELPAS, GRA, TPRI, CLI, MAP and reduction of students in Tier II and Tier III intervention groups.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Leadership Team All Professional Staff</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Literacy Specialist (50% Salary) - 211 Title I - \$35,000, Extra Duty Literacy Support - 211 Title I - \$10,000</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress			



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> English Language Arts and Reading instruction is guided and supported by research-based resources approved by the district. Balanced Literacy components, including guided reading/writing, and shared reading/writing are addressed across grade levels. The major activities used to support this strategy include: GRA, MAP, Reading/Writing Journaling, Word Wall Activities/Genre Wall, Guided Reading, Writing Stations, Targeted professional development, Think Up! (i ready), Saxon Phonics, word mapping resources, and Pearson My View.</p> <p>In addition, reading enrichment opportunities will be implemented on campus to increase a love of reading in students through Battle of the Books, Author visits, and Book vending machine.</p> <p><b>Evidence that Demonstrates Success:</b> Student progress on ELAR CBAs, formative and summative assessments, including GRA, STAAR tests, TELPAS, writing assessments, and TPRI.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coach ELAR Teachers (SPED included) Dyslexia Therapist Literacy Specialist</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Think it Up!, Saxon - 211 Title I - \$2,000</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress			
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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</p> <p><b>Evidence that Demonstrates Success:</b> Student progress on math CBAs, formative and summative assessments, including STAAR, teacher-made, and district benchmark assessments</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coach All Math Teachers (SPED included)</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress			




Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> The campus will increase Masters level scores in Index 3 on STAAR across all tested grade levels and content areas.</p> <p>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.</p> <p><b>Evidence that Demonstrates Success:</b> Pre-Assessment Data, Curriculum Based Assessments, MAP Testing, STAAR Testing Data</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coach Content Teachers GT Teacher Dyslexia Therapist Librarian SPED teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
	 <p>Some Progress</p>			
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> 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.</p> <p><b>Evidence that Demonstrates Success:</b> Increase in meets and masters performance (all students)</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Content Teachers Instructional Coaches Literacy Specialist Contracted Interventionists</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Compensatory Education , Acceleration - 199 24 ACC ED - \$5,000</p>	Formative			Summative
	Dec	Feb	Apr	June
	 <p>Moderate Progress</p>			






Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> 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.</p> <p>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.</p> <p>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.</p> <p><b>Evidence that Demonstrates Success:</b> Teachers will send campus communication folders home daily.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Classroom Teachers Team Leads</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress			
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> 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.</p> <p><b>Evidence that Demonstrates Success:</b> Progress monitoring reports will show consistent upward growth using iready "fluency flight."</p> <p>Increased student confidence and accuracy in math problem-solving and reading fluency, demonstrated during classroom observations and student work samples.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, instructional coaches, campus leadership team</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

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

**Performance Objective 2:** Equip students to be well-rounded with interpersonal skills to manage day-to-day challenges.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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</p> <p><b>Evidence that Demonstrates Success:</b> Discipline Reports Decreased reports of bullying, harassment, and cyber safety. Student/parent surveys</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor Campus Police Officer Campus staff Hawk Helper committee members</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
	 <p>Moderate Progress</p>			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide opportunities for students to do service projects: Safety Patrol Hawk Helpers Partner PE Flag Patrol Shields Houses GT</p> <p><b>Evidence that Demonstrates Success:</b> Service projects completed during the school year.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor Campus Police Officer Campus Staff</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
	 <p>Accomplished</p>			


Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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.</p> <p><b>Evidence that Demonstrates Success:</b> Attendance in activities Fitness Gram Data</p> <p><b>Staff Responsible for Monitoring:</b> Principal PE Teacher School Nurse PTA</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	 Some Progress			
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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.</p> <p><b>Evidence that Demonstrates Success:</b> End of year projects, presentations, and artifacts</p> <p><b>Staff Responsible for Monitoring:</b> GT Teacher Classroom Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	 Accomplished			
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> 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.</p> <p><b>Evidence that Demonstrates Success:</b> Increased motivation in students reflected in walk throughs and student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators House Committee Leadership Team</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	 Accomplished			

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> 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.</p> <p><b>Evidence that Demonstrates Success:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Leadership Team Counselor Campus Staff</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





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

**Performance Objective 3:** Engage students in meaningful learning that includes a variety of instructional strategies.

**High Priority**







Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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.</p> <p>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</p> <p><b>Evidence that Demonstrates Success:</b> Students and staff will become more aware of their growth and will set goals for continued growth.</p> <p><b>Staff Responsible for Monitoring:</b> All Professional Staff</p>	Formative			Summative
	Dec	Feb	Apr	June
	 <p>Moderate Progress</p>			

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Plans for assisting Pre-Kindergarten students in the transition from early childhood programs. The following activities will be used to support this strategy:</p> <ul style="list-style-type: none"> <li>Implement Pre-Kindergarten Guidelines</li> <li>Coordinate transition plan with PreK and Kindergarten teachers in the spring for PreK students to visit kinder classrooms</li> <li>Coordinate with Specials Teachers to provide a tour of the gym, music room, and art room</li> </ul> <p><b>Evidence that Demonstrates Success:</b> TTESS</p> <ul style="list-style-type: none"> <li>Pre-Kindergarten Report Card</li> <li>Teacher Feedback</li> <li>Frog Street Pre-Assessment</li> <li>CLI Assessment</li> <li>ESGI Assessment</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <ul style="list-style-type: none"> <li>Instructional Coaches</li> <li>Teachers</li> <li>Specials Teachers</li> </ul>	Formative			Summative
	Dec	Feb	Apr	June

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue


**Goal 2:** Human Resources: Intentional progress to hire and retain high-quality staff to ensure best learning.



**Performance Objective 1:** Attract, engage, and retain top talent through competitive compensation packages.



Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide a campus mentor/ support for first and second year teachers (new to Shields Elementary and new to Red Oak ISD)</p> <p><b>Evidence that Demonstrates Success:</b> Meeting Notes Mentor log</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coaches</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.</p> <p><b>Evidence that Demonstrates Success:</b> Teacher-leader presentation during monthly staff meeting</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coaches</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				


**Goal 2:** Human Resources: Intentional progress to hire and retain high-quality staff to ensure best learning.





**Performance Objective 2:** Foster a supportive and inclusive work environment through differentiated strategies that promotes employee retention.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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</p> <p><b>Evidence that Demonstrates Success:</b> Curriculum Based Assessments                      Pre-Assessments                      STAAR Testing                      T-TESS                      Staff Development Sign in Sheets</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators                      Instructional Coach                      Librarian                      Literacy Specialist                      Dyslexia Therapist                      ELAR Teachers (SPED included)</p> <p><b>ESF Levers:</b>                      Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
	 <p>Some Progress</p>			

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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</p> <p><b>Evidence that Demonstrates Success:</b> Curriculum Based Assessments  Pre-Assessments  STAAR Testing  T-TESS  Staff Development Logs  MAP testing</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators  Instructional Coach  Math Teachers (SPED included)</p> <p><b>TEA Priorities:</b>  Build a foundation of reading and math  - <b>ESF Levers:</b>  Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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.</p> <p>Professional and para-professional staff participate in summer staff development through ROISD's exchange day program summer of 2024.</p> <p>6 Hour GT update required annually along with all classroom teachers to acquire GT certification.</p> <p><b>Evidence that Demonstrates Success:</b> Professional Development Reports Classroom Implementation  Staff Development Logs</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators  Instructional Coaches  Teachers</p> <p><b>ESF Levers:</b>  Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Dec	Feb	Apr	June
				






Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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</p> <p><b>Evidence that Demonstrates Success:</b> Curriculum Based Assessments            Pre-Assessments            STAAR Testing            T-TESS            Staff Development Logs</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators            Instructional Coach            Science Teachers</p> <p><b>ESF Levers:</b>            Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Science Penguin - 211 Title I - \$400</p>	Formative			Summative
	Dec	Feb	Apr	June
	 <p>Some Progress</p>			
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> 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</p> <p><b>Evidence that Demonstrates Success:</b> Pre-Assessments            T-TESS            Staff Development Logs            lesson plans</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators            Instructional Coach            Social Studies Teachers</p> <p><b>ESF Levers:</b>            Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
	 <p>Some Progress</p>			

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> 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:</p> <p>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</p> <p><b>Evidence that Demonstrates Success:</b> Walkthroughs  Lesson Plans  Computer lab  Student work samples</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators  Instructional Coaches  Campus Lab Specialist  District Technology Specialists  Campus Technology Trainer  Librarian</p> <p><b>ESF Levers:</b>  Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress			

 No Progress     
 Accomplished     
 Continue/Modify     
 Discontinue






**Goal 2:** Human Resources: Intentional progress to hire and retain high-quality staff to ensure best learning.

**Performance Objective 3:** Develop innovative and targeted recruitment practices that meet the diverse District needs of all employees.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Recruit from teacher certification programs, advertisements to ensure avenues for attracting highly qualified teachers.</p> <p><b>Evidence that Demonstrates Success:</b> Highly Qualified Staff Report Successfully filled staff vacancies</p> <p><b>Staff Responsible for Monitoring:</b> HR Department Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Accomplished			
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				






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

**Performance Objective 1:** Ensure fiscal accountability and responsibility of resources to support the District's mission.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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.</p> <p><b>Evidence that Demonstrates Success:</b> Focus on Reading, Math, and Science</p> <ul style="list-style-type: none"> <li>Student Sign-up Sheets</li> <li>Tutorial Letters</li> <li>Goal Setting</li> <li>Parent informational letters</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <ul style="list-style-type: none"> <li>Instructional Coaches</li> <li>Teachers</li> </ul>	Formative			Summative
	Dec	Feb	Apr	June
	 <p>Some Progress</p>			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				






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

**Performance Objective 2:** Ensure fiscal integrity by creating and maintaining a sufficient operating budget for the everyday operations of the District.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Monitor the usage of funds and anticipated yearly spending using prior record for analysis.</p> <p><b>Evidence that Demonstrates Success:</b> Skyward Financial Records</p> <p><b>Staff Responsible for Monitoring:</b> Secretary Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress			
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				






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

**Performance Objective 3:** Educate stakeholders about the public education financial system and the funding of Red Oak ISD through regular and transparent communication.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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)</p> <p><b>Evidence that Demonstrates Success:</b> Incentives Attendance Awards Classroom celebrations</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Registrar Teachers/staff</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				







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

**Performance Objective 1:** Provide facilities to accommodate current and future growth across the District.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Review and analyze student programs and facility needs <b>Evidence that Demonstrates Success:</b> Full utilization of available facilities <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                     </div> <div style="text-align: center;">  Accomplished                     </div> <div style="text-align: center;">  Continue/Modify                     </div> <div style="text-align: center;">  Discontinue                     </div> </div>				






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

**Performance Objective 2:** Ensure District facilities meet or exceed safety and security standards for physical requirements, technology systems, and implementation of procedures and protocols.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus conducts appropriate bus safety, tornado, fire/evacuation and lockdown drills as required and submits appropriate documentation as required.</p> <p><b>Evidence that Demonstrates Success:</b> Campus Safety Reports Campus Safety Plan RAPTOR reporting</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Crisis Management Coordinator Campus Police Officer</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	 Accomplished			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campus staff are trained in the safety management plan.</p> <p><b>Evidence that Demonstrates Success:</b> Staff Training Sign-in Sheet RAPTOR reporting</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Crisis Management Coordinator Campus Police Officer</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	 Accomplished			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				







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

**Performance Objective 3:** Attempt to have facilities meet or exceed minimum standards for all programs to provide opportunities for student participation.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will ensure our facilities meet at least minimum standards for all programs in order for students to be successful.</p> <p><b>Evidence that Demonstrates Success:</b> Janitors Maintenance and Upkeep</p> <p><b>Staff Responsible for Monitoring:</b> Secretary Assistant Principal Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Accomplished			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				



**Goal 5:** Communications: Ensure District is connected to the community in partnerships to further student success while communicating transparently and effectively.

**Performance Objective 1:** Prioritize and enhance parent and teacher communications.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Communicate with parents on a regular basis through calendars, Title I surveys, newsletters, Class Dojo, Facebook, teacher websites, positive phone calls, the district website and scheduled parent conferences.</p> <p><b>Evidence that Demonstrates Success:</b> Skyward Campus Website District Website Positive E-mails</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Counselors PTA All Staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	 Accomplished			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Participate in PTA-sponsored activities, Red Oak Education Foundation programs, and community activities; Title I Family Literacy and Math Nights; Title I Spring Open House; Work with area businesses to promote opportunities to support students. Invite community members to support various programs such as Amazing Shake, House assemblies, fire department for fire safety week, etc.</p> <p><b>Evidence that Demonstrates Success:</b> Campus attendance/participation Sign-in sheets</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Instructional Coach</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	 Moderate Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

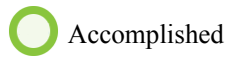
**Goal 5:** Communications: Ensure District is connected to the community in partnerships to further student success while communicating transparently and effectively.

**Performance Objective 2:** Provide opportunities to foster positive relationships between students, parents, schools and staff, and the community.

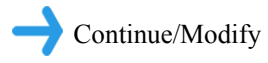
Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide multiple opportunities for activities promoting trust, participation, and positive relationships with parents and community including:</p> <ul style="list-style-type: none"> <li>PTA Activities</li> <li>Parent Conferences</li> <li>Meet the Teacher</li> <li>Fine Arts Programs</li> <li>Watch DOGS</li> <li>House Program (family sorting night)</li> <li>Title 1 Parent Nights (Family Literacy and Math Nights)</li> <li>Districtwide Coffee with the Superintendent</li> <li>Social Media communications</li> </ul> <p><b>Evidence that Demonstrates Success:</b> Parent surveys Parent participation Sign-in sheets</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Counselor PTA Board Campus Staff</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Family Engagement Math/Literacy Night</p> <p><b>Evidence that Demonstrates Success:</b> Parents and students will work together with staff to complete TEKS aligned activities to bridge the home/school learning gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Leadership Team, Resource Teacher Classroom Teachers</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress			



No Progress



Accomplished



Continue/Modify



Discontinue

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Nancy Atkins	Literacy Specilaist	Title I	.5
Sara Stewart Brown	Instructional Coach	Title I	.5
Tiffany Munoz	Instructional Coach	Title I	.5

# Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Parent	Lauren Macik	Secretary/Parent
Parent	Darla Wade	Parent
Parent	Lachandra Robinson	Parent
Parent	Antoinette Johnson	Parent
Parent	Kendra Morris	Parent
Parent	Meghan Kellis	Parent
Community Member	Sarah Jeffers	Community Member
Parent	Elizabeth Haugh	Parent
District-Level Professional	Joshua Crutchfield	ROISD Technology
Teacher	Jessica Whitfill	Kindergarten Teacher
Teacher	BreAnna Jacinto	SPED Teacher
Administrator	Samantha Miller	Assistant Principal
Teacher	Christie Hajovsky	5th Grade Teacher
Teacher	Rebekah Santos	4th Grade Teacher
Parent	Alissa Gonsoulin	Parent
Non-classroom Professional	Kelsie Reeves	Nurse
Classroom Teacher	Dorthea Herndon	PE/Crisis team lead
Non-classroom Professional	Melanie Dixon	Librarian
Classroom Teacher	Rebekah Santos	4th Grade Teacher
Classroom Teacher	Sonya Rivera	3rd Grade Teacher/New Teacher Mentor
Classroom Teacher	Adriann Windom	3rd Grade Teacher
Classroom Teacher	Kristen Simpson	2nd Grade Teacher
District-level Professional	Melody Hawkins	Student and Family Services
Non-classroom Professional	Tyler Tucker	Counselor
Classroom Teacher	Emily Bravenec	1st Grade Teacher
Administrator	Amanda Simone	ECSE Assistant Principal
Administrator	Allyson Bell	Principal

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Non-Classroom Professional	Tiffany Munoz	K-2 Instructional Coach
Classroom Teacher	Jana Franco	SPED Teacher
District-level Professional	Melody Hawkins	Student Services
Classroom Teacher	Raleigh Lewis	1st Grade Teacher
Classroom Teacher	Sara Brown	Instructional Coach
Non-classroom Professional	Mendi Scott	GT Teacher
Business Representative	Mandey Pandey	Community Member

# Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

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

**Red Oak Independent School District**  
**H.A. Wooden Elementary School**  
**2025-2026 Campus Improvement Plan**



# Mission Statement

## The Mission of Red Oak ISD:

### 4 Talons of the Hawk

**Exhibits Academic Readiness: 1% Better Daily & Love Tough**

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

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

**Leaves a Legacy Through Service: "We Before Me"**

## Vision

### The Vision of Red Oak ISD:

**"Realizing Our Individual Students' Dreams"**

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# Comprehensive Needs Assessment

Revised/Approved: May 22, 2025

## Demographics

### Demographics Summary

Wooden Elementary is a Title I campus currently serving 523 students from PK to 5th grade. In the 2024-2025 school year, Wooden houses a Functional Living specialized classroom, two resource teachers, and 1 special education para-professional. Additionally, Wooden Elementary had 9 bilingual classrooms with 4 bilingual para-professionals. There were 30 general education staff, 1 gifted and talented teacher, 2 teachers trained in dyslexia (1 is also the bilingual reading interventionist), 1 bilingual instructional coach, 1 ELAR and 1 Math instructional coach, and 1 reading interventionist. Teachers are trained in and utilize guided reading, Lead4Ward, Professional Learning Communities, and the TEKS Resource System. Wooden utilizes a built-in intervention/enrichment time (Talon Time) to provide on going support for all students within the school day.

Student Demographics						
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
African American	5.9%	8.4%	9.1%	8.0%	7.1%	7.28%
Hispanic	57.2%	55.8%	56.3%	61.8%	65.5%	66.54%
White	33.0%	32.2%	30.4%	26.3%	23.5%	23.62%
American Indian	0.5%	0.0%	0.0%	0.0%	0.2%	0%
Asian	0.4%	0.4%	0.6%	0.4%	0.4%	0.39%
Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0%
Two or More Races	3.0%	3.3%	3.6%	3.6%	3.4%	2.17%

Student Enrollment						
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
<b>Total Students</b>	<b>561</b>	<b>491</b>	<b>503</b>	<b>502</b>	<b>524</b>	<b>508</b>
<b>Female</b>	<b>269</b>	<b>233</b>	<b>239</b>	<b>230</b>	<b>239</b>	<b>245</b>
<b>Male</b>	<b>292</b>	<b>258</b>	<b>264</b>	<b>272</b>	<b>285</b>	<b>263</b>
<b>Pre-Kindergarten</b>	<b>0</b>	<b>25</b>	<b>37</b>	<b>26</b>	<b>44</b>	<b>29</b>
<b>Kindergarten</b>	<b>93</b>	<b>54</b>	<b>71</b>	<b>80</b>	<b>60</b>	<b>69</b>
<b>Grade 1</b>	<b>84</b>	<b>88</b>	<b>61</b>	<b>79</b>	<b>90</b>	<b>64</b>

Student Enrollment						
Grade 2	81	80	83	60	82	89
Grade 3	94	72	73	88	68	84
Grade 4	97	85	82	77	98	75
Grade 5	112	87	96	92	82	97
Attendance Rate (Lagging Indicator)						
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Attendance Rate	98.6%	96.8%	94.4%	95.0%	95.2%	95.5%

Student Profile - Special Programs						
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Economically Disadvantaged	52.6%	51.5%	55.3%	63.5%	66.8%	64.37%
Section 504	9.3%	9.0%	10.3%	8.0%	5.9%	3.54%
EB Students	33.9%	31.0%	33.4%	36.5%	39.7%	41.34%
At-Risk	54.0%	54.6%	57.1%	58.0%	61.8%	63.39%
Gifted and Talented	9.8%	8.1%	9.5%	7.0%	6.7%	6.5%
Special Education	10.9%	11.2%	13.7%	14.9%	16.8%	15.75%
Mobility (for the prior year)	7.7%	10.8%	9.4%	8.3%	12.1%	

Staff Profile - Teachers by Years of Experience						
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Beginning Teachers	11.4%	11.5%	2.8%	8.6%	5.2%	
1-5 Years Experience	28.4%	31.5%	33.5%	25.9%	27.7%	25.7%
6-10 Years Experience	18.6%	16.8%	19.0%	15.9%	19.5%	23.1%
11-20 Years Experience	17.1%	11.5%	14.0%	20.7%	14.5%	25.7%
21-30 Years Experience	24.5%	17.2%	14.0%	14.4%	22.6%	15.2%

### Staff Profile - Teachers by Years of Experience

<b>Over 30 Years Experience</b>		<b>11.5%</b>	<b>16.8%</b>	<b>14.4%</b>	<b>10.5%</b>	<b>10.3%</b>
---------------------------------	--	--------------	--------------	--------------	--------------	--------------

- 2023: 28% turnover rate
- 2024: 19% turnover rate

- ESL Certified: 26 of 31 teachers (84%)
- GT Certified: 30 of 31 teachers (97%)

### Demographics Strengths

Wooden elementary continues to be an ever-changing community and provides our students with the opportunity to develop an understanding for others on a local, state and national and global level. The overall 2023 accountability rating was an "B" indicating there are academic strengths exhibited by our students as a whole.

Some strengths identified through our demographics data are:

#### Student Demographic Data

- 1. Support for Economically Disadvantaged and At-Risk Students**
  - Economically disadvantaged students increased from 52.6% to 66.8%.
  - At-risk students rose from 54.0% to 61.8%, indicating stronger identification and support systems.
- 2. Growth in EB (Emergent Bilingual) Services**
  - EB student percentage climbed from 33.9% to 39.7%, showing enhanced language support initiatives.
- 3. Expansion of Special Education**
  - Special education enrollment grew from 10.9% to 16.8%, reflecting improved inclusion and diagnostics.

#### Staff Demographic Data Strengths:

- **Experienced Staff:** A strong presence of teachers with 6+ years of experience, especially in the 21–30 years and over 30 years categories, supports instructional quality and mentorship.
- **Stability in Mid-Career Teachers:** The 1–5 years and 6–10 years groups have remained relatively stable, indicating a healthy pipeline of developing educators.
- **Strength:** High certification rates support diverse student needs, especially with rising EB and at-risk populations
- **Improved Retention:** The drop from 28% to 19% suggests progress in staff retention efforts, possibly due to better support, leadership, or working conditions.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Student attendance rates have declined from a high of 98.6% in 2019-2020 to 95.5% in 2024-2025, with the lowest point at 94.4% in 2021-2022. Although there has been slight recovery, the rates remain below pre-pandemic levels. This sustained decrease in attendance may negatively impact student achievement, engagement, and the school's accountability ratings, indicating a need for targeted attendance

**Root Cause:** PreK and Kindergarten and 1st grade all averaged around 95% attendance for the 2024-2025 school year.

**Problem Statement 2:** Although staff turnover improved from 28% to 19% between 2022-2023 to 2023-2024, the rate remains high and is coupled with fluctuating experience levels, particularly among mid- and late-career teachers. \*This instability may affect instructional continuity, mentorship capacity, and long-term school improvement efforts.

**Root Cause:** Staff retirements, staff leaving education

# Student Learning

## Student Learning Summary

Wooden Elementary is committed to providing a safe and supportive learning environment for each of our students every day of the school year. The use of data helps teachers collaborate in Professional Learning Communities (PLC) to design quality instruction based on the needs of individual students. Our goal is to know where students are performing and to provide the appropriate level of challenge to move them to their highest potential. While academic performance is a top priority, so is the assurance that we are providing a safe and respectful learning environment for our students and staff. Lessons based on the Graduate Profile provide opportunities to allow our children to be well-rounded and focus on leading a healthy lifestyle

STAAR Data												
	2021-2022			2022-2023			2023-2024			2024-2025		
	Approaches or Above	Meets or Above	Masters	Approaches or Above	Meets or Above	Masters	Approaches or Above	Meets or Above	Masters	Approaches or Above	Meets or Above	Masters
3rd Reading	80%	55%	27%	83%	54%	20%	74%	53%	18%	63%	31%	18%
3rd Math	83%	56%	25%	72%	42%	12%	76%	47%	12%	61%	31%	9%
4th Reading	73%	52%	21%	85%	52%	16%	84%	53%	23%	88%	65%	25%
4th Math	74%	49%	20%	85%	52%	16%	78%	54%	23%	76%	59%	29%
5th Reading	85%	62%	38%	81%	57%	31%	81%	52%	16%	82%	53%	20%
5th Math	89%	69%	39%	94%	67%	27%	89%	70%	22%	92%	51%	30%
5th Science	76%	48%	23%	73%	38%	9%	69%	26%	6%	69%	23%	6%

- 3rd and 4th Grade Reading remained relatively stable.
- 3rd and 5th Grade Math showed a dip in 2022–2023 but rebounded in 2023–2024.
- 5th Science experienced a consistent decline until the 2025 school year in the masters area.
- All subjects show a general decline in the percentage of students achieving the "Masters" level.
- The most significant drops occurred in:
  - 5th Grade Reading: from 38% in 2021–2022 to 16% in 2023–2024.
  - 5th Grade Science: from 23% to just 6%.
  - 3rd Grade Reading and Math also declined sharply.

STAAR Progress				
	2021-2022	2022-2023	2023-2024	2024-2025
4th Reading	70%	55%	79%	91%
4th Math	82%	73%	80%	74%
5th Reading	90%	71%	63%	67%
5th Math	93%	87%	82%	80%

- 2022–2023: 55% (15-point drop)
- 2023–2024: 79% (24-point increase)

Insight: After a significant dip in 2022–2023, there's a strong recovery in 2023–2024, surpassing the 2021–2022 level.

### 4th Grade Math

- 2021–2022: 82%
- 2022–2023: 73%
- 2023–2024: 80%

Insight: A moderate decline followed by a near full recovery in 2023–2024.

### 5th Grade Reading

- 2021–2022: 90%
- 2022–2023: 71%
- 2023–2024: 63%

Insight: Continuous decline over the three years, with a total drop of 27 percentage points. This is a key area of concern.

### 5th Grade Math

- 2021–2022: 93%
- 2022–2023: 87%
- 2023–2024: 82%

Insight: Gradual decline, though performance remains relatively high. Still, the downward trend should be addressed.

	<b>0325 TELPAS Kindergarten</b>							
	TELPAS Composite Score	TELPAS Composite Rating					TELPAS Composite Score	No Rating
		No Rating	Beginning	Intermediate	Advanced	Advanced High		
Wooden Elementary	1.34	0%	65.62%	28.12%	3.12%	3.12%	1.98	0%

	<b>0325 TELPAS Grade 3</b>							
	TELPAS Composite Score	TELPAS Composite Rating					TELPAS Composite Score	No Rating
		No Rating	Beginning	Intermediate	Advanced	Advanced High		
Wooden Elementary	2.73	0%	3%	33.33%	53.33%	10.00%	2.77	0%

	<b>0325 TELPAS Grade 5</b>						
	TELPAS Composite Score	TELPAS Composite Rating					
		No Rating	Beginning	Intermediate	Advanced	Advanced High	
Wooden Elementary	2.78	0%	5.56	3.33%	16.67%	63.89%	13.89%

	<b>0324 TELPAS Kindergarten</b>						<b>0324 TELPAS Grade 1</b>					
	TELPAS Composite Score	TELPAS Composite Rating					TELPAS Composite Score	TELPAS Composite Rating				
		No Rating	Beginning	Intermediate	Advanced	Advanced High		No Rating	Beginning	Intermediate	Advanced	Advanced High
Wooden Elementary	1.58	0%	57.7%	30.77%	7.69%	3.85%	2.44	0%	7.14%	50%	26.19%	16.67%

<b>0324 TELPAS Grade 2</b>						<b>0324 TELPAS Grade 3</b>					
TELPAS Composite Score	TELPAS Composite Rating					TELPAS Composite Score	TELPAS Composite Rating				
	No Rating	Beginning	Intermediate	Advanced	Advanced High		No Rating	Beginning	Intermediate	Advanced	Advanced High
2.31	0%	6.06%	63.64%	27.27%	3.03%	2.8	0%	0%	28.57%	61.90%	9.52%

0324 TELPAS Grade 4						0324 TELPAS Grade 5					
TELPAS Composite Score	TELPAS Composite Rating					TELPAS Composite Score	TELPAS Composite Rating				
	No Rating	Beginning	Intermediate	Advanced	Advanced High		No Rating	Beginning	Intermediate	Advanced	Advanced High
2.73	0%	2.94%	35.29%	44.12%	17.65%	2.93	0%	7.14%	25%	28.57%	39.29%

### Student Learning Strengths

#### Strengths in STAAR Data:

- 4th Grade Reading & Math: Strong recovery in 2023–2024 after a dip in 2022–2023, especially in "Masters" level.
- 5th Grade Math: Consistently high "Approaches" and "Meets" percentages, with a slight rebound in "Meets" in 2023–2024.
- 3rd Grade Reading: Maintained stable "Meets" performance despite a drop in "Masters".
- 4th Grade Reading: Strong rebound in 2023–2024 (from 55% to 79%).
- 4th Grade Math: Recovered to near 2021–2022 levels in 2023–2024.

#### Strengths in TELPAS Data:

### Progressive Growth in Language Proficiency

- Composite scores steadily increase from Kindergarten (2.75) to 5th Grade (2.93).
- Students show clear upward movement in proficiency levels as they advance in grade.

### 2. Strong Oral Language Development

- Listening and Speaking scores are consistently higher than Reading and Writing in early grades.
- By 3rd grade, over 70% of students are at Advanced or Advanced High levels.

### 3. High Participation

- 0% No Rating across all grades, indicating full student participation in TELPAS assessments.

### 4. Advanced High Growth in Upper Grades

- 5th Grade has the highest percentage of Advanced High students (13.89%), showing strong progress in English Language proficiency.

## TELPAS Results

We were able to reclassify 3 students due to their scores on their TELPAS composite scores and passing the STAAR reading test.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** A significant percentage of 3rd-5th grade students are not meeting grade level expectations in Reading.

**Root Cause:** This trend indicates a need for targeted intervention to improve reading comprehension and critical thinking skills: Vocabulary Inferencing Language development (3-5)

**Problem Statement 2:** 3rd grade students consistently are not performing on grade-level on the math STAAR.

**Root Cause:** This suggests a gap in foundational skills in the K-2 classroom setting and a need for targeted intervention to reinforce these foundations skills.

**Problem Statement 3:** 5th grade Science scores have declined sharply across all performance levels, especially at the "Masters" level, which dropped from 23% to 6%.

**Root Cause:** This suggests a need for more engaging, inquiry-based science instruction and stronger integration of academic vocabulary.

# School Processes & Programs

## School Processes & Programs Summary

Wooden Elementary uses multiple resources to help provide focus for curriculum, instruction, and assessment. The Texas Curriculum Management Program Cooperative's (TCMPC) scope and sequence and curriculum based assessments were utilized as a guide to providing and promoting critical thinking and problem solving skills, communication, creativity, and collaboration. Each week, grade level PLCs met for intensive data analysis and planning sessions to review the skills that had been taught, the skills that would be coming up in the next weeks, and to map out strategies and activities for reteaching to fill in the gap.

- Staff also utilized common formative assessments (campus-based) to track student growth and progress.
- Every week, teachers hold a PLC meeting to discuss the data as a group, and develop a plan for intervention based on this data.
- Progress is tracked for students by using Eduphoria and data folders. The students set goals and track their progress from assessment to assessment in data folders.

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

Grade level PLCs are held with campus administrators and instructional coaches. The PLCs focus is on upcoming lessons, data review, and strategic planning. Grade levels have a daily common planning and focused intervention time. Formal planning and data meetings occur within a week after a formal assessment has been given.

Student progress is monitored through informal and formal assessments, along with focused tutorials and interventions. The MTSS committee has ongoing meetings to provide support and academic strategies for teachers to utilize with identified students.

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

This year we have begun utilizing a new curriculum and have been internalizing lesson plans in PLCs. The math PLCs were to go over the scope of the lesson and find the activities within that scope. The reading PLCs began with identifying TEKS and looking over the passages, but then evolved to developing assessments and creating writing activities. The plans are available on the curriculum website as well as other pacing documents. Grade levels and content areas met weekly to go over the lessons for the next week, but not all staff was prepared to internalize weekly. Feedback also was given that teachers would like to plan the lesson more than simply go over where to find the activities, etc.

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

CBA Data: 3rd grade math and reading were the lowest in the district throughout the school year. 4th grade math showed growth throughout the school year and 5th grade math consistently scored the highest in the district throughout the school year. 4th grade reading scored either the highest or the 2nd highest throughout the school year in the district and 5th grade reading was inconsistent throughout the school year.

## Summary of Current PLC Practices

### Math PLCs:

- Focused on reviewing the scope of lessons.
- Identified activities within the lesson scope.
- Emphasis was more on locating resources than on deep planning.

### Reading PLCs:

- Started with TEKS identification and passage review.
- Evolved into assessment development and writing activity creation.
- Showed a shift toward more comprehensive lesson planning.

### General Observations:

- Curriculum plans and pacing documents are available online.
- Weekly meetings were held to prepare for upcoming lessons.
- Not all staff were consistently prepared to internalize lessons.
- Teacher feedback indicated a desire for deeper lesson planning, not just resource navigation.

## School Processes & Programs Strengths

1. Consistent Weekly Collaboration
  - Regular PLC meetings fostered a culture of teamwork and shared responsibility.
2. Accessible Curriculum Resources
  - Lesson plans and pacing guides were made available online, supporting transparency and ease of access.
3. Growth in Reading PLCs
  - Reading teams progressed from basic planning to creating assessments and writing activities, showing instructional depth.
4. Cross-Grade and Content Alignment
  - Weekly meetings across grade levels and subjects helped ensure alignment and continuity.
5. Teacher Voice and Feedback
  - Staff feedback was collected and considered, indicating a responsive leadership approach.

## Strengths

These dimensions consistently showed high numbers of "Observed" ratings with few or no "Needs Addressing":

- **Instructional Delivery:** Many indicators such as clear communication, accurate content knowledge, and student engagement were frequently observed.
- **Lesson Internalization:** Teachers often demonstrated alignment to standards and used relevant activities.
- **Learning Environment:** Classroom routines, behavior management, and student collaboration were strong across observations.
- **Monitoring and Adjusting:** Teachers were regularly seen adjusting instruction based on student needs and engagement.

## Strengths in CBA Data

1. 5th Grade Math
  - Consistently highest in the district throughout the year.
  - Indicates strong instruction, alignment to standards, and student mastery.
2. 4th Grade Reading
  - Scored 1st or 2nd in the district consistently.
  - Suggests effective reading instruction and strong student comprehension skills.

### 3. 4th Grade Math

- Demonstrated growth over the school year.
- Reflects positive instructional impact and student progress.

Regular Professional Learning Community (PLC) meetings have been instrumental in cultivating a culture of teamwork and shared responsibility among our staff. These gatherings provide a platform for educators to collaborate, share insights, and support one another in their professional growth, ultimately enhancing the educational experience for our students.

The availability of lesson plans and pacing guides online has significantly contributed to transparency and ease of access for our educators. This initiative ensures that all teachers have the resources they need at their fingertips, promoting consistency and coherence in instructional delivery across the school.

Our reading teams have shown remarkable progress, evolving from basic planning to the development of assessments and writing activities. This advancement reflects a deepening of instructional practices and a commitment to enhancing student learning outcomes through well-crafted and thoughtful educational strategies.

Weekly meetings across various grade levels and subjects have been pivotal in ensuring alignment and continuity within our curriculum. These regular interactions allow for the sharing of best practices and the alignment of teaching methods, ensuring that all students receive a cohesive and comprehensive education.

The collection and consideration of staff feedback demonstrate our commitment to a responsive leadership approach. By valuing and integrating the insights of our educators, we foster an environment of mutual respect and continuous improvement, which is essential for the success of our school community.

In terms of instructional delivery, our teachers consistently exhibit clear communication, accurate content knowledge, and high levels of student engagement. These indicators are a testament to the dedication and expertise of our educators, who strive to deliver high-quality instruction every day.

Teachers frequently demonstrate lesson internalization by aligning their teaching to standards and incorporating relevant activities. This practice ensures that instruction is purposeful and directly connected to the learning objectives, providing students with meaningful and standards-based educational experiences.

The learning environment within our classrooms is characterized by strong routines, effective behavior management, and active student collaboration. These elements create a positive and productive atmosphere where students feel supported and motivated to engage in their learning.

Finally, our teachers are adept at monitoring and adjusting their instruction based on student needs and engagement. This flexibility and responsiveness are crucial in meeting the diverse needs of our students and ensuring that each child has the opportunity to succeed.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Lack of Differentiated Instruction Walkthrough data revealed frequent "Needs Addressing" ratings in differentiation and engagement strategies, suggesting that instruction is not consistently tailored to meet diverse student needs, particularly in underperforming grade levels, affecting assessment data.

**Problem Statement 2:** Disconnect Between Lesson Planning and Execution Teachers often locate resources during PLCs but do not fully internalize or adapt lessons, which may contribute to inconsistent student performance, and limited collaboration reduces the opportunity for shared strategies.

# Perceptions

## Perceptions Summary

The culture at Wooden Elementary is one of family and learning. The staff and students are committed to growth in each student. The school is a safe environment where students feel they can freely express themselves. Visits to the office for major discipline events are not frequent, and these events do not effect student achievement. We welcome volunteers on campus and communicate through email, text and our weekly newsletter sent out by email, social media and text weekly.

Realizing our students' individual dreams is our highest priority. Therefore, our measure of success does not solely lie on how we grade on a standardized test, but on how we work to instill the 4 Talons of a Hawk in our students and who they become. Seeing evidence of how our students live out the 4 Talons is a great contributor to our community and our society as a whole.

Our master schedule shows that the entire day is used for instruction with the exception of recess and lunch. Students transition quickly from location to location, with the possible loss of 15 minutes per day with restroom breaks and transitions. Teachers have a duty free lunch and have before or after school duty as to not lose instructional time. Our parent conferences are well attended in the fall, averaging 75% attendance. We have clubs after school, Young Men of Wooden, Student Council, and STEM club.

Throughout the 2024-2025 school year, our campus walkthroughs have provided valuable insights into our instructional delivery. We frequently observed clear communication, accurate content knowledge, and high levels of student engagement. These indicators suggest that our teachers are effectively conveying information and maintaining student interest, which are critical components of successful teaching.

In terms of lesson internalization, our teachers have consistently demonstrated alignment with educational standards and have employed relevant activities to enhance learning. This alignment ensures that our curriculum remains rigorous and that students are receiving instruction that meets established educational benchmarks.

The learning environment across our classrooms has been notably strong, with well-established routines, effective behavior management, and robust student collaboration. These elements contribute to a positive and productive classroom atmosphere, where students feel supported and are encouraged to work together.

Monitoring and adjusting instruction based on student needs and engagement has been a regular practice among our teachers. This adaptability is crucial for addressing the diverse learning styles and paces of our students, ensuring that each student receives the support they need to succeed.

However, our observations have also highlighted areas for improvement. There is a need for more targeted differentiation strategies to better meet the individual needs of our students. By tailoring instruction to address specific learning requirements, we can enhance student outcomes and foster a more inclusive learning environment.

Addressing and anticipating student misunderstandings was less consistently observed, indicating an area where we can focus our professional development efforts. By equipping teachers with strategies to identify and address misconceptions, we can improve student comprehension and learning retention.

Additionally, some walkthroughs have indicated a need to prioritize and implement more rigorous questioning techniques. By challenging students with higher-order questions, we can promote critical thinking and deeper understanding of the material.

Finally, a few entries noted challenges in sustaining student engagement throughout the lesson. Maintaining student interest is essential for effective learning, and we will explore strategies to keep students actively involved and motivated during class.

## Perceptions Strengths

We have a full time police officer who helps contribute to the feeling of safety and security at school. Wooden has several after school clubs including the student council, ballet folklorico, Young Men of Wooden and a STEM Club. Students and staff describe the culture at Wooden as family oriented. We have programs such as Wooden Warrior and Personal Best that promote and

encourage positive student behaviors. Student leadership opportunities include Flag Patrol and Student Council. Student discipline referrals are low compared other campuses. Discipline policies and procedures are both proactive and reactive. We will continue to use a Suite 360 program in 2024-2025 to reduce bullying and promote social skills. We also use the StopIt app to report bullying on campus.

- Safety drills are conducted monthly on our campus. They are orderly, well-coordinated, and well-supervised.
- Accountability is fast and accurate through staff trainings and all staff using Raptor for an accountability system.
- Having an armed police officer on campus daily maintains security so that we can continue to educate our students without worry.

### Walkthrough analysis

Through observed/not observed for ALL campus walkthroughs throughout the 2024-2025 school year:

#### Strengths

These dimensions consistently showed high numbers of "Observed" ratings with few or no "Needs Addressing":

- **Instructional Delivery:** Many indicators such as clear communication, accurate content knowledge, and student engagement were frequently observed.
- **Lesson Internalization:** Teachers often demonstrated alignment to standards and used relevant activities.
- **Learning Environment:** Classroom routines, behavior management, and student collaboration were strong across observations.
- **Monitoring and Adjusting:** Teachers were regularly seen adjusting instruction based on student needs and engagement.

#### Instructional Time Efficiency

- **Maximized Learning Time:** The schedule is highly optimized for instruction, with minimal non-instructional time. The only breaks are lunch, recess, and a small allowance (~15 minutes) for transitions and restroom breaks.
- **Implication:** This suggests a strong focus on academic achievement and time-on-task, which research supports as a key factor in student success.
- **Teacher Support and Structure**
  - **Duty-Free Lunch:** Ensures teachers have a protected break, which supports well-being and job satisfaction.
  - **Before/After School Duties:** Strategically placed to avoid cutting into instructional time, showing thoughtful planning and respect for both student learning and teacher responsibilities.

#### 3. Family Engagement

- **75% Attendance at Fall Conferences:** This is a strong turnout, indicating high levels of parental involvement and communication between home and school.
- **Implication:** Engaged families often correlate with better student outcomes, improved behavior, and stronger school-community relationships.

#### 4. Student Enrichment Opportunities

- **After-School Clubs:** Including *Young Men of Wooden*, *Student Council*, and *STEM Club*, these offerings promote leadership, academic curiosity, and social-emotional development.
- **Implication:** These programs support whole-child development and can improve school climate and student motivation

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One of our school's key strengths is the efficient use of time, which is evident in our structured schedules and well-organized curriculum. This allows us to maximize instructional time and ensure that every minute spent in the classroom is purposeful and contributes to student learning. Our teachers are adept at managing their time effectively, which translates into a more focused and productive learning environment for our students.

Another significant strength is our strong teacher support systems. We have established a comprehensive framework that provides our educators with the resources, mentorship, and 299

professional development opportunities they need to excel in their roles. This support not only enhances their teaching skills but also fosters a collaborative and positive school culture where teachers feel valued and motivated to contribute to the success of our students.

High parental engagement is also a cornerstone of our school's success. We actively encourage and facilitate parental involvement in various aspects of school life, from participating in school events to engaging in regular communication with teachers. This partnership between parents and the school creates a supportive community that enhances student achievement and well-being, as parents are more informed and involved in their children's education.

Lastly, our robust extracurricular offerings provide students with a wide range of opportunities to explore their interests and develop new skills outside the traditional classroom setting. These programs are designed to cater to diverse student interests, promoting personal growth, teamwork, and leadership. By participating in extracurricular activities, our students gain valuable experiences that complement their academic learning and prepare them for future challenges.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** While fall parent-teacher conferences have a strong attendance rate (75%), there is a need to increase family engagement throughout the rest of the school year, particularly in the spring and through alternative formats (ex. Virtual meetings, time of day, etc.)

**Problem Statement 2:** After-school clubs such as Young Men of Wooden, Student Council, and STEM Club are valuable, but there is a need to ensure equitable access for all students and to assess the measurable impact of these programs on student outcomes.

# Priority Problem Statements

**Problem Statement 1:** Student attendance rates have declined from a high of 98.6% in 2019-2020 to 95.5% in 2024-2025, with the lowest point at 94.4% in 2021-2022. Although there has been slight recovery, the rates remain below pre-pandemic levels. This sustained decrease in attendance may negatively impact student achievement, engagement, and the school's accountability ratings, indicating a need for targeted attendance

**Root Cause 1:** PreK and Kindergarten and 1st grade all averaged around 95% attendance for the 2024-2025 school year.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** A significant percentage of 3rd-5th grade students are not meeting grade level expectations in Reading.

**Root Cause 2:** This trend indicates a need for targeted intervention to improve reading comprehension and critical thinking skills: Vocabulary Inferencing Language development (3-5)

**Problem Statement 2 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

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

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data
- Enrollment trends

### **Employee Data**

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

### **Parent/Community Data**

- Parent surveys and/or other feedback

### **Support Systems and Other Data**

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

# Goals

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


**Performance Objective 1:** Develop students who are college, career, and military ready that possess the academic skills for post-secondary success.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All teachers; including Special Education, Reading Support, Dyslexia Therapists, Instructional Coaches and administrators will implement and maintain a systematic and continual data cycle of assessing students and analyzing multiple sources of data, while identifying student groups (Title 1, EB, 504, GT, SpEd) and their related performance.</p> <p>Early intervention in grades K-2 to address foundations gaps in math and reading. Targeted Tier 2/Tier 3 interventions using iReady and TPRI data.</p> <p><b>Evidence that Demonstrates Success:</b> Student success on CBAs, formative/summative assessments, STAAR Tests, GRA, TPRI, iReady Math and Reading, CLI and the reduction of Tier 2 and Tier 3 intervention groups.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Leadership Team Professional Staff</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
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Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Reading and Language Arts and Spanish Reading and Language Arts instruction is guided and supported by research-based resources approved by the district. Balanced Literacy components, like guided reading/writing, and shared reading/writing are addressed across grade levels. Use explicit vocabulary and inferencing instruction in grades 3-5.</p> <p>The major activities used to support this strategy include: GRA/Benchmark, iReady Reading, Guided Reading, Writing Stations, Targeted Professional Development, Saxon Phonics/ Estrellita, SAVVAS, - in Dual Language classrooms (Language of the Day Journals, Gomez &amp; Gomez Word Wall); Use Patterns of Power and Lowman to building comprehension and critical thinking, and morning writing work.</p> <p>In addition, reading enrichment opportunities will be implemented on campus to increase the love of reading to students through Reader of the Month, Book Fairs, and the Book Vending Machine.</p> <p><b>Evidence that Demonstrates Success:</b> Student progress on RLA/SLAR CBAs, formative and summative assessments, including GRA/Benchmark, STAAR tests, Interim Assessments, TELPAS, Writing Assessments, iReady, and TPRI.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coach ELAR Teachers (SPED included) Dyslexia Therapist Reading Support</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Math instruction is guided and supported by researched-based resources approved by the district. Focus on foundational math skill review in K-2 and math fluency routines. Weekly math fluency checks and intervention groups will be utilized in K-2.</p> <p>Resources supporting this strategy include:  iReady  Reflex/Frax  Guided Math  Use of Math Manipulatives  StemScopes  Targeted Professional Development</p> <p><b>Evidence that Demonstrates Success:</b> Student progress on math CBA, iReady math, formative/summative assessments including STAAR, Interim assessment, teacher-made and district benchmark assessments, Mathematicians of the Month</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators  Leadership team  All math teachers (including SpEd)</p> <p><b>TEA Priorities:</b>  Build a foundation of reading and math  - <b>ESF Levers:</b>  Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> The campus will achieve 30% Mastery level scores on STAAR across all tested grade levels and content areas. To support this growth, Gifted and Talented will add clustering strategies and enrichment blocks during Talon Time and during math classes to support the growth of our higher achieving students.</p> <p>The major activities use to support this strategy include:            HQIM            Aligned resources            PLC Internalization            G/T support            Talon Time extension activities            Collaboration with ICs            Differentiation            SpEd and Reading Support            Tutors            iReady classroom &amp; grade level incentives</p> <p><b>Evidence that Demonstrates Success:</b> Testing Data  <b>Staff Responsible for Monitoring:</b> Instructional Coaches            Content Teachers            GT Teacher/Librarian            Support Staff</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math  <b>- ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June







**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> A significant percentage of 3rd-5th grade students are not meeting grade level expectations in Reading. <b>Root Cause:</b> This trend indicates a need for targeted intervention to improve reading comprehension and critical thinking skills: Vocabulary Inferencing Language development (3-5)</p>

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





**Performance Objective 2:** Equip students to be well-rounded with interpersonal skills to manage day-to-day challenges.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide opportunities for students to do service projects:                      Student Council                      Partner PE                      Flag Patrol                      Safety Patrol                      Canned Food Drive                      Toys for Tots                      Treats for the Nursing Home (cards, treats)                      YMOW (Young Men of Wooden)</p> <p><b>Evidence that Demonstrates Success:</b> Students will complete service projects during the school year.  <b>Staff Responsible for Monitoring:</b> Campus Administrators                      Counselor                      Teachers                      SRO</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue to build a campus culture that understands and celebrates the success of ALL students on campus through staff training and reflection. Continue with school club participation and implement the book vending machine talon tags, Wooden Warrior assemblies, positive classroom referrals, and math/readers of the month, attendance incentives and personal best.</p> <p><b>Evidence that Demonstrates Success:</b> Decrease in classroom disruptions                      Attendance Incentives                      Mathematicians/Readers of the Month                      Personal Best                      Clubs                      Kindness Awards                      Positive Classroom Referrals                      Growth Awards</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators                      Counselor                      Teachers</p> <p><b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement proactive behavior supports, restorative practices, and targeted SEL interventions to reduce the number of out-of-placement days for all students. This includes:</p> <p>Suite 360 and guidance lessons (pending) Trauma-informed care training Classroom social contracts Monthly SEL and discipline data reviews (Discipline committee) Restorative circles and de-escalation PD</p> <p><b>Evidence that Demonstrates Success:</b> Fewer Discipline Referrals <b>Staff Responsible for Monitoring:</b> Campus Administrators Teachers Counselor</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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


**Performance Objective 3:** Engage students in meaningful learning that includes a variety of instructional strategies.


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus staff will be trained through the year in using data to drive instructional decisions and promote growth both in the students and in themselves. Staff will focus on lesson internalization in PLCs (Professional Learning Communities) and in Content Area Vertical Alignment during committee meetings.</p> <p>GRA/Benchmark MTSS Reading Support Guided Math iReady Data Eduphoria Aware Benchmarks Interim Assessments TELPAS Science Penguin STAAR 2024/2025 Data StemScopes SAVVAS TPRI/TejasLee</p> <p><b>Evidence that Demonstrates Success:</b> Students and staff will utilize the programs to become more aware of their growth.</p> <p><b>Staff Responsible for Monitoring:</b> All professional staff</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Dec	Feb	Apr	June
	Empty review cells			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				


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


**Performance Objective 4:** Ensure that all students can access an engaging instructional environment that promotes high levels of achievement.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Wooden 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 educational funds. Teachers will be trained on engagement strategies and supplied with necessary resources such as Lead4Ward and Lowman curriculum.</p> <p><b>Evidence that Demonstrates Success:</b> Increase in meets and masters performance (all students)</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators Teachers Instructional Coaches Tutors Reading Support</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

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





**Performance Objective 5:** Host a school-wide Career Day to promote CCMR, allowing students to explore their interests and passions while increasing volunteer participation on campus

**Evaluation Data Sources:** Suite360 Lessons on strengths/weaknesses and creating steps to help students achieve their goals  
Career Day in Fall 2025.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement pre- and post-Career Day classroom activities to help students reflect on their interests and connect them to future careers. Will also promote teachers wearing college gear as well as students.</p> <p><b>Evidence that Demonstrates Success:</b> Pre-event interest surveys and classroom discussions Post-event reflection journals and goal-setting Family engagement through take-home activities</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Classroom Teachers Administrators</p> <p><b>Title I:</b> 2.531, 2.532</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
	Review cells are empty			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Goal 2:** Human Resources: Intentional progress to hire and retain high-quality staff to ensure best learning.

**Performance Objective 1:** Attract, engage, and retain top talent through competitive compensation packages.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide a campus mentor/support for 0-3 year teachers (new to ROISD and new to teaching)</p> <p><b>Evidence that Demonstrates Success:</b> Meeting notes/Mentor Log</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coaches</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide opportunities for teacher leaders to present best practices and research-based strategies they are using successfully in their classrooms with the entire staff. Monthly "Teacher Spotlight" series. Nominated by leadership team.</p> <p><b>Evidence that Demonstrates Success:</b> Teacher-leader presentation during monthly staff meetings Peer Learning Walks</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coaches</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** Human Resources: Intentional progress to hire and retain high-quality staff to ensure best learning.

**Performance Objective 2:** Foster a supportive work environment through differentiated strategies that promotes employee retention.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Conduct employee incentives/recognition for attendance and employee of the month recognition.  <b>Evidence that Demonstrates Success:</b> Google form for nomination, monthly calendar for staff appreciation.                      Staff grams                      Staff Shout outs                      Stick Together Award                      Row the Boat Award  <b>Staff Responsible for Monitoring:</b> Campus Administrators                      Sunshine committee                      Counselor</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>                      Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Staff development on this campus in Reading Language Arts (RLA) includes the following:</p> <ul style="list-style-type: none"> <li>- Literacy Footprints</li> <li>- Saxon Phonics/Heggerty Estrellitas</li> <li>- GRA/Benchmark</li> <li>- TPRI/TejasLee</li> <li>- Strategies for EB Learners/Ellevation</li> <li>- Collaborate/Plan with Instructional Coaches, Reading Support, Dyslexia Therapists, and LMS</li> <li>- Gretchen Bernabei - (RACE writing strategy)</li> <li>- Region 10 Training and Conferences</li> <li>- Patterns of Power</li> <li>- SAVVAS</li> </ul> <p><b>Evidence that Demonstrates Success:</b> CBAs  PreAssessments  STAAR Testing  T-TESS  Sign in Sheets</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches  Librarian  Literacy Specialist  Dyslexia Therapist  RLA Teachers(SpEd included)</p> <p><b>ESF Levers:</b>  Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Staff development on this campus in Math includes the following:</p> <ul style="list-style-type: none"> <li>- Math Committee Meetings</li> <li>- StemScopes</li> <li>- Collaborate/Plan with Instructional Coaches</li> <li>- Use of manipulatives</li> <li>- Region 10 Training and Conferences</li> </ul> <p><b>Evidence that Demonstrates Success:</b> CBAs PreAssessments STAAR Testing T-TESS Sign in Sheets iReady Math</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Sustained and ongoing professional development will be aligned to campus needs identified in the comprehensive needs assessment including summer staff development. Staff required to attend professional development over the summer as discussed in Summative Evaluations during spring of 2025.</p> <p><b>Evidence that Demonstrates Success:</b> Staff development logs certificates</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators instructional coaches teachers</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Staff development on this campus in Science includes the following:</p> <ul style="list-style-type: none"> <li>- Science interactive journaling</li> <li>- New HMH curriculum</li> <li>- Lead4Ward Science</li> <li>- Hands on labs</li> <li>- Science Penguin</li> <li>- PebbleGo</li> </ul> <p><b>Evidence that Demonstrates Success:</b> Pre-Assessments STAAR testing T-TESS Staff Development Logs</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches Science teachers</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Staff development on this campus in Social Studies includes the following:</p> <ul style="list-style-type: none"> <li>- Academic vocabulary</li> <li>- Collaboration/Planning with RLA Instructional Coach</li> <li>- RLA Committee</li> <li>- Supporting struggling learners</li> <li>- SAVVAS</li> <li>- PebbleGo</li> </ul> <p><b>Evidence that Demonstrates Success:</b> T-TESS Staff development logs</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach Social Studies Teachers</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> 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:</p> <p>Seesaw (K-2)  Canvas (3-5)  Professional development on integrating technology in the classroom  Collaborate with campus/district technology specialists  Typing.com  Starfall  Epic  iReady  PebbleGo  Suite360  Reflex/Frax  Reading A-Z  Lexia  Beanstack</p> <p><b>Evidence that Demonstrates Success:</b> Computer lab  Student work samples</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches  Computer lab teachers</p> <p><b>ESF Levers:</b>  Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June





 No Progress     
 Accomplished     
 Continue/Modify     
 Discontinue

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> A significant percentage of 3rd-5th grade students are not meeting grade level expectations in Reading. <b>Root Cause:</b> This trend indicates a need for targeted intervention to improve reading comprehension and critical thinking skills: Vocabulary Inferencing Language development (3-5)</p>





**Goal 2:** Human Resources: Intentional progress to hire and retain high-quality staff to ensure best learning.

**Performance Objective 3:** Develop innovative and targeted recruitment practices that meet the needs of all employees.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Recruit from teacher certification programs, National Board Region 10 Cohort, advertisements to ensure avenues for attracting highly qualified teachers.</p> <p><b>Evidence that Demonstrates Success:</b> Highly qualified staff report successfully filled staff vacancies</p> <p><b>Staff Responsible for Monitoring:</b> HR Department Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize campus compensatory education funds to support tutoring 1-5 and other specified resources related to the areas of math and reading.</p> <p><b>Evidence that Demonstrates Success:</b> Attendance sheets Tutorial Letters Goal Setting Parent informational letters</p> <p><b>Staff Responsible for Monitoring:</b> Secretary Principal Instructional Coaches</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Monitor student attendance to attain targeted 97% campus attendance rate. Help to inform parents of how attendance affects funding.</p> <p><b>Evidence that Demonstrates Success:</b> Attendance Incentives and Awards Increase in attendance rates. Movie night attendance Lunch with leadership</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor Registrar Teachers Attendance Committee</p>	Formative			Summative
	Dec	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





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

**Performance Objective 3:** Ensure fiscal integrity by creating and maintaining a sufficient operating budget for the everyday operations of the District

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Monitor the usage of funds and anticipated yearly spending using prior record for analysis. <b>Evidence that Demonstrates Success:</b> Skyward Financial Records <b>Staff Responsible for Monitoring:</b> Secretary Principal	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





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

**Performance Objective 1:** Provide facilities to accommodate current and future growth across the District.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Review and analyze student programs and facility needs. <b>Evidence that Demonstrates Success:</b> Full utilization of available facilities <b>Staff Responsible for Monitoring:</b> Campus Administrators	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





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

**Performance Objective 2:** Ensure District facilities meet or exceed safety and security standards for physical requirements, technology systems, and implementation of procedures and protocols.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Review the campus crisis plans and ensure that various drills are conducted in accordance with city and state requirements.</p> <p><b>Evidence that Demonstrates Success:</b> Drill Schedule After action reports</p> <p><b>Staff Responsible for Monitoring:</b> ROISD Chief of Police Campus Administrators</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





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

**Performance Objective 3:** Attempt to have facilities meet or exceed minimum standards for all programs to provide opportunities for student participation.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ensure that our facilities meet at least minimum standards for all programs in order for students to participate in activities and be successful.</p> <p><b>Evidence that Demonstrates Success:</b> Maintenance Custodians</p> <p><b>Staff Responsible for Monitoring:</b> Secretary Assistant Principal Teacher</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 5:** Communications: Ensure District is connected to the community in partnerships to further student success while communicating transparently and effectively.

**Performance Objective 1:** Prioritize and enhance parent and teacher communications.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Communicate with parents on a regular basis through student planners, calendars, newsletters, positive phone calls, the district website and scheduled parent conferences.</p> <p><b>Evidence that Demonstrates Success:</b> Skyward            Campus Website            District Website            Positive E-mails            Facebook            Blackboard (Email &amp; Text)</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators            Counselors            PTA            All Staff</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 5:** Communications: Ensure District is connected to the community in partnerships to further student success while communicating transparently and effectively.

**Performance Objective 2:** Provide opportunities to foster positive relationships between students, parents, schools and staff, and the community.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide opportunities for parents and the community to visit, volunteer and celebrate with students and staff.</p> <p><b>Evidence that Demonstrates Success:</b> Facebook            Photos of events            Newspaper Articles            Counselor Newsletters            PTA Meetings            Events            Assemblies            Principal's Newsletter            Book Fair            Open House            Parent Info Nights            Meet the Teacher Night            Literacy Night            Paper flyers for events            Sweetheart Dance            Field Day            Other Family Engagement Activities</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators            Counselor            Team Leaders            PTA            All Campus Staff            Volunteer Committee</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Create opportunities for families and staff to socialize and connect outside of school hours. <b>Evidence that Demonstrates Success:</b> Social Media Family Nights PTA Nights Sweetheart Dance Math/Science family night Literacy family night Cookies with the Counselor Meet the Teacher Open House Other Family Engagement Activities <b>Staff Responsible for Monitoring:</b> Campus Administrators Team Leaders Counselor	Formative			Summative
	Dec	Feb	Apr	June

 No Progress    
  Accomplished    
  Continue/Modify    
  Discontinue

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Andrea Swords	Reading Support	Title I	.50
Donna Little	Instructional Coach	Title I	.50
Griselda Hernandez	Instructional Coach	Title I	.25
Jasmine Harrott	Instructional Coach	Title I	.50

# 2025-2026 Campus Improvement Plan Committee

Committee Role	Name	Position
Administrator	Jessica Trezza	Principal
Administrator	Emily Martinez	Assistant Principal
Counselor	Jenna Vick	Counselor
Counselor Intern	Brittney Drake	4th grade RLA
Instructional Coach	Jasmine Harrot	Reading/SS Instructional Coach
Teacher	Amy Mashburn	PreK
Teacher	Miranda Mullins	Kindergarten
Teacher	Ashley Dougherty	1st grade
Teacher	Magaly Esquivel	2nd grade Bilingual
Teacher	Kimberly Olson	3rd grade Sci/SS
Teacher	Jacqueline Velazquez	4th grade Sci/SS
Teacher	Paul Gilliland	5th grade Science
Parent Member	Kristen Blackmon	Parent
Community Member	Krissie Vailolo	Parent
Business Member	Aareon Moore	Parent

# Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

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

**Red Oak Independent School District**  
**Red Oak Middle School**  
**2025-2026 Campus Improvement Plan**



# Mission Statement

## The Mission of Red Oak ISD:

### 4 Talons of the Hawk

**Exhibits Academic Readiness: 1% Better Daily & Love Tough**

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

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

**Leaves a Legacy Through Service: "We Before Me"**

## Vision

### The Vision of Red Oak ISD:

**"Realizing Our Individual Students' Dreams"**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Red Oak Middle School serves the communities of Red Oak, Ovilla, Glenn Heights, Oak Leaf, and Pecan Hill in Ellis County. Red Oak Middle School educates approximately 900 students across grades 6-8.

Red Oak Middle School is comprised of the following ethnic distribution:

- African American 26.5%
- Hispanic 49.5%
- White 19.1%
- American Indian 0.1%
- Asian 1.2%
- Pacific Islander 0.1%
- 2 or more races 3.4%
- Economically Disadvantaged 46.2%
- Emergent Bilingual 16.2%
- At-Risk 51.9%
- SPED 19.0%
- 504 11.4%
- Gifted/Talented 9.8%
- Homeless 0.1%

ROMS demographics show that there is an increase in students identified as: Hispanic, EB, SpEd, 504, and At-Risk.

### Teacher FTE Percentage by Years of Experience for 2024-2025

Beginning Teachers: 5.6%

1 - 5 Years of Experience: 22.5%

6 - 10 Years of Experience: 14.1%

11 - 20 Years of Experience: 39.4%

Over 20 Years of Experience: 18.3%

At ROMS, there is an increase of teachers with 1-5 years of experience, 11-20 years of experience, and over 20 years of experience. 2024-2025 ROMS teacher retention rate is 54% of our staff from the 2024-2025 school year.

ROMS attendance rate increased from 94.9% to 95.0% in the 2024-2025 school year.

**Student Profile: Attendance**

2021-2022 93.5%

2022-2023 94.5%

2023-2024 94.9%

2024-2025 95%

Implementation of PBIS was effective in improving positive behaviors resulting in reduction of referrals written with consequences that require loss of instructional time for some ROMS sub-groups.

Grade	2024-2025	2023-2024				
White	11.5%	13.2%				
African-American	55.1%	48%				
Hispanic	26.9%	33.6%				
Other	6.5%	5.2%				

**Demographics Strengths**

The campus has demonstrated several notable demographic strengths over the past year. The percentage of students identified as Gifted and Talented increased from 8.5% to 9.8%, reflecting enhanced identification and support for advanced learners. The proportion of White students rose from 16.1% to 19.1%, contributing to a more diverse student population. Encouragingly, the number of students identified as homeless decreased significantly from 0.8% to 0.1%, and the percentage of economically disadvantaged students dropped from 62.7% to 46.2%, indicating positive shifts in student stability and access to resources. Additionally, the campus has seen an increase in the number of teachers with 11–20 years and over 20 years of experience, strengthening instructional capacity through veteran expertise. Student attendance improved from 94.9% to 95%, and disciplinary referrals among White and Hispanic students declined, suggesting progress in student engagement and behavior support systems.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Increase in the number of students in the following demographics: EBs, SpEd, and 504.

**Root Cause:** Due to the split of campuses ROMS has an increase in the number of students that are identified as EB, SpEd, and 504.

**Problem Statement 2 (Prioritized):** Number of referrals has increased for the African American and other demographics from 2023-2024 school year.

**Root Cause:** Ineffective Campus Management Procedures that culturally affect African Americans and other demographics. Lack of classroom engagement practices and strategies.

# Student Learning

## Student Learning Summary

Red Oak Middle School is committed to providing a safe and supportive learning environment for each of our students. 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.

# Campus Assessment 2025 STAAR Data:

	<b>Did Not Meet</b> (+/- change from 2024)	<b>Approaches</b> (+/- change from 2024)	<b>Meets</b> (+/- change from 2024)	<b>Masters</b> (+/- change from 2024)	<b>Grade</b>
<b>ROMS School</b>					
<b><i>Reading</i></b>					
<b>ROMS Total</b>					
<i>6th Grade</i>					
<i>7th Grade</i>					
<i>8th Grade</i>					
<b><i>Math</i></b>					
<b>ROMS Total</b>	<b>42% (+10%)</b>	<b>58% (-10%)</b>	<b>29% (-8%)</b>	<b>7% (-3%)</b>	
<i>6th Grade</i>					
<i>7th Grade</i>					
<i>8th Grade</i>					

338

	<b>Did Not Meet</b> (+/- change from 2024)	<b>Approaches</b> (+/- change from 2024)	<b>Meets</b> (+/- change from 2024)	<b>Masters</b> (+/- change from 2024)	<b>Grade</b>
<b><i>Science</i></b>					
<i>8th Grade</i>					
<b><i>History</i></b>					
<i>8th Grade</i>					

**Student Learning Strengths**

- 6th Grade students showed substantial growth in Reading improving from a score of 65 letter grade D to a score of 80 letter grade B.
- 8th Grade students demonstrated growth in Reading increasing from a 79 letter grade C to an 80 letter grade B.
- Algebra 1 students maintained a score of 96.

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** STAAR Scores show Red Oak Middle School students declined in Math at all grade levels.

**Root Cause:** Ineffective attempts in identifying and closing student learning gaps.

**Problem Statement 2:** Red Oak Middle School 8th grade students STAAR scores declined in Science and Social Studies.

**Root Cause:** PLC process for identifying needs and analyzing data unsuccessful.

# School Processes & Programs

## School Processes & Programs Summary

Red Oak Middle School uses multiple resources to help provide focus for curriculum, instruction, and assessment. Each week, grade level PLCs met and implemented Texas Instructional Leadership strategies including learning standards breakdown, data analysis, formative assessment, and creating learning objectives and exit tickets. Student progress is monitored through informal and formal assessments, along with focused tutorials and interventions. Rtl became a focus due to the lack of implementation at ROMS. All staff, professional and para-professional, have many opportunities throughout the school year and summer, to attend professional development sessions, on and off campus, to enhance the teaching and learning environment for our students, and addressing the needs of our campus as identified in the plan. All special courses and programs such as special education, dyslexia, LPAC, technology(1:1 student device ratio), fine arts, and electives 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 and analyzed to drive instructional needs.

The Leadership Team meets weekly to discuss school programs and processes. Instructional Coaches lead Learning Opportunities geared toward providing professional development for teachers and paras. Teachers are given monthly climate and culture surveys that are analyzed to foster continuous improvement.

## School Processes & Programs Strengths

- The district curriculum based assessments (CBA's) are created with teacher input.
- There is a process in place for teachers to review the assessments and give feedback as to what they feel should be changed.
- CBA's use multiple representations such as graphs, diagrams, tables, charts, etc.
- They also include higher order thinking and multi-step processing.
- Staff will also utilize common formative assessments (campus-based) to track student growth and progress.
- Every week, teachers hold a PLC meeting to discuss the data as a group, and develop a plan for intervention based on this data.
- iXL is utilized during HAWK 101 to address HB1416 needs.
- Suite 360 has been implemented to provide behavior framework and intervention for all students.
- PBIS and Restorative Practices.
- Consistent expectations and management.

# Perceptions

## Perceptions Summary

It is our goal at Red Oak Middle School to represent The 4 Talons of the Hawk: Grit, Reach, Legacy Through Service, and Academic Readiness. The culture at ROMS is one that is improving and has begun to set high expectations for all. The staff, parents, and students are committed to growth and success of our campus. Our school is a safe environment where students can freely express themselves, highlighting their individuality and setting a standard for learning. Students are meeting the expectations set by the district and campus leadership.

## Perceptions Strengths

ROMS students, staff, and parents acknowledge the improved culture on campus and are working diligently to maintain the standards. Positive referrals and PBIS are the focus of rewarding student behavior over highlighting misbehaviors. Our campus PTA is active and continually growing and providing opportunities for families and students. Campus volunteers serve on campus to assist with needs. Hawk Dads and Hawk Moms are structured to increased parental involvement and strengthen family and school relationships.

## Staff Leadership Strengths

- Increased teacher leadership opportunities during weekly PLC planning and monthly professional development trainings on campus.
- Campus Leadership Team meet weekly to analyze campus data.
- Staff committees utilized to create and cultivate special opportunities for students.

## Safe and Orderly Schools

- Strengths Full-time, armed Red Oak ISD PD police officer on site during the school day and at after hours events.
- Two security team members are housed at ROMS daily.
- Campus holds monthly safety drills using the RAPTOR technology system.
- Weekly door audits are executed by PD.

## Student Leadership Strengths

- UIL Academic Competitions
- Yearbook Committee
- ROMS Student Council
- National Junior Honor Society

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Parents of Red Oak Middle School have indicated that leadership does not effectively communicate.

**Root Cause:** Disconnect between school and community.

# Priority Problem Statements

**Problem Statement 1:** Number of referrals has increased for the African American and other demographics from 2023-2024 school year.

**Root Cause 1:** Ineffective Campus Management Procedures that culturally affect African Americans and other demographics. Lack of classroom engagement practices and strategies.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Increase in the number of students in the following demographics: EBs, SpEd, and 504.

**Root Cause 2:** Due to the split of campuses ROMS has an increase in the number of students that are identified as EB, SpEd, and 504.

**Problem Statement 2 Areas:** Demographics

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- PSAT
- ASPIRE
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

#### **Employee Data**

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

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

#### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices





# Goals

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

**Performance Objective 1:** Develop students who are college, career, and military ready that possess the academic skills for post-secondary success.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Every Red Oak Middle School 7th grader will take Career Readiness. Students will complete a career assessment and project based on information gained as a result. Data will drive ROMS 25/26 Career Day planning.</p> <p><b>Evidence that Demonstrates Success:</b> Every Student will pass Career Readiness with a 70%.            Career Assessment completion and results shared with students and parents.            Career Project completion focused on path and awareness.            ROMS Career Day</p> <p><b>Staff Responsible for Monitoring:</b> Counselors            Career Readiness Teachers</p> <p><b>ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Red Oak Middle School will use Hawk 101 to introduce our 6 - 8 graders to the CTE programs and pathways that are offered at Red Oak High School.</p> <p><b>Evidence that Demonstrates Success:</b> Students will score 80% or above on a project that shows they understand the importance of career pathways.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal of Instruction            Counselors            Director of Career and Technical Education            Advisory Teachers.</p> <p><b>TEA Priorities:</b>            Connect high school to career and college</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Every 8th Grader at Red Oak Middle School will participate in the PSAT</p> <p><b>Evidence that Demonstrates Success:</b> That every student participates or is given the opportunity to participate.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal of Testing. Counselors</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> For STAAR performance results, increase the percentage of students achieving Meets Grade Level to 49% or better in all content areas. 49% Meets would improve ROMS overall rating from C to B.</p> <p><b>Evidence that Demonstrates Success:</b> Increased student success on CBAs, formative assessments, summative assessments, STAAR, TELPAS.</p> <p>Reduction in the number of students in Tier II and Tier III intervention groups.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Coaches Department Chairs Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers will intentionally integrate English Language Proficiency (ELP) standards into daily instruction to support language development and increase academic achievement for Emergent Bilingual (EB) students.</p> <p><b>Evidence that Demonstrates Success:</b> Improved state assessment scores. Increased CCMR in EB sub-group.</p> <p><b>Staff Responsible for Monitoring:</b> LPAC Committee            Department Chair            Instructional Coach            Teachers</p> <p><b>Title I:</b>            2.51, 2.53</p> <p>- <b>TEA Priorities:</b>            Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b>            Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

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

**Performance Objective 2:** Equip students to be well-rounded with interpersonal skills to manage day-to-day challenges.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will participate in community building circles in classes on a rotating basis during each six weeks.</p> <p><b>Evidence that Demonstrates Success:</b> Advisory teachers will have their classes participate in community building circles twice a six weeks. Improved Daily Culture. Student engagement in circles with the ability to communicate the effectiveness of circles.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal over Restorative Practices Counselors Teachers</p> <p><b>Title I:</b> 2.531 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All Staff will be trained in Restorative Practices including, but not limited to: Community Building Circles, Restorative Circles, Check in Circles, Academic Circles and Treatment Agreement.</p> <p><b>Evidence that Demonstrates Success:</b> By using these strategies the fights at Red Oak Middle School will go down by 10% from the 2024-2025 school year.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal over Restorative Practices Restorative Practices Committee</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Red Middle School Administrators and Counselors will be trained in the use of Restorative Practices with Tier II and Tier III Behavioral Students</p> <p><b>Evidence that Demonstrates Success:</b> All Administration, Inclusion Teachers and Counselors being trained</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal of Restorative Practices Inclusion Teachers Counselors Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Students will utilize the Suite 360 Emotional Learning platform during advisory. Lessons are district designed and assigned to students.</p> <p><b>Evidence that Demonstrates Success:</b> Students will score 80% or higher on the quizzes at the end of each lesson. Reduction in the number of referrals that require counseling mediation.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Advisory Teachers Assistant Principal over Restorative Practices.</p> <p><b>Title I:</b> 2.533 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Students will participate in Suite 360 Intervention Lessons while in ISS, Detention and Saturday School.</p> <p><b>Evidence that Demonstrates Success:</b> Students will score 80% or higher on the quizzes that follow each intervention lesson.</p> <p><b>Staff Responsible for Monitoring:</b> Student Success Counselors Assistant Principals ISS Paras</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

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

**Performance Objective 3:** Engage students in meaningful learning that includes a variety of instructional strategies.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Conduct weekly campus-wide Professional Learning Communities (PLCs) focused on data analysis and targeted professional development in instructional strategies, formative assessment, data-driven instruction, differentiation, and RTI.</p> <p><b>Evidence that Demonstrates Success:</b> PLC TEKs Analysis Template            PLC Data Analysis Template            Student Growth on Assessments</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals            Instructional Coaches            Principal            Teachers</p> <p><b>Title I:</b>            2.51, 2.52, 2.53, 2.531, 2.534</p> <p>- <b>TEA Priorities:</b>            Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments,            Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> ROMS will provide protected time and administrative support for teacher lesson internalization.</p> <p><b>Evidence that Demonstrates Success:</b> Lesson plan integrity/Delivery Fidelity PLC Deliverables</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals Instructional Coaches Department Chair Principal Teachers</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers with 0-3 years of experience will receive consistent observations and feedback on classroom procedures, routines, and rigor using the Get Better Faster Scope and Sequence.</p> <p><b>Evidence that Demonstrates Success:</b> Consistent observations that produce timely and specific feedback resulting in improved observations and student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal of Instruction AIM Teachers Principal.</p> <p><b>Title I:</b> 2.534</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Develop and implement high leverage teaching practices. Observation feedback data will be shared with teachers weekly in addition to related action steps.</p> <p><b>Evidence that Demonstrates Success:</b> Observation data reflective of high leverage teaching practices implementation. Increased student engagement and performance.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Coaches Teachers</p> <p><b>Title I:</b> 2.52, 2.534 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Instructional Coaches will provide research-based professional development for Tier 3 teachers that focuses on instructional delivery within the content area that they support.</p> <p><b>Evidence that Demonstrates Success:</b> Improvement in Tier 3 teacher performance based on observations Reduced number of Tier 3 teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal Instructional Coaches Teachers Principal</p> <p><b>Title I:</b> 2.52, 2.534 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Goal 2:** Human Resources: Intentional progress to hire and retain high-quality staff to ensure best learning.

**Performance Objective 1:** Attract, engage, and retain top talent through competitive compensation packages.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide teachers opportunities to earn extra money via working Detention, Saturday School, Thursday Night Lights, Mentors and Teachers of record.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal in charge of Duties Principal Teachers</p> <p><b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement a campus based mentor system that works with the district mentor program for teachers with 0-3 years of teaching experience in both the profession and at ROMS.</p> <p><b>Evidence that Demonstrates Success:</b> Classroom success for new teachers. Increased retention rates for 0-3 year teachers. Mentor Logs</p> <p><b>Staff Responsible for Monitoring:</b> Mentor AP Librarian</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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.</p> <p><b>Evidence that Demonstrates Success:</b> Teacher leader participation in sessions and effective delivery of learned strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Team Instructional Coaches</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2: Human Resources:** Intentional progress to hire and retain high-quality staff to ensure best learning.

**Performance Objective 2:** Foster a supportive and inclusive work environment through differentiated strategies that promotes employee retention.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers who have been at Red Oak Middle School two years or less will be assigned a mentor and will meet with that mentor at least once a month.</p> <p><b>Evidence that Demonstrates Success:</b> 100% Monthly meeting between mentor and mentee</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal of Instruction Instructional Media Specialist. Mentors</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Sustained and ongoing professional development will be aligned to campus needs identified in the Comprehensive Needs including ROMS PD, summer staff development and Region 10 trainings.</p> <p><b>Evidence that Demonstrates Success:</b> Classroom implementation Professional Development Reports</p> <p><b>Staff Responsible for Monitoring:</b> Admin Team Instructional Coaches Team Leads Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> As part of our schoolwide PBIS program, teacher' will be given Caught Being Good Cards, which will make them eligible for prizes each week and six weeks.</p> <p><b>Evidence that Demonstrates Success:</b> 100% of staff will be given at least one card once a six weeks. Increased morale and school climate.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal over PBIS PBIS Committee Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> ROMS teachers will receive staff development catered to their individual needs as assessed by the admin team through the use of tiering, observation data, and discipline data.</p> <p><b>Evidence that Demonstrates Success:</b> Teacher growth in instructional practices and discipline management.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Team Instructional Coaches Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 2: Strategic Staffing</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers will participate in coaching cycles to provide professional development that improves their instructional practices.</p> <p><b>Evidence that Demonstrates Success:</b> For first year implementation 25% of teachers will complete a coaching cycle.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches Assistant Principals Teachers Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Goal 2: Human Resources:** Intentional progress to hire and retain high-quality staff to ensure best learning.

**Performance Objective 3:** Develop innovative and targeted recruitment practices that meet the diverse District needs of all employees.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Attend Job Fairs and College Recruiting Days <b>Evidence that Demonstrates Success:</b> ROMS staff will attend at least 2 Job Fairs and or College Recruiting Days. <b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coaches	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Use social media to recruit and identify future employees <b>Evidence that Demonstrates Success:</b> Social Media Posts <b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coaches	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Work with Alternative Certification programs to identify qualified candidate for openings. <b>Evidence that Demonstrates Success:</b> Meetings and communication with Alternative Certification Programs <b>Staff Responsible for Monitoring:</b> Campus Administrators	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





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

**Performance Objective 1:** Ensure fiscal accountability and responsibility of resources to support the District's mission.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All instructional resources will be purchased by February 15, 2025 to ensure that instructional resources are used in timely manner.</p> <p><b>Evidence that Demonstrates Success:</b> All instructional materials are being used by March 1, 2025.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Associate Principal Instructional Coaches Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





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

**Performance Objective 2:** Ensure fiscal integrity by creating and maintaining a sufficient operating budget for the everyday operations of the District.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Principal runs weekly reports to monitor appropriate use of school funds.</p> <p><b>Evidence that Demonstrates Success:</b> Weekly meetings with School Secretary to monitor budget.</p> <p><b>Staff Responsible for Monitoring:</b> Principal School Secretary</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





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

**Performance Objective 3:** Educate stakeholders about the public education financial system and the funding of Red Oak ISD through regular and transparent communication.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> During Family nights educate parents about how funds are used at Red Oak Middle School to ensure their students success.</p> <p><b>Evidence that Demonstrates Success:</b> Discuss how funds are used at at least one family event in the fall and one family event in the spring.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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).</p> <p><b>Evidence that Demonstrates Success:</b> Incentives Attendance Awards Classroom celebrations</p> <p><b>Staff Responsible for Monitoring:</b> Attendance AP Attendance Committee Attendance Clerk</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





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

**Performance Objective 1:** Provide facilities to accommodate current and future growth across the District.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Selected Red Oak Middle School Teachers will participate in the planning of the new Red Oak Middle School opening in the fall of 2025.</p> <p><b>Staff Responsible for Monitoring:</b> Principal District Cabinet Teachers on the Middle School Planning Committee</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Review and analyze student programs and facility needs</p> <p><b>Evidence that Demonstrates Success:</b> : Full utilization of available facilities</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





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

**Performance Objective 2:** Ensure District facilities meet or exceed safety and security standards for physical requirements, technology systems, and implementation of procedures and protocols.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All members of the Red Oak Middle School Learning Community will be trained in all safety drills and procedures including but not limited to: Keeping classroom doors shut and locked at all times, not opening outside doors for anyone without adult supervisor or approval., Evacuation, lockdowns, Shelter, and Holds.</p> <p><b>Evidence that Demonstrates Success:</b> 100% on weekly door audits. Participation in required security drills.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Security Team Assistant Principal over Safety Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Monitor campus for needed safety improvements and communicate needs to District Facilities Director.</p> <p><b>Evidence that Demonstrates Success:</b> Need areas addressed.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Team Custodial Staff Security Team Teachers Students</p> <p><b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 5:** Communications: Ensure District is connected to the community in partnerships to further student success while communicating transparently and effectively.





**Performance Objective 1:** Prioritize and enhance parent and teacher communications.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will send weekly progress reports every Monday.  <b>Evidence that Demonstrates Success:</b> 100% of Staff send Weekly Progress Reports on Monday.  <b>Staff Responsible for Monitoring:</b> T-TESS Appraisers</p> <p><b>TEA Priorities:</b>            Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Each Six Weeks teachers will call all the students in a particular class period with a positive phone call. First Six Weeks = 1st period. Second Six Weeks = 2nd period. Third Six Weeks = 3rd period. Fourth Six Weeks = 4th period, Fifth Six Weeks = 5th period, Sixth Six Weeks = 6th period. Conference period = 7th period.  <b>Evidence that Demonstrates Success:</b> 85% of staff will make their six weeks phone calls.  <b>Staff Responsible for Monitoring:</b> T-TESS Appraisers</p> <p><b>ESF Levers:</b>            Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> School Principal will send out Hawk Happenings Weekly Newsletters on Sundays informing parents of what is going on as well as reminders of expectations.  <b>Evidence that Demonstrates Success:</b> Informative parents. Increased partnerships between parents and ROMS.  <b>Staff Responsible for Monitoring:</b> Principal Media Director</p> <p><b>ESF Levers:</b>            Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 5:** Communications: Ensure District is connected to the community in partnerships to further student success while communicating transparently and effectively.

**Performance Objective 2:** Provide opportunities to foster positive relationships between students, parents, schools and staff, and the community.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement Hawk Dads promoting positive relationships inside ROMS. Dad's will be given the opportunity to come and volunteer before school, during lunch and during dismissal.</p> <p><b>Evidence that Demonstrates Success:</b> 250 or more Dads will come each time it is offered. 75 Dads volunteer this year. Positive partnerships.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal over Hawk Dads Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> ROMS 101 Nights will be held the second week of school. ROMS 101 Nights are designed to give parents the opportunity to hear from Campus Administrators about the expectations for the year, walk their child's schedule and spend 8 minutes learning about each classroom teachers expectations for the year.</p> <p><b>Evidence that Demonstrates Success:</b> Parent Sign - In sheets Parent partnerships</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal over ROMS 101 Principal Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement cultural school wide community celebrations: including but not limited to Hispanic Heritage Celebration and Black History Month Celebration. These celebrations will include contributions from all of our Fine Arts classes as well as other members of our Learning Community.</p> <p><b>Evidence that Demonstrates Success:</b> Community participation.</p> <p><b>Staff Responsible for Monitoring:</b> Celebration Committee</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Promote District opportunities for parental involvement, including but not limited to: Parent University, Coffee Talk with the Superintendent, College Fairs, and CTE Nights at ROHS.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Principal School Secretary</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

# Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

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

**Red Oak Independent School District**  
**Shaw Middle School**  
**2025-2026 Campus Improvement Plan**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Dr. Joy Shaw Middle School is a brand new school that serves the communities of Red Oak, Ovilla, and Glenn Heights in Ellis County. Dr. Joy Shaw Middle School educates approximately 691 students across grades 6-8.

Dr. Joy Shaw Middle School is comprised of the following ethnic distribution:

African American -355

Hispanic - 216

White - 72

American Indian - 3

Asian - 6

Pacific Islander - 0

2 or more races - 37

Economically Disadvantaged

Emergent Bilingual

English Learners

At-Risk

Mobility Rate

SPED

504

Foster Care

Gifted/Talented

Homeless

Dyslexia

**Special programs:**

SPED

Dyslexia

Eco Dis

Count/Percentage of disciplinary incidents by ethnicity	Number of Disciplinary Incidents	Percentage of Disciplinary Incidents	
<b>Disciplinary Incident Counts/Percentages</b>			American Indian or Alaska Native 1 0.1%
Asian	1	0.1%	
Native Hawaiian or Other Pacific Islander	7	0.9%	
Black or African American	451	60.7%	
Hispanic/Latino	195	26.2%	
White	79	10.6%	
Two or More Races	34	4.6%	
Total Number of Unique Disciplinary Incidents	743		
Special Education Students	216	29.1%	

- Count/Percentage of disciplinary incidents by gender	Number of Disciplinary Incidents	Percentage of Disciplinary Incidents
Male	506	68.1%
Female	245	33.0%

371

- Count/Percentage of disciplinary incidents by gender	Number of Disciplinary Incidents	Percentage of Disciplinary Incidents
Total Number of Unique Disciplinary Incidents	743	

**Demographics Strengths**

**Demographics Strengths**

**Student Profile: Attendance** (Inclusive of ROMS)

2021-2022 93.5%

2022-2023 94.5%

2023-2024 94.9%

2024-2025 95%

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** African American students led ROMS in discipline consequences that resulted in ISS(387 of 644), OSS(117 of 202), and DAEP placements(41 of 79) during the 2024-2025 school year.

**Root Cause:** Lack of Positive School Culture and Restorative Practice Implementation. Cultural awareness and training needs. Ineffective Campus Management Procedures.

# Priority Problem Statements

**Problem Statement 1:** African American students led ROMS in discipline consequences that resulted in ISS(387 of 644), OSS(117 of 202), and DAEP placements(41 of 79) during the 2024-2025 school year.

**Root Cause 1:** Lack of Positive School Culture and Restorative Practice Implementation. Cultural awareness and training needs. Ineffective Campus Management Procedures.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** 56.72% of ROMS students are At-Risk.

**Root Cause 2:** Performance and attendance data beginning in elementary and identified throughout secondary years. Student and parent misunderstanding or lack of knowledge of the importance of testing and the effects of low performance.

**Problem Statement 2 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus goals

## **Accountability Data**

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





# Goals

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

**Performance Objective 1:** Develop students who are college, career, and military ready that possess the academic skills for post-secondary success.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All 7th-grade students at Dr. Joy Shaw Middle School will be enrolled in a Career Readiness course during the 2025-2026 academic year. As part of the curriculum, students will complete a comprehensive career assessment and develop a project aligned with their identified career interests.</p> <p><b>Evidence that Demonstrates Success:</b> Course Completion: 100% of 7th-grade students will successfully complete the Career Readiness course with a minimum final grade of 70%.</p> <p>Assessment Engagement: All students will complete a standardized career assessment, with results communicated to both students and parents to support post-secondary planning.</p> <p>Project-Based Learning: Each student will submit a career-focused project demonstrating understanding of career pathways, required education/training, and personal alignment with career interests.</p> <p>Career Day Alignment: Career Day programming will be informed by aggregated student assessment data, ensuring representation of high-interest career fields and alignment with student aspirations.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Career Readiness Teachers</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Dr. Joy Shaw Middle School will utilize the daily Power Hour period to provide all students in grades 6 through 8 with structured exposure to the Career and Technical Education (CTE) programs and pathways available at Red Oak High School. This initiative aims to increase early awareness of post-secondary options and align student interests with future academic and career planning.</p> <p><b>Evidence that Demonstrates Success:</b> Students will demonstrate understanding of career pathways by achieving a score of 80% or higher on a culminating project. The project will assess students' ability to articulate the significance of career pathways, identify relevant CTE programs at Red Oak High School, and reflect on personal career interests.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal of Instruction Counselor over Power Hour Power Hour Committee Director of Career and Technical Education Power Hour Teachers.</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> All 8th-grade students at Dr. Joy Shaw Middle School will participate in the Preliminary SAT (PSAT) during the 2025-2026 academic year. This initiative is designed to promote early college and career readiness by familiarizing students with standardized testing formats and identifying areas for academic growth.</p> <p><b>Evidence that Demonstrates Success:</b> 100% of 8th-grade students will be provided the opportunity to participate in the PSAT. Participation records will be maintained and monitored to ensure full access, with a target participation rate of at least 95%.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal of Testing. Counselors</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Dr. Joy Shaw Middle School will increase the percentage of students achieving Meets Grade Level performance on the STAAR assessment to at least 49% across all tested content areas during the 2025-2026 academic year. Achieving this benchmark is projected to achieve a campus accountability rating of "B" as defined by the Texas Education Agency's accountability framework.</p> <p><b>Evidence that Demonstrates Success:</b> Assessment Performance: Students will demonstrate academic growth through improved performance on formative assessments, summative assessments, STAAR, and TELPAS. Progress will be tracked using campus-wide data systems to monitor trends and identify instructional needs.</p> <p>Intervention Effectiveness: A measurable decrease in the number of students placed in Tier II and Tier III intervention groups will reflect the success of core instruction and targeted support strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal Instructional Coaches Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> All emergent bilingual students at Dr. Joy Shaw Middle School will participate in an ELLA course and participate in a minimum of two targeted pull-out instructional sessions--one focused on Reading/Writing and one on Listening/Speaking. These sessions will incorporate research-based strategies and best practices designed to enhance language proficiency and support student success on the TELPAS assessment.</p> <p><b>Evidence that Demonstrates Success:</b> Assessment Outcomes: Improved performance on the TELPAS assessment among emergent bilingual students, as evidenced by increased percentages of students advancing at least one proficiency level in one or more language domains.</p> <p><b>Staff Responsible for Monitoring:</b> LPAC Chairperson LPAC Committee</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

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

**Performance Objective 2:** Equip students to be well-rounded with interpersonal skills to manage day-to-day challenges.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will engage in weekly community-building circles conducted during SOAR on a rotating basis across classrooms. Participation will be documented and monitored to ensure consistent implementation.</p> <p><b>Evidence that Demonstrates Success:</b> Observable improvements in daily campus culture, as measured through student behavior data, attendance trends, and climate surveys.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal over Restorative Practices Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All Staff will be trained in Restorative Practices including, but not limited to: Community Building Circles, Restorative Circles, Check in Circles, Academic Circles and Treatment Agreement.</p> <p><b>Evidence that Demonstrates Success:</b> By using these strategies the fights at Dr. Joy Shaw Middle School will go down by 10% from the fight data of Red Oak Middle School 2024 - 2025 school year.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal over Restorative Practices Restorative Practices Committee</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Dr. Joy Shaw Middle School Administrators and Counselors will be trained in the use of Restorative Practices with Tier II and Tier III Behavioral Students.</p> <p><b>Evidence that Demonstrates Success:</b> All Administration and Counselors being trained</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal of Restorative Practices Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Dr. Joy Shaw Middle School will implement the Suite360 Social and Emotional Learning (SEL) platform as part of its SOAR programming. All students will engage with district-designed and assigned SEL lessons every Wednesday, with the goal of fostering emotional intelligence, self-regulation, and responsible decision-making.</p> <p><b>Evidence that Demonstrates Success:</b> Lesson Mastery: Students will achieve a score of 80% or higher on the comprehension quizzes administered at the conclusion of each Suite360 lesson, indicating understanding of key social-emotional learning objectives.</p> <p>Behavioral Impact: A reduction in the number of discipline referrals requiring counseling or mediation will serve as an indicator of improved emotional regulation and conflict resolution skills among students.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor over Power Hour SOAR Committee Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Students will participate in Suite 360 Intervention Lessons while in ISS, Detention and Saturday School.</p> <p><b>Evidence that Demonstrates Success:</b> Students will score 80% or higher on the quizzes that follow each intervention lesson.</p> <p><b>Staff Responsible for Monitoring:</b> Student Success Counselors Assistant Principals ISS Paras</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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





**Performance Objective 3:** Engage students in meaningful learning that includes a variety of instructional strategies.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Dr. Joy Shaw Middle School will implement weekly campus-wide Professional Learning Communities (PLCs) focused on instructional improvement through collaborative analysis of common assessments, student performance data, and professional development in key areas including instructional strategies, formative assessment, data-driven instruction, differentiation, and Response to Intervention (RTI). Additionally, academic departments will meet monthly during designated Learning Opportunities to review student data and collaboratively plan targeted interventions such as Saturday School and tutoring.</p> <p><b>Evidence that Demonstrates Success:</b> PLC Implementation: Documented execution of the four essential PLC questions across all grade levels and departments, demonstrating a consistent focus on student learning, assessment, intervention, and enrichment. Instructional Impact: Data analysis conducted during PLCs will directly inform daily instructional practices, resulting in improved alignment with student needs and curriculum standards.</p> <p>Professional Growth: Observable improvement in instructional strategies through targeted professional development sessions focused on formative assessment, differentiation, and data-driven instruction.</p> <p>Collaborative Planning: Strategic Learning Opportunities and monthly departmental meetings will produce actionable plans for Saturday School and tutoring interventions.</p> <p>Student Growth: Saturday School sessions will be aligned to specific student needs and monitored for effectiveness, with measurable student growth and increased academic performance compared to the previous academic year.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal of Instruction Instructional Coaches Principal Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Dr. Joy Shaw Middle School will provide dedicated, protected time and ongoing administrative support to ensure teachers are able to effectively internalize lesson plans.</p> <p><b>Evidence that Demonstrates Success:</b> Lesson Plan Integrity: Teachers will consistently demonstrate alignment between written lesson plans and instructional delivery, as evidenced through administrative walkthroughs, instructional observations, and lesson plan reviews.</p> <p>Delivery Fidelity: Instructional delivery will reflect intentional planning and internalization, resulting in coherent, standards-aligned lessons that support student mastery. Fidelity will be monitored through feedback cycles and instructional coaching.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal of Instruction Instructional Coaches Core Content Grade Level Teams Principal Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers with 0-3 years of experience will receive consistent observation and feedback on classroom procedures, routines, and rigor using the Get Better Faster Scope and Sequence.</p> <p><b>Evidence that Demonstrates Success:</b> Consistent observations that produce timely and specific feedback resulting in improved observations.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal of Instruction AIM Teachers Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Dr. Joy Shaw Middle School will implement the Zeros Aren't Allowed Program (ZAP) as a daily academic support initiative. ZAP will be available during lunch periods, before school on Monday through Thursday, and after school on Monday, Tuesday, and Thursday.</p> <p><b>Evidence that Demonstrates Success:</b> The Zeros Aren't Allowed Program (ZAP) will contribute to a reduction in student failure rates, with a target of maintaining failure rates below 10% for at least 95% of classroom teachers each six-week grading period.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor over ZAP Assistant Principal over Instruction Principal Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Dr. Joy Shaw Middle School will develop and implement high-leverage instructional practices across all classrooms. Teachers will receive bi-weekly observation feedback that includes actionable steps aligned to campus instructional priorities, ensuring continuous improvement in lesson delivery and student engagement.</p> <p><b>Evidence that Demonstrates Success:</b> Instructional Observation Data: Observation records will reflect consistent implementation of high-leverage teaching practices across classrooms, with trends analyzed to inform professional development and coaching.</p> <p>Student Outcomes: Increased student engagement and academic performance will be evidenced through improved formative and summative assessment results, classroom participation metrics, and student feedback.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals Instructional Coaches Teachers</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Dr. Joy Shaw Middle School will provide targeted professional development for Tier 3 teachers through monthly or bimonthly Learning Opportunities facilitated by instructional coaches.</p> <p><b>Evidence that Demonstrates Success:</b> Teacher Performance Growth: Observable improvement in instructional delivery among Tier 3 teachers, as measured through walkthroughs, formal observations, and student performance data.</p> <p>Reduction in Tier 3 Classification: A decrease in the number of teachers identified as Tier 3 over time, indicating the effectiveness of targeted professional development and coaching support.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches Teachers Principal Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Dec	Feb	Apr	June

 No Progress     
 Accomplished     
 Continue/Modify     
 Discontinue

**Goal 2:** Human Resources: Intentional progress to hire and retain high-quality staff to ensure best learning.

**Performance Objective 1:** Attract, engage, and retain top talent through competitive compensation packages.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Dr. Joy Shaw Middle School will provide structured opportunities for teachers to earn supplemental income by participating in campus support programs, including Detention supervision, Saturday School instruction, Thursday Night Lights academic support, mentorship roles, and serving as Teachers of Record.</p> <p><b>Evidence that Demonstrates Success:</b> Teachers can earn additional pay beyond their base salary, which can be especially helpful for meeting personal or professional goals.</p> <p>Flexible Options: With a variety of programs available, teachers can choose the opportunities that best fit their schedules and interests.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal in charge of Duties Principal Teachers</p> <p><b>ESF Levers:</b> Lever 2: Strategic Staffing</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Establish a collaborative campus mentoring program aligned with the district's framework to support teachers in their first three years of teaching and/or tenure at Dr. Joy Shaw Middle School, fostering professional growth and instructional effectiveness.</p> <p><b>Evidence that Demonstrates Success:</b> Observable improvements in instructional practices and student outcomes among new teachers, as measured through classroom walkthroughs and performance evaluations</p> <p>Increased retention of teachers within their first three years, supported by annual HR data and exit interview trends</p> <p>Consistent and reflective documentation of mentoring activities through completed mentor logs and feedback forms</p> <p><b>Staff Responsible for Monitoring:</b> Mentor AP Librarian</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Empower teacher leaders to share effective, research-based instructional strategies with the campus staff through structured presentations and professional learning sessions, following participation in targeted development opportunities.</p> <p><b>Evidence that Demonstrates Success:</b> Active participation of teacher leaders in professional development sessions, with evidence of effective dissemination and modeling of learned strategies during campus-wide instructional meetings and PLCs.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Team Instructional Coaches</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Goal 2:** Human Resources: Intentional progress to hire and retain high-quality staff to ensure best learning.

**Performance Objective 2:** Foster a supportive and inclusive work environment through differentiated strategies that promotes employee retention.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ensure all teachers with two years or less experience in Red Oak ISD are paired with a campus mentor and engage in structured monthly mentoring sessions to support professional growth and retention.</p> <p><b>Evidence that Demonstrates Success:</b> 100% of assigned mentor-mentee pairs meet monthly, as verified through submitted mentoring logs and campus documentation.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal of Instruction Instructional Media Specialist. Mentors</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Sustained and ongoing professional development will be aligned to campus needs identified in the Comprehensive Needs including JSMS PD, summer staff development and Region 10 trainings.</p> <p><b>Evidence that Demonstrates Success:</b> Classroom implementation Professional Development Reports</p> <p><b>Staff Responsible for Monitoring:</b> Admin Team Instructional Coaches Team Leads Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement a schoolwide PBIS initiative in which teachers receive "Caught Being Good" cards as recognition for positive contributions, making them eligible for weekly and six-week incentive drawings to reinforce a culture of positivity and collaboration.</p> <p><b>Evidence that Demonstrates Success:</b> 100% of staff receive at least one "Caught Being Good" card per six-week period, as tracked through PBIS documentation and staff recognition logs</p> <p>Positive trends in staff morale and school climate, supported by survey data, anecdotal feedback, and reduced staff-related concerns</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal over PBIS PBIS Committee Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide differentiated professional development for Dr. Joy Shaw Middle School teachers based on individual needs identified through tiering, classroom observation data, and discipline trends, ensuring targeted support that enhances instructional effectiveness.</p> <p><b>Evidence that Demonstrates Success:</b> Demonstrated growth in instructional practices and classroom management among targeted teachers, as evidenced by improved observation scores, reduced discipline referrals, and feedback from coaching and support sessions.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Team Instructional Coaches Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Strategic Staffing</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Engage teachers in structured coaching cycles designed to deliver personalized professional development and enhance instructional practices through ongoing feedback, reflection, and support.</p> <p><b>Evidence that Demonstrates Success:</b> At least 25% of teachers will complete a full coaching cycle during the first year of implementation, as documented through coaching logs, feedback forms, and instructional support records.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches Assistant Principals Teachers Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
	Review cells are empty			

 No Progress    
  Accomplished    
  Continue/Modify    
  Discontinue





**Goal 2: Human Resources:** Intentional progress to hire and retain high-quality staff to ensure best learning.

**Performance Objective 3:** Develop innovative and targeted recruitment practices that meet the diverse district needs of all employees.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Dr. Joy Shaw Middle School staff will actively participate in job fairs or college recruiting events annually to support strategic hiring and strengthen recruitment efforts.</p> <p><b>Evidence that Demonstrates Success:</b> Documented participation in at least two job fairs or college recruiting events by campus staff, as evidenced by event sign-in sheets, recruitment materials, and follow-up communications with potential candidates.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coaches</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Leverage social media platforms to actively promote Dr. Joy Shaw Middle School and engage with potential candidates, enhancing recruitment efforts and expanding outreach to future educators.</p> <p><b>Evidence that Demonstrates Success:</b> Regular and strategic social media posts promoting Dr. Joy Shaw Middle School as a desirable workplace, with engagement metrics and post frequency tracked to evaluate outreach effectiveness.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coaches</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Partner with alternative certification programs to identify and recruit qualified candidates for campus vacancies, expanding the pool of diverse and capable educators.</p> <p><b>Evidence that Demonstrates Success:</b> Documented meetings and ongoing communication with alternative certification programs, including outreach logs, partnership updates, and candidate referrals for campus vacancies.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





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

**Performance Objective 1:** Ensure fiscal accountability and responsibility of resources to support the district's mission.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ensure all instructional resources are purchased by February 15, 2026 to support timely integration into classroom instruction and alignment with curriculum planning.</p> <p><b>Evidence that Demonstrates Success:</b> All purchased instructional materials are actively in use by March 1, 2026, as verified through classroom observations, teacher feedback, and instructional planning documentation.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Instructional Coaches Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





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

**Performance Objective 2:** Ensure fiscal integrity by creating and maintaining a sufficient operating budget for the everyday operations of the district.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The campus principal will conduct weekly financial reviews to ensure the appropriate and strategic use of school funds, supporting transparency and alignment with campus priorities.</p> <p><b>Evidence that Demonstrates Success:</b> Weekly budget review meetings between the principal and school secretary, documented through meeting notes and financial tracking reports to ensure responsible and strategic use of campus funds.</p> <p><b>Staff Responsible for Monitoring:</b> Principal School Secretary</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





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

**Performance Objective 3:** Educate stakeholders about the public education financial system and the funding of Red Oak ISD through regular and transparent communication.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize family night events to inform and engage parents about the allocation and impact of campus funds at Dr. Joy Shaw Middle School, highlighting how financial resources support student achievement and success.</p> <p><b>Evidence that Demonstrates Success:</b> Provide transparent communication about campus fund allocation and usage during at least one designated family engagement event in the fall and one in the spring, ensuring families understand how resources support student learning and campus goals.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increase overall student attendance to meet or exceed the campus target of 97% by implementing consistent monitoring practices and proactive engagement strategies.</p> <p><b>Evidence that Demonstrates Success:</b> Campus attendance records will reflect a 97% or higher attendance rate, supported by the implementation of engaging academic experiences and incentive programs that recognize students with perfect or near-perfect attendance (no more than one absence or tardy per grading period).</p> <p><b>Staff Responsible for Monitoring:</b> Attendance AP Attendance Committee Attendance Clerk</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				





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

**Performance Objective 1:** Provide facilities to accommodate current and future growth across the district.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Conduct a comprehensive review and analysis of student programs and campus facility needs to ensure alignment with academic goals, student support services, and long-term campus planning.</p> <p><b>Evidence that Demonstrates Success:</b> Ensure optimal utilization of all available campus facilities to support instructional programs, student services, and extracurricular activities.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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





**Performance Objective 2:** Ensure District facilities meet or exceed safety and security standards for physical requirements, technology systems, and implementation of procedures and protocols.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All members of the Dr. Joy Shaw Middle School learning community will receive comprehensive training on campus safety protocols, including but not limited to: maintaining locked classroom doors, restricting access to exterior doors, and executing emergency procedures such as evacuation, lockdown, shelter-in-place, and hold drills.</p> <p><b>Evidence that Demonstrates Success:</b> Weekly door audits will reflect 100% compliance with campus safety protocols, including locked and secured classroom doors.</p> <p>All staff and students will participate in required safety drills, with documentation maintained to ensure compliance with district and state safety standards.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Security Team Assistant Principal over Safety Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Monitor campus for needed safety improvements and communicate needs to District Facilities Director.</p> <p><b>Evidence that Demonstrates Success:</b> Need areas addressed.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Team Custodial Staff Security Team Teachers Students</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 5:** Communications: Ensure district is connected to the community in partnerships to further student success while communicating transparently and effectively.

**Performance Objective 1:** Strengthen parent-teacher communication by prioritizing consistent, transparent, and timely interactions that foster collaboration and support student success.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Classroom teachers will distribute weekly student progress reports via email every Monday to maintain consistent communication with families and support academic monitoring.</p> <p><b>Evidence that Demonstrates Success:</b> 100% of instructional staff will consistently send weekly progress reports every Monday, as documented through administrative monitoring and communication logs.</p> <p><b>Staff Responsible for Monitoring:</b> T-TESS Appraisers</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Each six weeks, teachers will make positive phone calls to the families of all students in a designated class period, following a rotating schedule: 1st period in the first six weeks, 2nd period in the second six weeks, and so on through the 6th period. During the final six weeks, teachers will use their conference period to complete calls for any remaining students.</p> <p><b>Evidence that Demonstrates Success:</b> At least 85% of instructional staff will complete their designated six-week positive phone calls, as verified through call logs or administrative tracking systems.</p> <p><b>Staff Responsible for Monitoring:</b> T-TESS Appraisers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The campus principal will distribute the "Hawk Happenings" weekly newsletter every Sunday via email to inform families of upcoming events, campus updates, and reinforce school-wide expectations.</p> <p><b>Evidence that Demonstrates Success:</b> Parents will be consistently informed through clear, timely, and accessible communication that supports their engagement in the academic and social success of their students.</p> <p>Strengthen partnerships between families and Red Oak Middle School by increasing opportunities for collaboration, communication, and shared decision-making.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Media Director</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 5:** Communications: Ensure district is connected to the community in partnerships to further student success while communicating transparently and effectively.

**Performance Objective 2:** Provide opportunities to foster positive relationships between students, parents, schools and staff, and the community.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Launch the "Hawk Dads" initiative to promote positive relationships and increased male role model presence on campus. Fathers and father figures will be invited to volunteer during key times such as before school, lunch periods, and dismissal to support a safe, welcoming, and engaged school environment.</p> <p><b>Evidence that Demonstrates Success:</b> Each Hawk Dads event will engage 250 or more fathers and father figures, demonstrating strong community interest and involvement.</p> <p>A minimum of 75 individual dads will volunteer on campus throughout the school year, supporting student safety, engagement, and relationship-building.</p> <p>Feedback from staff, students, and families will reflect strengthened partnerships and a positive campus climate resulting from increased male role model presence.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal over Hawk Dads Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement school-wide cultural celebrations--such as Hispanic Heritage Month and Black History Month--that showcase the diversity of the school community. These events will feature contributions from Fine Arts programs and active participation from students, staff, and families to foster inclusivity, cultural awareness, and community pride.</p> <p><b>Evidence that Demonstrates Success:</b> Increase meaningful community participation through active involvement in campus events, volunteer opportunities, and cultural celebrations, fostering a strong school-community partnership.</p> <p><b>Staff Responsible for Monitoring:</b> Celebration Committee</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Actively promote district-level opportunities for parental involvement--such as Parent University, Coffee Talk with the Superintendent, College Fairs, and CTE Nights at Red Oak High School--to strengthen family engagement and support student success across campuses.</p> <p><b>Evidence that Demonstrates Success:</b> Increase meaningful community participation through active involvement in campus events, volunteer opportunities, and cultural celebrations, fostering a strong school-community partnership.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Principal School Secretary</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

# Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

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

# Red Oak Independent School District

## Red Oak High School

### 2025-2026 Campus Improvement Plan

**Accountability Rating: B**

**Distinction Designation**

Top 25 Percent: Comparative Academic Growth



# Mission Statement

## The Mission of Red Oak ISD:

### 4 Talons of the Hawk

**Exhibits Academic Readiness: 1% Better Daily & Love Tough**

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

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

**Leaves a Legacy Through Service: "We Before Me"**

## Vision

### The Vision of Red Oak ISD:

**"Realizing Our Individual Students' Dreams"**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Student Enrollment						
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Total Students	1,960	1,960	2,019	2,160	2,163	2,296
Female	962	968	984	1,063	1,034	1,064
Male	998	992	1,035	1,097	1,129	1,232
Grade 9	548	489	587	692	595	625
Grade 10	504	538	448	516	626	574
Grade 11	442	495	504	445	499	588
Grade 12	466	438	480	507	443	509

Student Demographics					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
African American	30.4%	31.4%	34.1%	37.50%	36.1%
Hispanic	33.7%	35.5%	35.7%	36.30%	40.1%
White	32.2%	29.3%	25.8%	21.10%	18.7%
American Indian	0.7%	0.6%	0.4%	0.40%	0.2%
Asian	0.9%	0.7%	1.0%	1.00%	1.0%
Pacific Islander	0.1%	0.1%	0.0%	0.00%	0.1%
Two or More Races	2.0%	2.4%	3.0%	3.70%	3.8%

Student Profile - Special Programs					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Economically Disadvantaged	40.0%	40.6%	46.0%	54.5%	57.6%

<b>Student Profile - Special Programs</b>					
Section 504	8.5%	9.5%	9.7%	10.3%	10.9%
EB Students	7.9%	7.7%	9.4%	10.6%	11.4%
At-Risk	43.6%	42.0%	52.4%	52.5%	53.4%
Gifted and Talented	8.6%	8.1%	7.3%	6.5%	5.0%
Special Education	12.0%	12.2%	12.0%	11.2%	11.1%
Mobility (for the prior year)	9.9%	9.6%	10.9%	11.8%	11.3%

**Student Profile: Attendance**

2018 - 2019 - 95.87%

2019 - 2020 - 95.81%

2020 - 2021 - 96.50% COVID Year

2021 - 2022 - 91.48%

2022 - 2023 - 94.04%

2023 - 2024 - 93.70%

2024 - 2025 - 93.77%

<b>College, CDareer, and Military Readiness (CCMR)</b>					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
CCMR	55.7%	64.8%	59.1%	55.1%	72.0%

<b>Staff Profile - Teachers by Years of Experience</b>					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Beginning Teachers	9.4%	3.0%	3.0%	3.1%	12.8%
1-5 Years Experience	33.7%	33.6%	34.6%	29.0%	23.0%

Staff Profile - Teachers by Years of Experience					
6-10 Years Experience	18.0%	25.1%	23.3%	26.2%	19.7%
11-20 Years Experience	18.6%	19.1%	20.5%	22.3%	23.9%
21-30 Years Experience	20.3%	12.8%	10.7%	12.0%	13.9%
Over 30 Years Experience		6.5%	7.9%	7.4%	6.6%

### Demographics Strengths

- CCMR has increase substantially over the last two years.
- 401 students earned Industry Based Certifications during the 2024-2025 school year.
- 85% student participation in Career and Technical Education programs.
- Majority of our ELAR teachers are ESL certified.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Attendance rates are still below pre-covid averages.

**Root Cause:** Monitoring of student attendance on all levels.

# Student Learning

## Student Learning Summary

### ROHS STAAR Data - Spring 2025

	ROHS	Region 10	State		ROHS	Region 10	State
English I				Algebra I			
Approaches	70	68	66	Approaches	83	78	76
Meets	49	54	51	Meets	48	50	47
Masters	10	18	16	Masters	25	32	29
English II				Biology			
Approaches	68	71	71	Approaches	92	90	91
Meets	49	57	56	Meets	58	63	62
Masters	5	10	8	Masters	12	23	21
				US History			
				Approaches	94	95	94
				Meets	54	70	68
				Masters	26	41	37

### STAAR Progress Data (2022-2024):

	2021-2022			2022-2023			2023-2024			2024-2025		
	Approaches or Above	Meets or Above	Masters	Approaches or Above	Meets or Above	Masters	Approaches or Above	Meets or Above	Masters	Approaches or Above	Meets or Above	Masters
English I	66%	43%	7%	71%	48%	9%	67%	41%	11%	70%	49%	10%
Algebra I	69%	38%	18%	78%	31%	9%	76%	35%	15%	83%	48%	25%
Biology	82%	54%	18%	86%	47%	14%	90%	47%	13%	92%	58%	12%
English II	75%	56%	8%	78%	56%	7%	71%	52%	6%	68%	49%	5%
US History	84%	60%	33%	90%	64%	31%	96%	63%	31%	94%	54%	26%

## **ROHS Advance Placement Data:**

### **5-Year AP Report**

	2021	2022	2023	2024	2025
<b>Total AP Students</b>	148	158	164	193	215
<b>Number of Exams</b>	236	266	284	343	374
<b>AP Students with Scores 3+</b>	62	90	86	100	131
<b>% of Total AP Students with Scores 3+</b>	41.89	56.96	52.44	51.81	60.93

#### Student Learning Needs:

- Need to be more intentional on individual student growth for EOC STAAR
- Increase Tier 1 instruction across all areas
- Increase AP scores and participation

#### Student Learning Strengths

- US History scored higher than state average in approaches.
- Continued integration for many high school students into grade-level courses through inclusion.
- Continue providing credit recovery and grade repair to prevent dropouts.
- ROHS offers 28 programs of study through our Career and Technical Education programs.
- Dual Credit options have increased for CTE courses.
- Students earned Industry Based Certifications for the school year.

#### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** CCMR needs to increase to 88% or higher.

**Root Cause:** Systems have been established, but need to be maintained and monitored for success of all students.

**Problem Statement 2 (Prioritized):** Students had a low achievement rate for meets and masters level on all subjects.

**Root Cause:** Focus of academic success has been on passing the assessments, not advanced scores.

# School Processes & Programs

## School Processes & Programs Summary

Curriculum and Instruction process centers around Professional Learning Communities, walkthrough observations by administrators, and the Fundamental 5 instructional strategies.

New teachers are provided mentors to assist in the transition to teaching on the high school campus.

Recruitment of high quality teachers at the high school level is challenging, particularly in specialty subjects and those designated as teacher shortage areas.

Instruction is targeted to meet TEKS and increase student achievement based on data analysis.

Informal and formal classroom assessment, released EOC tests, and CBAs serve as teacher administered benchmark assessments to predict student success on state assessments.

All students are provided their own personal Chromebook for school and home to support instruction.

ROHS will create/implement MTSS Program

Staff Profile - Teachers by Years of Experience					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Beginning Teachers	9.4%	3.0%	3.0%	3.1%	12.8%
1-5 Years Experience	33.7%	33.6%	34.6%	29.0%	23.0%
6-10 Years Experience	18.0%	25.1%	23.3%	26.2%	19.7%
11-20 Years Experience	18.6%	19.1%	20.5%	22.3%	23.9%
21-30 Years Experience	20.3%	12.8%	10.7%	12.0%	13.9%
Over 30 Years Experience		6.5%	7.9%	7.4%	6.6%

## School Processes & Programs Strengths

- Quality faculty and staff
- 44% of teachers at ROHS have 11 or more year of experience.
- Mentor teachers support new teachers to facilitate transition and increase retention
- Data analysis drives instructional decision-making through PLCs
- Common Planning for all STAAR tested subjects
- Access to technology
- Chromebooks provided to all students
- Campus technology technician

## **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Students at ROHS do not uniformly adhere to district and campus expectations for behavior as evidenced by disciplinary referral rates.

**Root Cause:** ROHS staff is not consistently enforcing and monitoring expectations of student behaviors.

**Problem Statement 2 (Prioritized):** ROHS has difficulty recruiting and maintaining highly qualified staff from year-to-year.

**Root Cause:** There is a lack of highly qualified applicants applying for positions posted at ROHS.

# Perceptions

## Perceptions Summary

From surveys conducted by the campus, stakeholders describe the campus as a safe place where everyone is treated equally and with respect. Overall, stakeholders strongly agree or agree with what is occurring on the high school campus. The majority of stakeholders feel that we are providing a quality education to our students at Red Oak High School and preparing for life beyond this campus. The high school staff constantly seeks ways to provide all students with a safe, secure, nurturing, and positive learning environment. Faculty members build meaningful relationships with students to enhance their learning experience. The high school campus has a staff that works together to ensure the success of our students.

## Perceptions Strengths

Most parent's felt the vision of Red Oak ISD is “Realizing Our Individual Students’ Dreams.” Is the mission clear and understandable.

Most stakeholders thought Red Oak ISD provides a safe and secure learning environment for all students and staff.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Common parent concerns revolved around lack of communication regarding events, important information, and campus and district initiatives.

**Root Cause:** Utilization of platforms is not consistent. No designated staff to manage communication.

# Priority Problem Statements

**Problem Statement 1:** CCMR needs to increase to 88% or higher.

**Root Cause 1:** Systems have been established, but need to be maintained and monitored for success of all students.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Attendance rates are still below pre-covid averages.

**Root Cause 2:** Monitoring of student attendance on all levels.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Students had a low achievement rate for meets and masters level on all subjects.

**Root Cause 3:** Focus of academic success has been on passing the assessments, not advanced scores.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Students at ROHS do not uniformly adhere to district and campus expectations for behavior as evidenced by disciplinary referral rates.

**Root Cause 4:** ROHS staff is not consistently enforcing and monitoring expectations of student behaviors.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** ROHS has difficulty recruiting and maintaining highly qualified staff from year-to-year.

**Root Cause 5:** There is a lack of highly qualified applicants applying for positions posted at ROHS.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** Common parent concerns revolved around lack of communication regarding events, important information, and campus and district initiatives.

**Root Cause 6:** Utilization of platforms is not consistent. No designated staff to manage communication.

**Problem Statement 6 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

# Goals





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

**Performance Objective 1:** Red Oak High School will increase its English 1 and 2 passing rates to 75% approaches, 55% meets, and 15% masters by May 2026.

**High Priority**

**Evaluation Data Sources:** STAAR, CBAs, Benchmarks

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> EOC Teachers will concentrate on student growth throughout the school year. Utilizing student growth trackers for each individual student.</p> <p><b>Evidence that Demonstrates Success:</b> Student Growth</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Instructional Coaches, Teachers</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Identify students who scored a zero on extended-constructed response (ECR), intervening with identified students throughout the year, and monitoring the progress of those students. Student/Teacher conferences about ECR.</p> <p><b>Evidence that Demonstrates Success:</b> Decrease in students with a 0 on ECR and an increase in STAAR approaches, meets, and masters.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, ELAR Instructional Coach, Teachers</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> English 1 and English 2 teachers will engage in daily collaborative planning to create a guaranteed and viable curriculum and common assessments to identify students who need additional targeted support. Adjust instruction through PLCs based on Instructional Focus Documents with action plans.</p> <p><b>Evidence that Demonstrates Success:</b> Meeting Agendas, Increase in STAAR Scores</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Coach, Department Assistant Principal</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> A comprehensive needs assessment will be conducted to identify educational strengths and weaknesses in student performance, school culture and climate, staff quality, curriculum and instruction, family and community involvement, school context and organization, and technology.</p> <p><b>Evidence that Demonstrates Success:</b> Campus Needs Assessment</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Use of high quality instructional materials in all classrooms (faculty trained on HQIM with teams following provided lesson plans)</p> <p><b>Evidence that Demonstrates Success:</b> Lesson Plans, Walkthroughs, Observations, STAAR Scores</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Coaches</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Writing across the curriculum using ACE. ECRs every six weeks in Eduphoria.</p> <p><b>Evidence that Demonstrates Success:</b> Student Writing Samples. Increase in ECR scores.</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal, Instructional Coach</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Performance Objective 1 Problem Statements:**

## Student Learning

**Problem Statement 2:** Students had a low achievement rate for meets and masters level on all subjects. **Root Cause:** Focus of academic success has been on passing the assessments, not advanced scores.





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

**Performance Objective 2:** Algebra I will increase approaches, meets, and masters by 5% from the previous school year.

**High Priority**

**Evaluation Data Sources:** STAAR, CBAs, Benchmarks

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> EOC Teachers will concentrate on student growth throughout the school year. Utilizing student growth trackers for each individual student.</p> <p><b>Evidence that Demonstrates Success:</b> Student Growth</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Instructional Coaches, Teachers</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Use internalization protocol for district HQIMs to deepen understanding of TEKS, instructional implications, and possible misconceptions. Adjust instruction through PLCs based on Instructional Focus Documents with action plans.</p> <p><b>Evidence that Demonstrates Success:</b> Lesson Plans, PLC agendas</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Coach</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide materials, including technology, and targeted intervention resources, to ensure the mastery of required Algebra I TEKS for all students (IXL, ALEKS, Sirius)</p> <p><b>Evidence that Demonstrates Success:</b> Use of Materials/Programs</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Coach, Teachers</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> A comprehensive needs assessment will be conducted to identify educational strengths and weaknesses in student performance, school culture and climate, staff quality, curriculum and instruction, family and community involvement, school context and organization, and technology.</p> <p><b>Evidence that Demonstrates Success:</b> Comprehensive Needs Assessment</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> Students had a low achievement rate for meets and masters level on all subjects. <b>Root Cause:</b> Focus of academic success has been on passing the assessments, not advanced scores.</p>





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

**Performance Objective 3:** ROHS will aim for the Biology STAAR End-of-Course Assessment to score at or above 90% approaches, 60% meets, and 20% masters for the 2025-2026 school year.

**High Priority**

**Evaluation Data Sources:** STAAR, CBAs, Benchmarks

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> EOC Teachers will concentrate on student growth throughout the school year. Utilizing student growth trackers for each individual student.</p> <p><b>Evidence that Demonstrates Success:</b> Student Growth</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Instructional Coaches, Teachers</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Biology teachers will engage in daily collaborative planning to create a guaranteed and viable curriculum and common assessments to identify students who need additional targeted support. Adjust instruction through PLCs based on Instructional Focus Documents with action plans.</p> <p><b>Evidence that Demonstrates Success:</b> PLC Agendas, Increase in STAAR scores</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Coach, Teachers</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Increase the number of short-constructed responses used in class, emphasizing the use of sentence stems.</p> <p><b>Evidence that Demonstrates Success:</b> Lesson Plans, PLC agendas</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Coach, Teachers</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> A comprehensive needs assessment will be conducted to identify educational strengths and weaknesses in student performance, school culture and climate, staff quality, curriculum and instruction, family and community involvement, school context and organization, and technology.</p> <p><b>Evidence that Demonstrates Success:</b> Comprehensive Needs Assessment</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> Students had a low achievement rate for meets and masters level on all subjects. <b>Root Cause:</b> Focus of academic success has been on passing the assessments, not advanced scores.</p>





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

**Performance Objective 4:** ROHS will aim for the US History STAAR End-of-Course Assessment to score at or above 98% approaches, 60% meets, and 30% masters for the 2025-2026 school year.

**High Priority**

**Evaluation Data Sources:** STAAR, CBAs, Benchmarks

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> EOC Teachers will concentrate on student growth throughout the school year. Utilizing student growth trackers for each individual student.</p> <p><b>Evidence that Demonstrates Success:</b> Student Growth</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Instructional Coaches, Teachers</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> US History teachers will engage in daily collaborative planning to create a guaranteed and viable curriculum and common assessments to identify students who need additional targeted support. Adjust instruction through PLCs based on Instructional Focus Documents with action plans.</p> <p><b>Evidence that Demonstrates Success:</b> PLC Agendas, Increase in STAAR scores</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Coach, Teachers</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> A comprehensive needs assessment will be conducted to identify educational strengths and weaknesses in student performance, school culture and climate, staff quality, curriculum and instruction, family and community involvement, school context and organization, and technology.</p> <p><b>Evidence that Demonstrates Success:</b> Comprehensive Needs Assessment</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> US History teachers will engage in daily collaborative planning to create a guaranteed and viable curriculum and common assessments to identify students who need additional targeted support. Adjust instruction through PLCs based on Instructional Focus Documents with action plans.</p> <p><b>Evidence that Demonstrates Success:</b> PLC Agendas, Increase in STAAR scores</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Coach, Teachers</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 4 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> Students had a low achievement rate for meets and masters level on all subjects. <b>Root Cause:</b> Focus of academic success has been on passing the assessments, not advanced scores.</p>





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

**Performance Objective 5:** Increase the number of students who are CCMR met in the ROHS Class of 2026 to 93% or higher by the end of the 2025-2026 school year.

**High Priority**

**Evaluation Data Sources:** CCMR Percentage, Accountability report for 25-26 school year

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue Texas College Bridge in Math and English courses. Plan for specific days for seniors to complete TCB during the school day.</p> <p><b>Evidence that Demonstrates Success:</b> TCB certification for students.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, CCMR Coordinator, TCB Teachers</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increase the total number of student who earn industry-based certificates. CTE department will prepare students to earn any and all possible industry certifications and provide other real-world experiences.</p> <p><b>Evidence that Demonstrates Success:</b> Students will earn industry based certificates.</p> <p><b>Staff Responsible for Monitoring:</b> Director of CTE</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Increase the total number of students to pass both the Reading and Math portions of TSIA, score a 22 on the ACT in both Math and Reading, or a 480 on the reading portion of the SAT and a 530 on the Math portion of the SAT. Provide students opportunities to prepare and review for TSI assessments.</p> <p><b>Evidence that Demonstrates Success:</b> Increase performance on the TSIA, ACT, SAT</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, CCMR Coordinator, Testing Coordinator</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Increase the number of current ROHS teachers credentialed to teach Dual Credit Courses. This would allow more students to earn CCMR indicators for dual credit math and english.</p> <p><b>Evidence that Demonstrates Success:</b> More staff credentialed to teach Dual Credit Courses</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Monitor all students using On Data Suite and other resources to track who has obtained CCMR met status. <b>Evidence that Demonstrates Success:</b> Increase in CCMR percentage <b>Staff Responsible for Monitoring:</b> Principal, CCMR Coordinator, Executive Director of CCMR, Counselors	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Provide resources/guidance and promote scholarship opportunities for all students. <b>Evidence that Demonstrates Success:</b> Scholarship Awards <b>Staff Responsible for Monitoring:</b> CCMR Coordinator, Counselors  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> To facilitate effective transitions for students from high school to post-secondary careers, all students will have the opportunity to participate in the Career and Technical Education program. <b>Evidence that Demonstrates Success:</b> Higher CCMR Results <b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Director of CTE	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 5 Problem Statements:**

Student Learning
<b>Problem Statement 1:</b> CCMR needs to increase to 88% or higher. <b>Root Cause:</b> Systems have been established, but need to be maintained and monitored for success of all students.





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

**Performance Objective 6:** ROHS will use both proactive and reactive strategies to emphasize the importance of regular student attendance and reduce absences, resulting in an ADA rate of 95% or greater by the end of the 2025-2026 school year.

**High Priority**

**Evaluation Data Sources:** ADA reports, SABIPs, Truancy Filings

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement truancy prevention measures (TPM) for students experiencing attendance concerns.  <b>Evidence that Demonstrates Success:</b> reducing loss of academic credit due to absences, improving achievement due to increased instructional time  <b>Staff Responsible for Monitoring:</b> Assistant Principals and Secretaries   <b>ESF Levers:</b>                      Lever 3: Positive School Culture  <b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Exempt students from fall/spring exams based on attendance for the semester, in addition to academic requirements.  <b>Evidence that Demonstrates Success:</b> Attendance Rate  <b>Staff Responsible for Monitoring:</b> Campus Administration, Teachers   <b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> District attendance incentive for students with perfect attendance.  <b>Evidence that Demonstrates Success:</b> Perfect Attendance Percentage Increases and Overall attendance percentage increase  <b>Staff Responsible for Monitoring:</b> District and Campus Administration   <b>ESF Levers:</b>                      Lever 3: Positive School Culture  <b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Student incentives provided for students with perfect attendance each grading period and semester. <b>Evidence that Demonstrates Success:</b> Attendance Reports <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Implement the use of Student Conductor Tardy Kiosks to help monitor and record student tardies. <b>Evidence that Demonstrates Success:</b> Tardy Reports each Grading Period <b>Staff Responsible for Monitoring:</b> Campus Administration and Secretaries  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 6 Problem Statements:**





Demographics
<b>Problem Statement 1:</b> Attendance rates are still below pre-covid averages. <b>Root Cause:</b> Monitoring of student attendance on all levels.

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

**Performance Objective 7:** Provide students the opportunity to learn and recover from failure.

**Evaluation Data Sources:** Increase in student success.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide accelerated instruction for students who were not successful on the STAAR Assessments - EOC Academy, Summer Tutoring, Talon Time (Master Prep), Saturday Camps.</p> <p><b>Evidence that Demonstrates Success:</b> Attendance, Increase in STAAR scores for retesters.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Coaches, Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Credit Recovery opportunities provided during the school year and during summer school.</p> <p><b>Evidence that Demonstrates Success:</b> Completion of credit recovery courses.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Credit Recovery Teachers, Summer School Staff</p> <p><b>ESF Levers:</b> Lever 2: Strategic Staffing</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continue Grade Repair Program at the end of each grading period.</p> <p><b>Evidence that Demonstrates Success:</b> Improvement of student grades.</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal, Counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Talon Time is provided during 5th period as an intervention, academic enrichment, and student enrichment time during the school day.</p> <p><b>Evidence that Demonstrates Success:</b> Utilization of Talon Time, Mastery Prep Usage, Decrease in Failures and Missing Assignments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Work with Region 10 during the school year to create/implement an MTSS program for red oak high school.</p> <p><b>Evidence that Demonstrates Success:</b> Creation and Implementation of Program</p> <p><b>Staff Responsible for Monitoring:</b> Campus and District Administration, MTSS Committee</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 7 Problem Statements:**

<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> Students at ROHS do not uniformly adhere to district and campus expectations for behavior as evidenced by disciplinary referral rates. <b>Root Cause:</b> ROHS staff is not consistently enforcing and monitoring expectations of student behaviors.</p>


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

**Performance Objective 8:** Every student understands the expected standards of behavior on the campus and feels that their safety and well-being are a priority of the district.

**High Priority**

**Evaluation Data Sources:** Student Surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Mentors' Care mentoring program will be continued on the campus to benefit at-risk students who are experiencing social and emotional barriers.</p> <p><b>Evidence that Demonstrates Success:</b> Students will be equipped to reach their full potential with no emotional barriers.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Mentors' Care Director, Counselors</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Ensure consistency of state and campus enforcement of the Student Code of Conduct and Handbook.</p> <p><b>Evidence that Demonstrates Success:</b> Discipline Reports - PEIMS</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Intervention and Support Counselors are available for students.</p> <p><b>Evidence that Demonstrates Success:</b> Students meeting with counselors.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>





Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Implement class meetings at the beginning of the school year to provide campus expectations for all students. <b>Evidence that Demonstrates Success:</b> Meetings <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Incentives provided for students who earn A Honor Roll and A/B Honor Roll each grading period. <b>Evidence that Demonstrates Success:</b> Six Weeks Grade Reports <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Birthday messages sent to staff and students on their birthdays throughout the school year. <b>Evidence that Demonstrates Success:</b> Messages Sent <b>Staff Responsible for Monitoring:</b> Assistant Principal  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
				

**Performance Objective 8 Problem Statements:**

School Processes & Programs
<b>Problem Statement 1:</b> Students at ROHS do not uniformly adhere to district and campus expectations for behavior as evidenced by disciplinary referral rates. <b>Root Cause:</b> ROHS staff is not consistently enforcing and monitoring expectations of student behaviors.

**Goal 2:** Human Resources: Intentional progress to hire and retain high-quality staff to ensure best learning.

**Performance Objective 1:** Attract, engage, and retain top talent through competitive compensation packages.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Follow established procedures to ensure applicants are certified/highly qualified for available positions.  <b>Evidence that Demonstrates Success:</b> All hired staff are certified/highly qualified or seeking certification.  <b>Staff Responsible for Monitoring:</b> Principal, Associate Principals, Assistant Principals, Human Resources</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing  <b>Problem Statements:</b> School Processes &amp; Programs 2</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide professional development opportunities for all teachers and staff.  <b>Evidence that Demonstrates Success:</b> Provide training in all areas of compliance  <b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 2:</b> ROHS has difficulty recruiting and maintaining highly qualified staff from year-to-year. <b>Root Cause:</b> There is a lack of highly qualified applicants applying for positions posted at ROHS.</p>

**Goal 2: Human Resources:** Intentional progress to hire and retain high-quality staff to ensure best learning.

**Performance Objective 2:** Foster a supportive and inclusive work environment through differentiated strategies that promotes employee retention.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Nominate teacher of the month <b>Evidence that Demonstrates Success:</b> Staff will select teachers of the month <b>Staff Responsible for Monitoring:</b> Principal	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide mentors for new and newly assigned teachers to the campus. <b>Evidence that Demonstrates Success:</b> Mentor Assignments and Completion of Documentation <b>Staff Responsible for Monitoring:</b> Associate Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture <b>Problem Statements:</b> School Processes & Programs 2	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				





**Performance Objective 2 Problem Statements:**

<b>School Processes &amp; Programs</b>
<b>Problem Statement 2:</b> ROHS has difficulty recruiting and maintaining highly qualified staff from year-to-year. <b>Root Cause:</b> There is a lack of highly qualified applicants applying for positions posted at ROHS.

**Goal 2: Human Resources:** Intentional progress to hire and retain high-quality staff to ensure best learning.

**Performance Objective 3:** Develop innovative and targeted recruitment practices that meet the diverse District needs of all employees.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop hiring committees by subject area consisting of 2 administrators, the team lead, and a separate teacher representative.</p> <p><b>Evidence that Demonstrates Success:</b> Multiple perspectives on candidate quality</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Appropriately certified teachers, counselors, and paraprofessionals will be recruited and retained by offering a quality work environment, retention stipends, administrative support, and ample professional development in content knowledge and classroom practices through Region 10 and Campus/District Professional Development.</p> <p><b>Evidence that Demonstrates Success:</b> Higher Staff Retention Rates</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal and Campus Administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Attend Job Fairs and College Recruiting Days</p> <p><b>Evidence that Demonstrates Success:</b> Job Fair and College Recruiting Day attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Work with alternative certification programs to identify qualified candidates for open positions.</p> <p><b>Evidence that Demonstrates Success:</b> Communication with Alternative Certification Programs.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 3 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 2:</b> ROHS has difficulty recruiting and maintaining highly qualified staff from year-to-year. <b>Root Cause:</b> There is a lack of highly qualified applicants applying for positions posted at ROHS.</p>





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

**Performance Objective 1:** Ensure fiscal accountability and responsibility of resources to support the District's mission.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Monitor the usage of funds and anticipated yearly spending using prior record for analysis. <b>Evidence that Demonstrates Success:</b> Skyward Financial Records <b>Staff Responsible for Monitoring:</b> Secretary Principal	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





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

**Performance Objective 2:** Ensure fiscal integrity by creating and maintaining a sufficient operating budget for the everyday operations of the District.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Principal runs weekly reports to monitor appropriate use of school funds. <b>Evidence that Demonstrates Success:</b> Weekly meetings with School Secretary to monitor budget. <b>Staff Responsible for Monitoring:</b> Principal School Secretary	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				





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

**Performance Objective 3:** Educate stakeholders about the public education financial system and the funding of Red Oak ISD through regular and transparent communication.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus administration will work with all campus stakeholders during the decision-making process determining proper usage of all resources. <b>Evidence that Demonstrates Success:</b> Discussions of fund usage. <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

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

**Performance Objective 1:** Provide facilities to accommodate current and future growth across the District.


Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Review and analyze student programs and facility needs <b>Evidence that Demonstrates Success:</b> Full utilization of available facilities <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				


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

**Performance Objective 2:** Ensure District facilities meet or exceed safety and security standards for physical requirements, technology systems, and implementation of procedures and protocols.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement the use of OpenGate Weapons Detection System at Red Oak High School <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Conduct safety drills that include Hold, Secure, Lockdown, Evacuate, and Shelter. <b>Evidence that Demonstrates Success:</b> Participation in required security drills. <b>Staff Responsible for Monitoring:</b> Campus Administrators All Campus Staff	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Students and Staff will be trained over the Crisis Management Plan and Standard Response Protocols. <b>Evidence that Demonstrates Success:</b> Staff attendance to trainings and student training in classes. <b>Staff Responsible for Monitoring:</b> Campus Administration and Campus Staff	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Security cameras to monitor the campus. <b>Evidence that Demonstrates Success:</b> Documentation of video usage. <b>Staff Responsible for Monitoring:</b> Campus Administration, Campus Police/Security	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> The campus will use integrated school safety software that enables them to screen visitors, track volunteers, report on drills, respond to emergencies, and reunite families. <b>Evidence that Demonstrates Success:</b> Daily Reports and Monitoring <b>Staff Responsible for Monitoring:</b> Campus Administration, Campus Police/Security, Campus Secretary	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

 No Progress





 Accomplished

 Continue/Modify

 Discontinue

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





**Performance Objective 3:** Attempt to have facilities meet or exceed minimum standards for all programs to provide opportunities for student participation.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will ensure our facilities meet at least minimum standards for all programs in order for students to be successful.</p> <p><b>Evidence that Demonstrates Success:</b> Janitors Maintenance and Upkeep</p> <p><b>Staff Responsible for Monitoring:</b> Secretary Assistant Principal Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> ROHS will utilize multiple strategies, including campus facilities use calendars and forms, to reserve/use campus facilities for campus, district, and community events.</p> <p><b>Evidence that Demonstrates Success:</b> Streamlining use of ROHS facilities and ensuring that all stakeholders have equitable access.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal and Principal Secretary</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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.

**Evaluation Data Sources:** Number of Communications

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Weekly Newsletter provided to parents and students using the Smore Newsletter platform.  <b>Evidence that Demonstrates Success:</b> Newsletter sent weekly to parents and students.  <b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture  <b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize campus web pages, skyward, Facebook, marquee, email, and community pages to invite and involve parents and the community to school events.  <b>Evidence that Demonstrates Success:</b> Increased awareness and connectivity to community  <b>Staff Responsible for Monitoring:</b> Principal                      Journalism Teacher</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Clearly communicate activities - Parent/Teacher Conferences, Open House, Academic Showcase, Sporting Events, Concerts, Programs, etc.  <b>Evidence that Demonstrates Success:</b> Increased parent participation  <b>Staff Responsible for Monitoring:</b> Campus Administration, Athletic Coaches, Program Directors, Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Performance Objective 1 Problem Statements:**





## Perceptions

**Problem Statement 1:** Common parent concerns revolved around lack of communication regarding events, important information, and campus and district initiatives. **Root Cause**: Utilization of platforms is not consistent. No designated staff to manage communication.

**Goal 5:** Communications: Ensure District is connected to the community in partnerships to further student success while communicating transparently and effectively.

**Performance Objective 2:** Provide opportunities to foster positive relationships between students, parents, schools and staff, and the community.

**Evaluation Data Sources:** Parents and school community participation in events such as homecoming, open house and other campus events.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide parent workshops including, but not limited to, College Admissions/Financial Aide, Dual Credit, Course Selections and Grade Meetings.</p> <p><b>Evidence that Demonstrates Success:</b> Sign in Sheets and Increased Attendance</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Counselors</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**

Perceptions
<p><b>Problem Statement 1:</b> Common parent concerns revolved around lack of communication regarding events, important information, and campus and district initiatives. <b>Root Cause</b> : Utilization of platforms is not consistent. No designated staff to manage communication.</p>

# Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

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

# Red Oak Independent School District

## District Improvement Plan

2025-2026



# 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

Revised/Approved: October 3, 2025

## Demographics

### Demographics Summary

The Ellis County Texas towns of Red Oak, Ovilla, Glenn Heights, Oak Leaf, and Pecan Hill combined in 1912 to found Red Oak ISD. There are eight campuses: One 5A high school, two middle schools (grades 6-8), and 5 elementary schools (PK-5). Red Oak consists of both rural and neighborhood populations. The 5 elementary campuses receive Title I federal funds.

Red Oak ISD is committed to community engagement and collaboration, recognizing that strong partnerships between families and schools are essential. The supportive network that is created enhances the learning experience and contributes to student success.

There is a strong dedication to maintaining a safe and nurturing environment where students and staff feel valued and respected. We implement comprehensive safety measures allowing students, staff, and community to participate in academic and social opportunities without fear or distraction.

### TOTAL STUDENT ENROLLMENT 2024-2025

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6,620

### STUDENT ENROLLMENT BY RACE/ETHNICITY 2024-2025

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AFRICAN AMERICAN- 38.84%

ASIAN- .73%

HISPANIC- 41.54%

AMERICAN INDIAN- 0.24%

PACIFIC ISLANDER-0.09%

WHITE- 14.97%

TWO OR MORE RACES- 3.55%

### STUDENT ENROLLMENT BY TYPE

---

Economically Disadvantaged- 43.70%

Emergent Bilingual- 15.35%

Students Receiving Special Education Services- 19.15%

## **Demographics Strengths**

Red Oak ISD continues to become an ever changing community and we provide our students with the opportunity to develop an understanding for others on a local, state, national and global level. This opportunity strengthens and enriches the educational experiences for all students while fostering mutual respect. We continuously strive to embrace the unique perspectives and experiences of our students, which better enable us to create educational experiences to meet the varied needs of our students.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Over the past several academic years, Red Oak ISD has experienced a consistent increase in the number of students qualifying for special education services.

**Root Cause:** The parameters for identifying students has broadened.

# Student Learning

## Student Learning Summary

In 2022, Red Oak ISD received a C rating.

- District Overall Score: 77
- District Student Achievement: 73
- District School Progress: 75
- District Closing the Gaps: 80

The Texas Education Agency has not released ratings for districts or campuses for the 2024-2025 School Year.

## Student Learning Strengths

Wooden Elementary has a scale score of 87 in Academic Growth in Reading and Math and a scale score of 91 for Closing the Gap.

Shields Elementary has a scale score of 86 in Academic Growth in Reading and Math and a scale score of 84 for Closing the Gap.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Red Oak Middle School is identified for Additional Targeted Support and Improvement (2024 Federal Accountability).

**Root Cause:** There is a need to provide students with rigorous on grade level assignments to support growth and have each sub population to meet the ESSA target score.

**Problem Statement 2 (Prioritized):** Middle School students are currently underperforming in comparison to state standards for student academic growth.

**Root Cause:** The need for targeted instructional support, data-driven interventions, and professional development to equip educators with effective strategies for accelerating student learning.

**Problem Statement 3:** TEA Results Driven Accountability (RDA) intervention plans are required because of the Red Oak ISD Discipline Removal Rate.

**Root Cause:** The following RDA Performance Levels (PL) require intervention plans: Special Education Total Disciplinary Removal Rate. Initiatives and training are needed for staff and administrators on various discipline strategies for all student groups.

# District Processes & Programs

## District Processes & Programs Summary

Red Oak ISD addresses behavioral and social-emotional needs through a combination of campus, classroom and administrative support. Building relationships with students is a high priority. The greatest number of office referrals are for tardies and dress code violations.

Red Oak ISD students are enrolled in a variety of programs. Emergent Bilingual students represent 14% of the student body. 79.4% of students in grades 9-12 have taken a Career and Technical Education course. Students enrolled in the Gifted and Talented program represent 5.8% of all students across the district. 16.7% of students are in Special Education.

## District Processes & Programs Strengths

ROISD strengths include a committed investment in the development of students' interpersonal skills from all stakeholders. Further, an increase in the number of students participating in the Emergent Bilingual indicates a more linguistical student body and wider community.

## Problem Statements Identifying District Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Indicators show Tier 1 instruction is not meeting the rigorous standard of STAAR and the materials were not being vetted.

**Root Cause:** After COVID and changes in campus and curriculum leadership, lessons and instruction were not vetted due to multiple resources teachers received access to during COVID.

# Perceptions

## Perceptions Summary

Realizing Our Individual Students' Dreams is our highest priority. Therefore, our measure of success does not solely lie on how we grade on a standardized test, but on how we work to instill the 4 Talons of the Hawk in our students and who they become. Seeing evidence of how our students live out the 4 Talons is a great contributor to our community and society as a whole. We have high expectations for all our students and our commitment is to do all we can to help them reach their fullest potential. Ensuring our students realize their individual dreams is a community-wide effort. This effort can be seen in our volunteers. In the 2023-2024 school year, our community volunteered 11,888 hours. This is an increase from 10,084 hours the previous academic year.

## Perceptions Strengths

Our community values the hard work that goes into educating and providing for our students. The community passed the bond to build the new middle school to improve the learning environment for the students. The community supports the growth of our district and has shown support of our students' academic growth by assisting and giving back their time to the campuses.

# Priority Problem Statements

**Problem Statement 1:** Indicators show Tier 1 instruction is not meeting the rigorous standard of STAAR and the materials were not being vetted.

**Root Cause 1:** After COVID and changes in campus and curriculum leadership, lessons and instruction were not vetted due to multiple resources teachers received access to during COVID.

**Problem Statement 1 Areas:** District Processes & Programs

**Problem Statement 2:** Middle School students are currently underperforming in comparison to state standards for student academic growth.

**Root Cause 2:** The need for targeted instructional support, data-driven interventions, and professional development to equip educators with effective strategies for accelerating student learning.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Red Oak Middle School is identified for Additional Targeted Support and Improvement (2024 Federal Accountability).

**Root Cause 3:** There is a need to provide students with rigorous on grade level assignments to support growth and have each sub population to meet the ESSA target score.

**Problem Statement 3 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- ASPIRE
- Local benchmark or common assessments data
- Texas approved Prekindergarten and Kindergarten assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data

**Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

**Employee Data**

- Staff surveys and/or other feedback
- Evaluation(s) of professional development implementation and impact
- T-TESS data

**Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate





# 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 [TEC 11.252(a)(3)(G)].

**Evaluation Data Sources:** Pathways Offered, SAT Projected Proficiency (5th-8th), PSAT/SAT scores 8th/11th grade, Enrollment, Dual Credit passing rate

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide College Readiness Assessment Preparation Opportunities</p> <p><b>Evidence that Demonstrates Success:</b> Increase in the percentage of students passing dual credit courses</p> <p><b>Staff Responsible for Monitoring:</b> ROHS Principal ROHS Associate Principal ROHS Assistant Principals ROHS College and Career Coordinator ROHS Counselors Director of Curriculum and Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide students, teachers, parents and counselors information about higher education admissions and financial aid opportunities (such as TEXAS and TEACH for TEXAS grant programs), the need for students to make informed curriculum choices through academic advisement, and sources of information on higher education admissions and financial aid [TEC 11.252(a)(4)(A-C)].</p> <p><b>Evidence that Demonstrates Success:</b> College &amp; Career Counselor program records</p> <p><b>Staff Responsible for Monitoring:</b> Director of Counseling and Family Services ROHS College and Career Readiness Coordinator Counselors Student Support Specialist</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Execute drop out reduction through the Hawks Success program [TEC 11.255(a)(3)(C)]</p> <p><b>Evidence that Demonstrates Success:</b> Drop out records, campus information related to graduation rates</p> <p><b>Staff Responsible for Monitoring:</b> ROHS Principal ROHS Associate Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>





Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Utilize Title III funds to supplement the available resources for advancing the academic achievement of EB students. Rosetta Stone, Soluciones Grades K-2, and ELLevation Strategies.</p> <p><b>Evidence that Demonstrates Success:</b> TAPR Report  ESSA Report  Aware Reports  TELPAS Results  LPAC Reports</p> <p><b>Staff Responsible for Monitoring:</b> Administrators  Teachers  Executive Director of Specialized Learning  Assistant Director of Federal Programs</p> <p><b>Funding Sources:</b> - 263 Title III</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide students the opportunity to explore a variety of career opportunities to build interest and explore strengths through the use of the Defined Career software program.</p> <p><b>Evidence that Demonstrates Success:</b> Course Enrollment, Course Selection Options, Career and College Exploration Student Organization Participation, High School Expo, parent information nights at ROHS and ROMS. Counselor informational sessions with students.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators  Curriculum and Instruction Department  Staff Sponsors  Counselors  CTE Director  Fine Arts Director  Athletic Director  Chief of Secondary Schools and Programs</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

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

**Performance Objective 2:** Equip students to be well-rounded with interpersonal skills to manage day-to-day challenges through a comprehensive school counseling program [TEC 11.252(a)(3)(I)], [TEC 33.005].

**Evaluation Data Sources:** Enrollment in Mentor's Care, Suite 360 Data, Training Records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Offer Mentor's Care to students at the High School for student's identified as at-risk.  <b>Evidence that Demonstrates Success:</b> 100% of students identified as needing a mentor will be assigned a mentor.  <b>Staff Responsible for Monitoring:</b> ROHS Counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide lessons focused on interpersonal skills in grades PK-8 [TEC 11.252(a)(3)(E)], [TEC 11.252(a)(3)(B)(ii)].  <b>Evidence that Demonstrates Success:</b> Students will receive weekly lessons on interpersonal skills.  <b>Staff Responsible for Monitoring:</b> PK-8 Counselors                      Director of Counseling and Family Services                      Student Support Specialist   <b>Funding Sources:</b> - 289 Title IV</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Make Family Resource Center in conjunction with HelpMeGrowNorthTexas.org and HelpMeThriveNorthTexas.org available to all students and staff as needed.  <b>Evidence that Demonstrates Success:</b> Counselor referrals; published on the website  <b>Staff Responsible for Monitoring:</b> Campus administrators and counselors                      Director of Counseling and Family Services   <b>Funding Sources:</b> - 282 ESSER III</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide trauma-informed care training to district and campus staff in accordance with Board Policy [TEC 11.252(a)(10)], [TEC 11.252(a)(3)(E)].</p> <p><b>Evidence that Demonstrates Success:</b> School Board Policy FFBA Legal and FFBA Local Sign in sheets</p> <p><b>Staff Responsible for Monitoring:</b> Director of Counseling and Family Services Student Support Specialist Campus Counselors</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Staff and students will receive training to prevent suicide and violence, unwanted physical and verbal aggression, sexual harassment, conflict resolution, dating violence, sexual abuse, sex trafficking, and other maltreatment of children [TEC 11.252(a)(3)(B)(i)], [TEC 11.252(a)(3)(B)(iii)], [TEC 11.252(a)(9)], [TEC 38.0041(a)].</p> <p><b>Evidence that Demonstrates Success:</b> Compliance training records</p> <p><b>Staff Responsible for Monitoring:</b> Chief Technology Officer Chief Communications Officer Executive Director of Instructional Leadership Director of Student Services Director of Counseling and Family Services Student Support Specialist</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				





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

**Performance Objective 3:** Engage students in meaningful learning that includes a variety of instructional strategies.

**Evaluation Data Sources:** Strive report of TTESS walkthroughs, Meeting agendas

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Target performance objectives for all accountability groups using assessment instruments (STAAR, EOC, SAT/ACT, Map Growth, TELPAS, and local assessments), IEPs, IAPs, 504 plans, LPAC, and RtI [TEC 11.252(a)(3)(A)].</p> <p><b>Evidence that Demonstrates Success:</b> Lead4Ward Reports IEPs and IAPs 504 Plans</p> <p><b>Staff Responsible for Monitoring:</b> C&amp;I Department Campus Administrators Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide accelerated instruction to students at risk of not reaching grade level targets [TEC 11.252(a)(3)(H)].</p> <p><b>Evidence that Demonstrates Success:</b> Lead4Ward Reports iReady Growth Reports Skyward: Student Grades Eduphoria: Teacher, Campus, and District Assessments Reading Support Teachers</p> <p><b>Staff Responsible for Monitoring:</b> C&amp;I Department Campus Administrators Teachers Reading Support Teachers</p> <p><b>Funding Sources:</b> - 211 Title I</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Ensure all staff are provided opportunities for high quality ongoing professional development including the use of instructional technology [TEC 11.252(a)(3)(D)]; [TEC 11.252(a)(3)(F)].</p> <p><b>Evidence that Demonstrates Success:</b> Eduphoria Strive Reports Instructional Coaches' Logs</p> <p><b>Staff Responsible for Monitoring:</b> C&amp;I Department Technology Department Campus Administrators</p> <p><b>Funding Sources:</b> - 211 Title I, - 255 Title II</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Conduct activities for timely identification of students with dyslexia and provide appropriate instruction [TEC 11.252(a)(3)(D)(iv)].</p> <p><b>Evidence that Demonstrates Success:</b> Student growth between the beginning of the year and the end of the year through multiple measures.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Specialized Learning Assistant Director of Federal Programs Dyslexia Specialists Campus Administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide a comprehensive intervention and enrichment plan for identified students designed to close the achievement gap through a Multi-Tiered System of Supports (MTSS).</p> <p><b>Evidence that Demonstrates Success:</b> Completed Intervention Plans, Student Data from Aware, etc. Summer Intervention Response To Intervention (RTI)</p> <p>Talon/Target Time, Tutoring Snap and Read access, Co-Writer access,</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Director of Intervention and Grants</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Elementary students will receive GT pullout instruction at the elementary campuses. <b>Evidence that Demonstrates Success:</b> Campus schedule with pullout times denoted. <b>Staff Responsible for Monitoring:</b> Elementary Principals Assessment Coordinator GT Teacher	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> ROMS GT students will be assigned to GT specific classes taught by a teacher who is certified GT and the subject area. <b>Evidence that Demonstrates Success:</b> GT student enrollment and schedules <b>Staff Responsible for Monitoring:</b> ROMS Principal Assessment Coordinator	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Provide bilingual instruction at Wooden and Schupmann Elementary Schools in order to improve English language proficiency. <b>Evidence that Demonstrates Success:</b> Student enrollment TELPAS improvement STAAR improvement <b>Staff Responsible for Monitoring:</b> Campus Administrators Bilingual Instructional Coach Bilingual Specialists Bilingual Teachers	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				





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

**Performance Objective 4:** Equip students with the knowledge and skills for high levels of academic achievement and success in their post-secondary life.

**HB3 Goal**





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The percentage of 3rd grade students that score Meets on the STAAR Reading will increase according to targets established of 2 percent per year with the overall goal of a 10 percent increase over 5 years. Targets will be revised as appropriate.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Academic Officer                      Director of Curriculum and Instruction                      Elementary ELAR Program Coordinator                      Elementary Campus Principals                      Elementary ELAR Instructional Coaches</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The percentage of 3rd grade students that score Meets on the STAAR Math will increase according to targets established of 2 percent per year with the overall goal of a 10 percent increase over 5 years. Targets will be revised as appropriate.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Academic Officer                      Director of Curriculum and Instruction                      Elementary Math Program Coordinator                      Elementary Campus Principals                      Elementary Math Instructional Coaches</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The percent of graduates that take and pass AP Exams will increase according to targets established of 2 percent per year with the overall goal of a 10 percent increase over 5 years. Targets will be revised as appropriate.</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Secondary Secondary Schools and Programs                      Director of Curriculum and Instruction                      ROHS Principal                      ROHS Associate Principal                      ROHS College and Career Coordinator                      ROHS Counselors</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> The Curriculum Department will provide lesson plans in the core curriculum and establish primary resources that are provided to teachers that will offer a guaranteed and viable curriculum.</p> <p><b>Evidence that Demonstrates Success:</b> Curriculum and Instruction Google Site Curriculum and Instruction training sign-in sheets</p> <p><b>Staff Responsible for Monitoring:</b> Chief Academic Officer Director of Curriculum and Instruction Curriculum Coordinators</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Title I funds will be utilized to provide additional academic support at the elementary campuses for increased student growth.</p> <p><b>Evidence that Demonstrates Success:</b> Instructional Coach Logs Support Staff schedules</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coaches</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

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

**Performance Objective 5:** Design and implement professional learning opportunities that grow the professional capacities of staff members.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Staff training will include strategies to reach learners' needs, including Emergent Bilingual, Special Education, Dyslexia, and At-Risk students.</p> <p><b>Evidence that Demonstrates Success:</b> Training Agendas Completion of federal- and state- required trainings Disaggregated student achievement data</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Chief Academic Officer Executive Director of Specialized Learning</p> <p><b>Results Driven Accountability</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide Gifted and Talented teachers and leadership staff access to GT professional development to meet state requirements and enhance the delivery of GT services.</p> <p><b>Evidence that Demonstrates Success:</b> Training records</p> <p><b>Staff Responsible for Monitoring:</b> Assessment Coordinator</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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.

**Evaluation Data Sources:** Review salaries with comparison groups, List of Employer-paid Benefits

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Offer at least one additional employer-paid benefit per school year.</p> <p><b>Evidence that Demonstrates Success:</b> List of Employer-paid Benefits</p> <p><b>Staff Responsible for Monitoring:</b> Benefits and Leave Administrator Chief Financial Officer</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Maintain a competitive salary structure.</p> <p><b>Evidence that Demonstrates Success:</b> By 2026, ROISD salary/wage for teachers will rank in the top 10% of our comparison group.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Financial Officer Deputy Superintendent</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide stipends to eligible employees for advanced degrees (Master's and Doctorate).</p> <p><b>Evidence that Demonstrates Success:</b> Staff retention Number of staff with Masters Degrees</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Human Resources Director of Interventions and Grants</p> <p><b>Funding Sources:</b> - 255 Title II</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Develop new teachers through strategic and intentional mentoring and professional development.</p> <p><b>Evidence that Demonstrates Success:</b> New Teacher Mentor Program: Staff (Mentee) Surveys Mentor Logs</p> <p><b>Staff Responsible for Monitoring:</b> Chief Academic Officer Director of Intervention and Grants</p>	Formative			Summative
	Dec	Feb	Apr	June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

**Goal 2: Human Resources:** Intentional progress to hire and retain high-quality staff to ensure best learning.

**Performance Objective 2:** Foster a supportive work environment through differentiated strategies that promotes employee retention.





**Evaluation Data Sources:** Team-Building Strategy Ideas, Training Sign-in Sheets, EAC Sign-in Sheets, EAC Recommendation Feedback, Staff Surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Develop team-building strategy ideas that will promote staff retention within the district. <b>Evidence that Demonstrates Success:</b> Team-Building Strategy Ideas Training Sign-in Sheets <b>Staff Responsible for Monitoring:</b> Deputy Superintendent Chief Communications Officer	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Conduct teacher and paraprofessional focus groups/surveys to gain insight into staff retention. <b>Evidence that Demonstrates Success:</b> EAC Sign-in Sheets, EAC Recommendation Feedback Staff Surveys <b>Staff Responsible for Monitoring:</b> Benefits and Leave Administrator Superintendent Cabinet	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2: Human Resources:** Intentional progress to hire and retain high-quality staff to ensure best learning.

**Performance Objective 3:** Develop innovative and targeted recruitment practices that meet the District needs of all employees.





**Evaluation Data Sources:** Provide documentation of staff participating in Grow-Your-Own Programs, Provide documentation of recruitment strategies

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Develop a grow-your-own program at all levels of the organization. <b>Evidence that Demonstrates Success:</b> Provide documentation of staff participating in Grow-Your-Own Programs <b>Staff Responsible for Monitoring:</b> Director of Human Resources Deputy Superintendent	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Expand recruitment strategies. <b>Evidence that Demonstrates Success:</b> ROISD will increase recruiting visits by 15% annually of baseline 2022-23 data. <b>Staff Responsible for Monitoring:</b> Director of Human Resources Deputy Superintendent	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

**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 Sources:** The Annual Financial Report provided by the Auditor, the annual Schools FIRST Report, and the receipt of additional grant opportunities each year.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue to receive an unmodified (clean) annual financial audit and passing scores on state financial accountability reports.</p> <p><b>Evidence that Demonstrates Success:</b> The District's Annual Financial Report has an unmodified opinion. Each fall receive an A rating on the Schools FIRST report.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Financial Officer</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Explore new revenue streams through grants and donations.</p> <p><b>Evidence that Demonstrates Success:</b> To support the District's applying for and effectively implement Federal, State and other grants to address the District's educational objectives.; allocation of funds to campuses/departments</p> <p><b>Staff Responsible for Monitoring:</b> Chief Financial Officer Director of Accounting Director of Purchasing Finance Coordinator Director Grants</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Ensure fiscal compliance with federal awards though a district wide Financial Coordinator</p> <p><b>Evidence that Demonstrates Success:</b> Effective use of federal funding</p> <p><b>Staff Responsible for Monitoring:</b> Chief Financial Officer Finance Coordinator Director of Grants</p> <p><b>Funding Sources:</b> - 211 Title I</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Performance Objective 2:** Ensure fiscal integrity by creating and maintaining a sufficient operating budget for the everyday operations of the District.

**Evaluation Data Sources:** Maintain a balanced budget each year that meets the goals and needs for that fiscal year and compare year-end Fund Balance to the year-end total General Fund Expenditures. Communication with stakeholders on the budget development process and the development of a comprehensive budget book. Receive communications from TASBO, GFOA and ASBO sharing that the award has been granted, Review campus/department's weekly budget report and provide monthly financial reports to the Board. Reports on the conclusion of the cash flow audit are provided to the appropriate administration each year. Review each campus/department's procurement items to ensure that they follow the Procurement Guidelines. Establish quarterly meetings during the development phase and then each year review the comprehensive Capital Needs report during the budget development process.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> An Annual Budget developed that supports district priorities, objectives, and goals while maintaining fiscal responsibility, aligning with our District mission, and maintaining a healthy fund balance.</p> <p><b>Evidence that Demonstrates Success:</b> Adopt a balanced annual budget by date established by TEA and maintain an annual General Fund balance of greater than 25% at the end of the fiscal year.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Financial Officer</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The Budget Development process will demonstrate the District's transparency, integrity and honesty in all financial reporting while submitting financial documents in line with fiscal and transparency awards.</p> <p><b>Evidence that Demonstrates Success:</b> To provide the financial resources needed to sufficiently support salaries, instructional programs and materials. Receive the fiscal and transparency State and National awards each year.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Financial Officer</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Monthly individual Budget reviews to ensure meeting budget guidelines and student focus as well as quarterly cash audits for all campuses/departments that manage cash.</p> <p><b>Evidence that Demonstrates Success:</b> Ensure appropriate current-year spending, District's procurement processes are followed, and Budget Manager monitors budgets. Ensure all campuses follow the District's Financial Procedures related to cash flow.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Financial Officer Director of Accounting Director of Purchasing Finance Coordinator</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Annual review and update of Financial Procedures to ensure purposefulness and support federal and state requirements, as well as, the District's priorities and mission.</p> <p><b>Evidence that Demonstrates Success:</b> Provide an annually updated comprehensive and understandable Financial Procedures Manual and State and Federal Grants Manual for all District staff that provides the guidance for the financial process.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Accounting Director of Purchasing Finance Coordinator Director of Grants</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Work with key administrators to strengthen and further define multi-year capital needs plans to see if the projects can be budgeted and are fiscally sustainable.</p> <p><b>Evidence that Demonstrates Success:</b> The development and annual update of a comprehensive capital needs plan for appropriate departments to ensure that the capital needs can be funded each year.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Financial Officer Executive Director of Support Services</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

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

**Performance Objective 3:** Educate stakeholders about the public education financial system and the funding of Red Oak ISD through regular and transparent communication.





**Evaluation Data Sources:** Periodic updates to the Board as issues come forward that impact the District and funding, Continue to provide updates to the District's website regarding the changes to the financial position of the District. Successfully sharing of information and trainings to community groups throughout the year.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continuously monitor local, state and federal legislation that may impact our financial planning and communicate any financial impacts to the stakeholders.</p> <p><b>Evidence that Demonstrates Success:</b> Monitor any current legislation to ensure that all stakeholder's are aware of any financial changes that will impact the District.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Financial Officer</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Engage all stakeholders through different methods to communicate the District's ongoing financial position and educate stakeholders regarding school finance.</p> <p><b>Evidence that Demonstrates Success:</b> Assist all stakeholders in better understanding the State funding method and the District's current financial situation.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Financial Officer Chief Communications Officer</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Offer school finance trainings to District and community groups on a regular basis.</p> <p><b>Evidence that Demonstrates Success:</b> Provide community groups School Funding 101 sessions as requested or needed.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Financial Officer</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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.

**Evaluation Data Sources:** Annual Demographic Projection Reports; documentation of completed projects, Construction Schedule





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Review student enrollment projections and continue to review the current ROISD facility plan for opportunities to address documented needs.</p> <p><b>Evidence that Demonstrates Success:</b> adequate space on each campus for students; facility upgrades that can be accomplished through local district funds</p> <p><b>Staff Responsible for Monitoring:</b> Chief Operations Officer Chief Financial Officer Deputy Superintendent</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Complete construction of second middle school.</p> <p><b>Evidence that Demonstrates Success:</b> additional space for grades 6-8 with a 1,200 student capacity and 188,000 square feet</p> <p><b>Staff Responsible for Monitoring:</b> Chief Operations Officer Chief Financial Officer Superintendent</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continue to review the current ROISD facility plan for opportunities to address documented needs</p> <p><b>Evidence that Demonstrates Success:</b> Documentation of completed projects</p> <p><b>Staff Responsible for Monitoring:</b> Chief Operations Officer</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Performance Objective 2:** Ensure District facilities meet or exceed safety and security standards for physical requirements, technology systems, and implementation of procedures and protocols.

**Evaluation Data Sources:** Purchase orders and timelines and completion of mandates, Complete the Cybersecurity Rubric for Education and create a plan for continuous improvement, Employee sign in sheets, Documentation through Raptor, Approved submission by the Texas School Safety Center





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue implementation/monitor new safety and security mandates from TEA through Spring 2025.  <b>Evidence that Demonstrates Success:</b> Student and Staff Safety  <b>Staff Responsible for Monitoring:</b> Chief Operations Officer                      ROISD Chief of Police                      Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Evaluate and update district technology infrastructure, equipment and protocols to ensure implementation of legislative requirements and best practices.  <b>Evidence that Demonstrates Success:</b> District Technology prepared for possible cyber attack  <b>Staff Responsible for Monitoring:</b> Chief Technology Officer</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide District Wide safety training before each new school year to all staff members, training should include utilization of the Raptor ALERT an Accountability/Reunification system and the Standard Response Protocols (SRP).  <b>Evidence that Demonstrates Success:</b> Student and Staff Safety  <b>Staff Responsible for Monitoring:</b> ROISD Chief of Police                      Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Conduct two Safety Weeks, one in the Fall and one in the Spring, and conduct other drills throughout the school year, testing the campus responses to all the different parts of the SRP.  <b>Evidence that Demonstrates Success:</b> Student and Staff Safety  <b>Staff Responsible for Monitoring:</b> ROISD Chief of Police                      Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Continually Update the District's Emergency Operations Plan by the timelines provided by State Law. <b>Evidence that Demonstrates Success:</b> Student and Staff Safety, updated Plan <b>Staff Responsible for Monitoring:</b> ROISD Chief of Police	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

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

**Performance Objective 3:** Attempt to have facilities meet or exceed minimum standards for all programs to provide opportunities for student participation.





**Evaluation Data Sources:** Annual Enrollment for Campuses/Grade Levels/Programs, Student program participation reports with facility needs

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Review and analyze the student populations within ROISD. <b>Evidence that Demonstrates Success:</b> adequate space on each campus for students to participate in programs <b>Staff Responsible for Monitoring:</b> Chief Operations Officer Chief Academics Officer Campus Principals	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Monitor student programs within the district in terms of student participation and facility needs. <b>Evidence that Demonstrates Success:</b> adequate space on each campus for students to participate in programs <b>Staff Responsible for Monitoring:</b> Chief Operations Officer Chief Academics Officer Campus Principals Director of Athletics Director of Career and Technical Education Executive Director of Specialized Learning Director of Fine Arts	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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 communications.





**Evaluation Data Sources:** Baseline of tools, then re-measure of usage; review parent contact information each semester to reduce bounces

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide resources for the campus newsletters and utilize the weekly District Newsletter for information, repost online for access.</p> <p><b>Evidence that Demonstrates Success:</b> Create graphics files and easy-to-use content each month. Master plan for social media, reels, and video production.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Communication Officer</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Enhance web presence.</p> <p><b>Evidence that Demonstrates Success:</b> Update web presence and dedicated staff member for the new site launch. Enhance training of campus webmasters and administrators.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Communication Officer</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 5: Communications:** Ensure District is connected to the community in partnerships to further student success while communicating transparently and effectively.

**Performance Objective 2:** Provide opportunities to foster positive relationships between students, parents, schools, staff, and the community.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop with the Principals and communicate an annual engagement plan.  <b>Evidence that Demonstrates Success:</b> Outline the calendar of events and engagement opportunities each month. Encourage all to participate in one group, club, event, or activity per semester.  <b>Staff Responsible for Monitoring:</b> Chief Communication Officer</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop with the Principals an annual volunteer recruitment plan.  <b>Evidence that Demonstrates Success:</b> Create a roadmap for campus volunteer opportunities. Encourage parents to volunteer once a semester at their school.  <b>Staff Responsible for Monitoring:</b> Volunteer Coordinator</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Saundra King	Financial Coordinator	Title I	.2

# Assurances

## Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
  - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
  - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

**Signature indicates the 10 assurances are included in the LEA Plan** Signature of Assurance

# District Funding Summary

199 25 Bi Lingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$74,639.00
<b>+/- Difference</b>					\$74,639.00
211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2			\$0.00
1	3	3			\$0.00
3	1	3			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$664,735.00
<b>+/- Difference</b>					\$664,735.00
244 Career and Tech					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$50,855.00
<b>+/- Difference</b>					\$50,855.00
255 Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3			\$0.00
2	1	3			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$164,958.00
<b>+/- Difference</b>					\$164,958.00

263 Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$83,011.00
<b>+/- Difference</b>					\$83,011.00
289 Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$50,236.00
<b>+/- Difference</b>					\$50,236.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$1,419,567.00
<b>+/- Difference</b>					\$1,419,567.00
429 Strong Foundations					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$200,000.00
<b>+/- Difference</b>					\$200,000.00
<b>Grand Total Budgeted</b>					\$2,708,001.00
<b>Grand Total Spent</b>					\$0.00
<b>+/- Difference</b>					\$2,708,001.00

# Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the District Improvement Plan:

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

Daily Enrollment & Attendance Analysis for the Day ending: 10-8-2025

RED OAK HIGH SCHOOL - 001						Total Absences:		2nd SW ADA Percentage Breakdown		
	CY	EOY 2024-25	EOY 2023-24	EOY 2022-23	EOY 2021-22			ROHS	10-08 Only	9-22 THRU 10-31
12th Grade	575	525	458	518	480	Daily ADA		12th Grade	94.22	93.67
11th Grade	553	561	506	438	500		2178.00	11th Grade	94.78	94.92
10th Grade	602	573	606	507	458	2ND SW ADA		10th Grade	94.68	95.09
9th Grade	568	596	579	653	556		2172.36	9th Grade	96.82	95.73
<b>Total Enrollment</b>	<b>2298</b>	<b>2255</b>	<b>2149</b>	<b>2116</b>	<b>1994</b>	Yearly ADA				
							2164.89			

RED OAK MIDDLE SCHOOL - 041						Total Absences:		2nd SW ADA Percentage Breakdown		
	CY	EOY 2024-25	EOY 2023-24	EOY 2022-23	EOY 2021-22			ROMS	10-08 Only	9-22 THRU 10-31
8th Grade	231	532	552	543	588	Daily ADA		8th Grade	95.65	96.94
7th Grade	281	463	515	518	512		733.00	7th Grade	95.74	97.47
6th Grade	247	501	460	490	492	2ND SW ADA		6th Grade	98.38	97.31
<b>Total Enrollment</b>	<b>759</b>	<b>1496</b>	<b>1527</b>	<b>1551</b>	<b>1592</b>		734.91			
						Yearly ADA				
							727.78			

SHAW MIDDLE SCHOOL - 042						Total Absences:		2nd SW ADA Percentage Breakdown		
	CY	EOY 2024-25	EOY 2023-24	EOY 2022-23	EOY 2021-22			JSMS	10-08 Only	9-22 THRU 10-31
8th Grade	239					Daily ADA		8th Grade	97.07	95.82
7th Grade	231						660.00	7th Grade	94.35	94.99
6th Grade	220					2ND SW ADA		6th Grade	95.81	96.70
<b>Total Enrollment</b>	<b>690</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>		659.00			
						Yearly ADA				
							656.03			

ELLIS COUNTY JJAEP - 009						Total Absences:		2nd SW ADA Percentage Breakdown		
	CY	EOY 2024-25	EOY 2023-24	EOY 2022-23	EOY 2021-22			JJAEP	8-29 Only	9-22 THRU 10-31
12th Grade	0					Daily ADA		12th Grade		
11th Grade	1						-	11th Grade		
10th Grade	1					2ND SW ADA		10th Grade		
9th Grade	0						-	9th Grade		
8th Grade	0					Yearly ADA		8th Grade		
7th Grade	0						-	7th Grade		
6th Grade	0						-	6th Grade		
5th Grade	0						-	5th Grade		
<b>Total Enrollment</b>	<b>2</b>		<b>0</b>							

<b>RED OAK ELEMENTARY - 101</b>					
	<b>EOY</b>	<b>EOY</b>	<b>EOY</b>	<b>EOY</b>	
	<b>2024-25</b>	<b>2023-24</b>	<b>2022-23</b>	<b>2021-22</b>	
<b>CY</b>					
5th Grade	76	83	101	70	113
4th Grade	79	80	72	99	75
3rd Grade	88	81	87	71	97
2nd Grade	64	83	75	89	68
1st Grade	56	59	82	73	94
Kinder	63	55	56	87	62
Pre-K	30	35	37	31	38
EE	18	33	23	19	22
<b>Total Enrollment</b>	<b>474</b>	<b>509</b>	<b>533</b>	<b>539</b>	<b>569</b>

<b>Total Absences:</b>	<b>14.5</b>
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<b>Daily ADA</b>	<b>% of Attendance</b>
<b>441.50</b>	<b>96.82</b>
<b>2ND SW ADA</b>	<b>% of Attendance</b>
<b>439.72</b>	<b>96.22</b>
<b>Yearly ADA</b>	<b>% of Attendance</b>
<b>440.14</b>	<b>96.16</b>

<b>2nd SW ADA Percentage Breakdown</b>		
<b>ROE</b>	<b>10-08 Only</b>	<b>9-22 THRU 10-31</b>
5th Grade	96.05	96.56
4th Grade	94.94	95.85
3rd Grade	97.73	97.13
2nd Grade	96.88	95.31
1st Grade	96.43	96.15
Kinder	98.41	95.82
Pre-K	96.67	96.54
EE	100.00	96.54

<b>WOODEN ELEMENTARY - 102</b>					
	<b>EOY</b>	<b>EOY</b>	<b>EOY</b>	<b>EOY</b>	
	<b>2024-25</b>	<b>2023-24</b>	<b>2022-23</b>	<b>2021-22</b>	
<b>CY</b>					
5th Grade	77	98	89	92	96
4th Grade	85	77	99	76	87
3rd Grade	89	83	69	92	74
2nd Grade	59	89	83	59	87
1st Grade	77	67	95	79	60
Kinder	59	73	60	83	72
Pre-K	44	33	44	28	38
EE	2	3	2	2	1
<b>Total Enrollment</b>	<b>492</b>	<b>523</b>	<b>541</b>	<b>511</b>	<b>515</b>

<b>Total Absences:</b>	<b>13</b>
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<b>Daily ADA</b>	<b>% of Attendance</b>
<b>456.50</b>	<b>97.54</b>
<b>2ND SW ADA</b>	<b>% of Attendance</b>
<b>457.91</b>	<b>97.54</b>
<b>Yearly ADA</b>	<b>% of Attendance</b>
<b>451.50</b>	<b>96.94</b>

<b>2nd SW ADA Percentage Breakdown</b>		
<b>HAW</b>	<b>10-08 Only</b>	<b>9-22 THRU 10-31</b>
5th Grade	97.40	97.87
4th Grade	100.00	98.82
3rd Grade	95.51	97.87
2nd Grade	98.31	96.80
1st Grade	96.10	97.05
Kinder	100.00	96.30
Pre-K	93.02	97.06
EE	100.00	100.00

<b>EASTRIDGE ELEMENTARY - 103</b>					
	<b>EOY</b>	<b>EOY</b>	<b>EOY</b>	<b>EOY</b>	
	<b>2024-25</b>	<b>2023-24</b>	<b>2022-23</b>	<b>2021-22</b>	
<b>CY</b>					
5th Grade	103	87	105	87	69
4th Grade	79	101	90	99	75
3rd Grade	93	80	101	77	89
2nd Grade	81	88	82	89	67
1st Grade	68	81	85	80	86
Kinder	73	60	75	71	68
Pre-K	37	29	21	21	21
EE	4	3	6	3	4
<b>Total Enrollment</b>	<b>538</b>	<b>529</b>	<b>565</b>	<b>527</b>	<b>479</b>

<b>Total Absences:</b>	<b>22.5</b>
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<b>Daily ADA</b>	<b>% of Attendance</b>
<b>494.50</b>	<b>95.65</b>
<b>2ND SW ADA</b>	<b>% of Attendance</b>
<b>489.59</b>	<b>95.76</b>
<b>Yearly ADA</b>	<b>% of Attendance</b>
<b>485.71</b>	<b>96.03</b>

<b>2nd SW ADA Percentage Breakdown</b>		
<b>EES</b>	<b>10-08 Only</b>	<b>9-22 THRU 10-31</b>
5th Grade	96.12	95.52
4th Grade	97.47	95.58
3rd Grade	95.70	98.03
2nd Grade	95.06	94.94
1st Grade	97.06	96.40
Kinder	93.15	94.35
Pre-K	91.89	93.11
EE	100.00	100.00

SHIELDS ELEMENTARY - 105		EOY	EOY	EOY	EOY
	CY	2024-25	2023-24	2022-23	2021-22
5th Grade	105	91	84	109	100
4th Grade	100	102	87	83	107
3rd Grade	99	98	100	76	74
2nd Grade	94	88	93	93	77
1st Grade	98	90	87	83	79
Kinder	82	91	82	85	78
Pre-K	41	40	43	44	34
EE	19	46	34	25	22
<b>Total Enrollment</b>	<b>638</b>	<b>646</b>	<b>610</b>	<b>598</b>	<b>571</b>

Total Absences:	17.5
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Daily ADA	% of Attendance
595.00	97.14
2ND SW ADA	% of Attendance
579.95	95.27
Yearly ADA	% of Attendance
579.05	95.99

2nd SW ADA Percentage Breakdown		
DTS	10-08 Only	9-22 THRU 10-31
5th Grade	97.14	97.05
4th Grade	99.00	96.26
3rd Grade	98.99	97.31
2nd Grade	95.74	96.42
1st Grade	97.96	94.88
Kinder	92.68	89.60
Pre-K	97.44	93.98
EE	100.00	88.18

SCHUPMANN - 107		EOY	EOY	EOY	EOY
	CY	2024-25	2023-24	2022-23	2021-22
5th Grade	142	130	115	113	109
4th Grade	118	142	125	104	98
3rd Grade	106	114	125	116	98
2nd Grade	110	104	104	121	94
1st Grade	115	105	96	103	109
Kinder	94	108	94	94	104
Pre-K	53	47	66	30	36
EE	2	3	3	5	2
<b>Total Enrollment</b>	<b>740</b>	<b>753</b>	<b>728</b>	<b>686</b>	<b>650</b>

Total Absences:	31
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Daily ADA	% of Attendance
681.50	95.65
2ND SW ADA	% of Attendance
681.55	96.15
Yearly ADA	% of Attendance
673.88	96.59

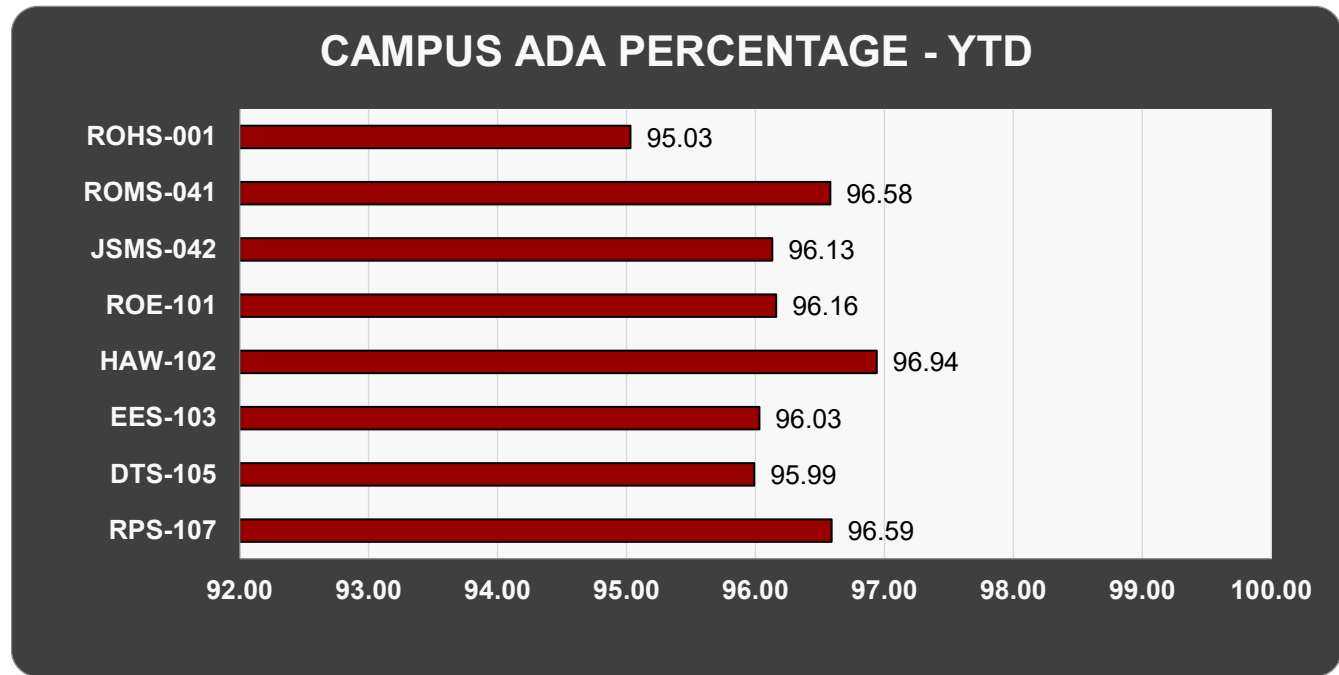
2nd SW ADA Percentage Breakdown		
RPS	10-08 Only	9-22 THRU 10-31
5th Grade	97.18	96.79
4th Grade	94.92	97.07
3rd Grade	98.11	96.73
2nd Grade	97.27	96.14
1st Grade	95.65	96.18
Kinder	88.30	93.37
Pre-K	100.00	95.77
EE	100.00	100.00

ROISD Enrollment/Grade Level		EOY	EOY	EOY	EOY
	CY	2024-25	2023-24	2022-23	2021-22
12th Grade	575	525	458	518	480
11th Grade	554	561	506	438	500
10th Grade	603	575	606	508	458
9th Grade	568	597	579	654	556
8th Grade	470	533	552	545	588
7th Grade	512	463	515	518	512
6th Grade	467	501	460	490	492
5th Grade	503	489	494	471	487
4th Grade	461	502	473	461	442
3rd Grade	475	456	482	432	432
2nd Grade	408	452	437	451	393
1st Grade	414	402	445	418	428
Kinder	371	387	367	420	384
Pre-K	205	184	211	154	167
EE	45	88	68	54	51
<b>Total Enrollment</b>	<b>6631</b>	<b>6715</b>	<b>6653</b>	<b>6532</b>	<b>6370</b>

Total Absences:	236.5
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Daily ADA	% of Attendance
6244.00	96.05
2ND SW ADA	% of Attendance
6215.73	95.79
Yearly ADA	% of Attendance
6179.80	95.88

ROISD Campus YRLY SUM		EOY	EOY	EOY	EOY
	CY	2024-25	2023-24	2022-23	2021-22
ROHS-001	2298	2255	2149	2116	1994
ROMS-041	759	1496	1527	1551	1592
JSMS-042	690	-	-	-	-
ROE-101	474	509	533	539	569
HAW-102	492	523	541	511	515
EES-103	538	529	565	527	479
DTS-105	638	646	610	598	571
RPS-107	740	753	728	686	650
<b>Total Enrollment</b>	<b>6629</b>	<b>6711</b>	<b>6653</b>	<b>6528</b>	<b>6370</b>



YEAR TO DATE	
ROHS-001	95.03
ROMS-041	96.58
JSMS-042	96.13
ROE-101	96.16
HAW-102	96.94
EES-103	96.03
DTS-105	95.99
RPS-107	96.59



# Monthly Financial Report

October 2025

**RED OAK ISD-TAX COLLECTIONS**  
*Monthly Tax Collections*  
*As of August 31, 2025*

**GENERAL FUND**

	<b>MONTHLY</b>	<b>YEAR TO DATE</b>	<b>BUDGET</b>	<b>YTD % OF BUDGET</b>
CURRENT TAXES COLLECTED	3,530	83,000	31,425,166	0.26%
DELINQUENT TAX COLLECTED	40,898	33,245	200,000	16.62%
PENALTIES AND INTEREST COLLECTED	11,961	25,968	200,000	12.98%
<b>TOTAL FUNDS COLLECTED</b>	<b>56,390</b>	<b>142,213</b>	<b>31,825,166</b>	<b>0.45%</b>

**DEBT SERVICE**

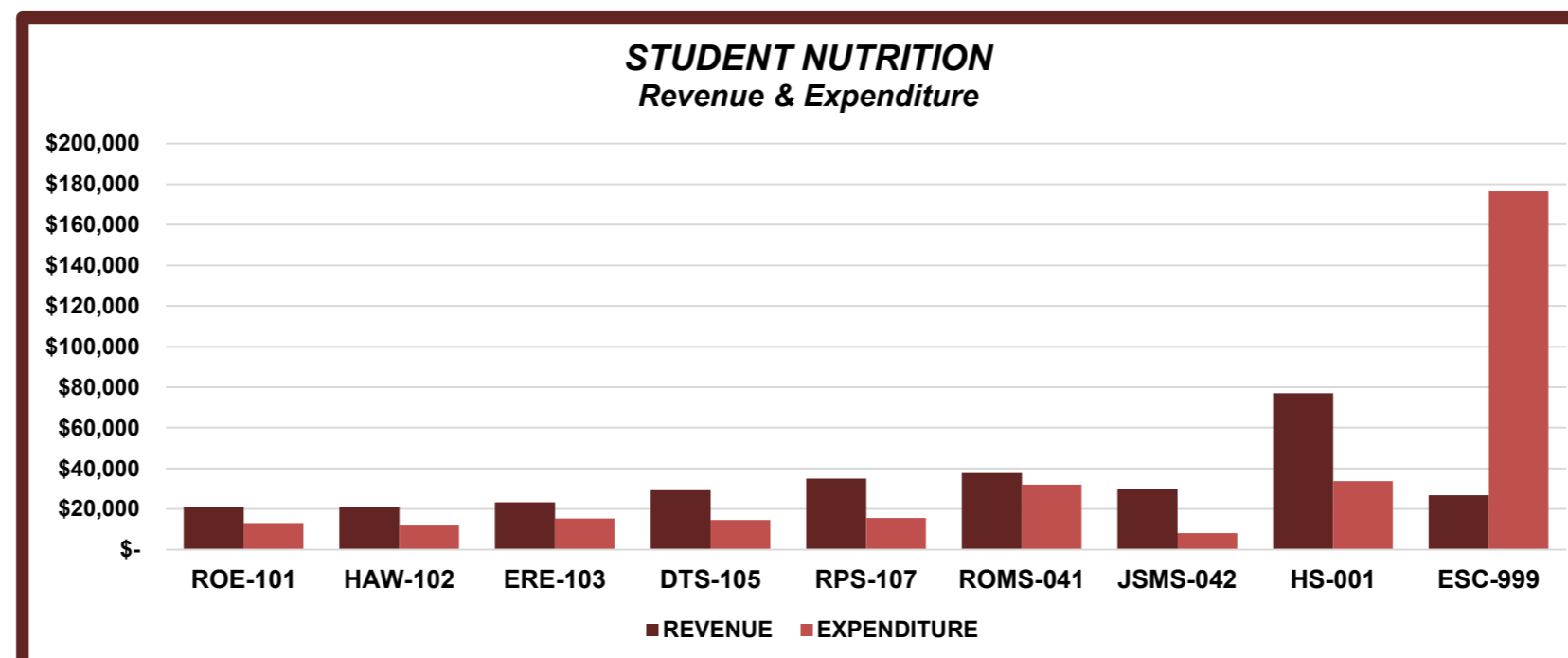
	<b>MONTHLY</b>	<b>YEAR TO DATE</b>	<b>BUDGET</b>	<b>YTD % OF BUDGET</b>
CURRENT TAXES COLLECTED	1,627	38,258	15,342,506	0.25%
DELINQUENT TAX COLLECTED	15,082	11,867	50,000	23.73%
PENALTIES AND INTEREST COLLECTED	4,787	11,275	30,000	37.58%
<b>TOTAL FUNDS COLLECTED</b>	<b>21,497</b>	<b>61,400</b>	<b>15,422,506</b>	<b>0.40%</b>

<b>TOTAL TAX COLLECTIONS</b>	<b>77,886</b>	<b>203,613</b>	<b>47,247,672</b>	<b>0.43%</b>
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**Red Oak ISD - Student Nutrition**  
*Revenue / Expenditure Detail*  
 As of August 31, 2025

	ROE-101	HAW-102	ERE-103	DTS-105	RPS-107	ROMS-041	JSMS-042	HS-001	ESC-999	TOTAL
<b>Average Daily Participation (ADP):</b>										
<b>Breakfast</b>	146	125	184	258	282	177	126	324	0	1,622
<b>Lunch</b>	329	328	332	420	508	617	532	1448	0	4,514
<b>Afterschool</b>	15	18	22	35	30	0	0	0	0	120

	ROE-101	HAW-102	ERE-103	DTS-105	RPS-107	ROMS-041	JSMS-042	HS-001	ESC-999	TOTAL	BUDGET	% EXP TO BUDGET
57xx Local Revenue	\$ 1,376	\$ 1,893	\$ 2,049	\$ 1,737	\$ 2,556	\$ 3,775	\$ 1,856	\$ 13,149	\$ 7,310	\$ 35,701	\$ 500,550	7%
58xx State Matching	-	-	-	-	-	-	-	-	19,472	\$ 19,472	98,500	20%
5921 Federal - Breakfast	4,249	3,641	5,385	7,537	8,230	5,176	3,094	7,900	-	\$ 45,212	808,868	6%
5922 Federal - Lunch	15,543	15,538	15,814	20,107	24,120	28,729	24,789	55,911	-	\$ 200,551	2,750,000	7%
5923 USDA Commodities	-	-	-	-	-	-	-	-	-	\$ -	150,000	0%
5939/49 Other Revenue	-	-	-	-	-	-	-	-	-	\$ -	53,000	0%
<b>TOTAL REVENUE</b>	<b>\$ 21,167</b>	<b>\$ 21,072</b>	<b>\$ 23,248</b>	<b>\$ 29,381</b>	<b>\$ 34,906</b>	<b>\$ 37,680</b>	<b>\$ 29,739</b>	<b>\$ 76,960</b>	<b>\$ 26,782</b>	<b>\$ 300,935</b>	<b>\$ 4,360,918</b>	<b>7%</b>
61xx Payroll	\$ 4,752	\$ 1,858	\$ 2,307	\$ 3,406	\$ 2,319	\$ 5,405	\$ -	\$ 8,672	\$ 90,927	\$ 119,647	\$ 2,099,125	6%
62xx Contracted Services	1,506	1,692	1,432	1,679	1,666	2,647	194	4,398	5,756	\$ 20,971	82,100	26%
63xx Supplies	6,767	8,344	11,520	9,504	11,512	23,882	8,016	20,782	27,894	\$ 128,221	2,367,618	5%
64xx Travel / Miscellaneous	-	-	-	-	-	-	-	-	3,159	\$ 3,159	25,500	12%
66xx Capital Outlay	-	-	-	-	-	-	-	-	48,677	\$ 48,677	119,000	0%
<b>TOTAL EXPENDITURES</b>	<b>\$ 13,025</b>	<b>\$ 11,894</b>	<b>\$ 15,259</b>	<b>\$ 14,589</b>	<b>\$ 15,497</b>	<b>\$ 31,934</b>	<b>\$ 8,210</b>	<b>\$ 33,852</b>	<b>\$ 176,412</b>	<b>\$ 320,674</b>	<b>\$ 4,693,343</b>	<b>7%</b>
<b>Other Sources (Uses)</b>												
Operating Transfers In												
<b>Revenue Over (Under) Expenditures</b>	<b>\$ 8,142</b>	<b>\$ 9,178</b>	<b>\$ 7,989</b>	<b>\$ 14,792</b>	<b>\$ 19,408</b>	<b>\$ 5,746</b>	<b>\$ 21,529</b>	<b>\$ 43,108</b>	<b>\$ (149,631)</b>	<b>\$ (19,738)</b>	<b>\$ (332,425)</b>	



**Red Oak ISD - Debt Service Fund**  
**Revenue / Expenditure Detail**  
**As of August 31, 2025**

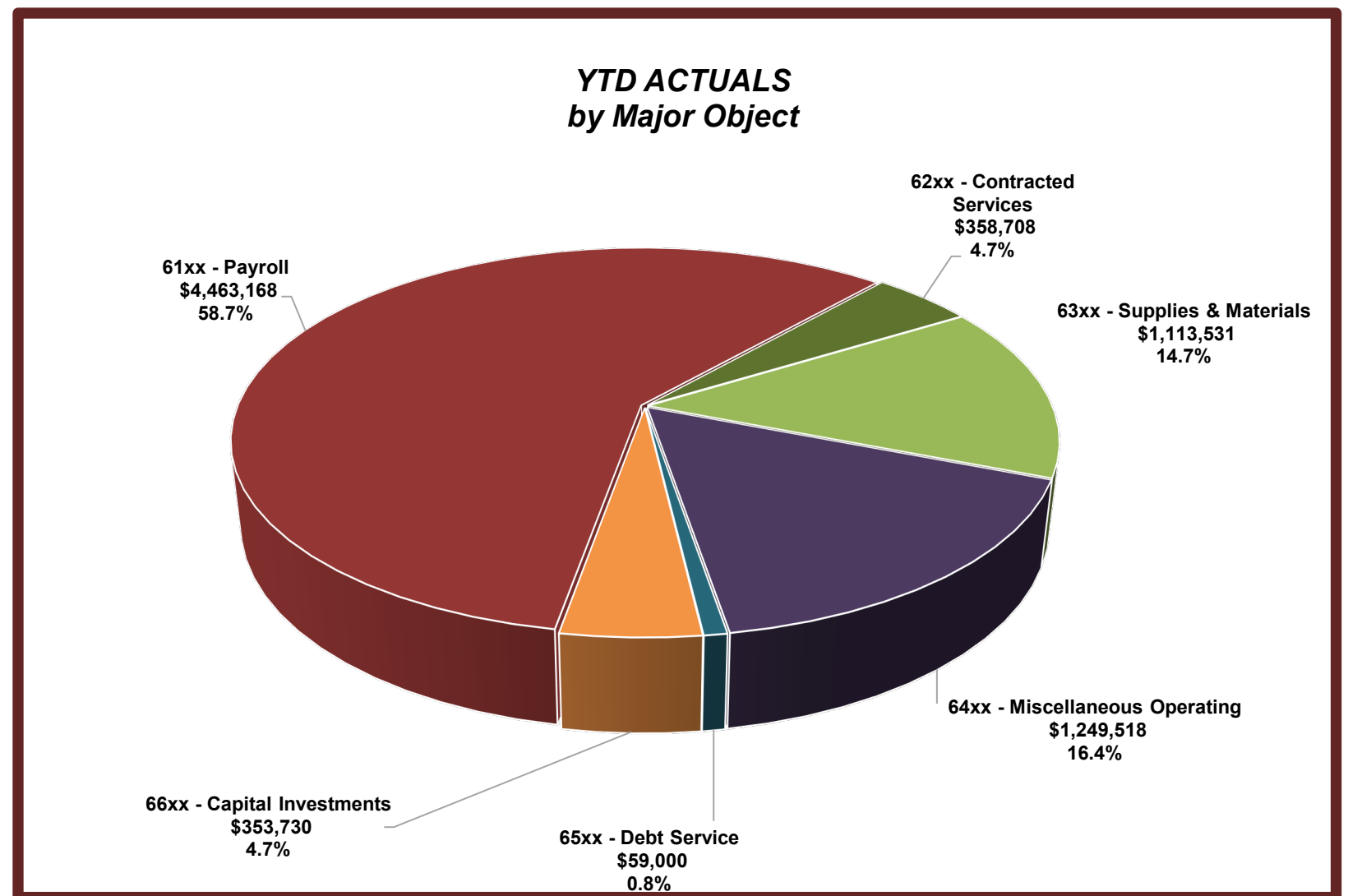
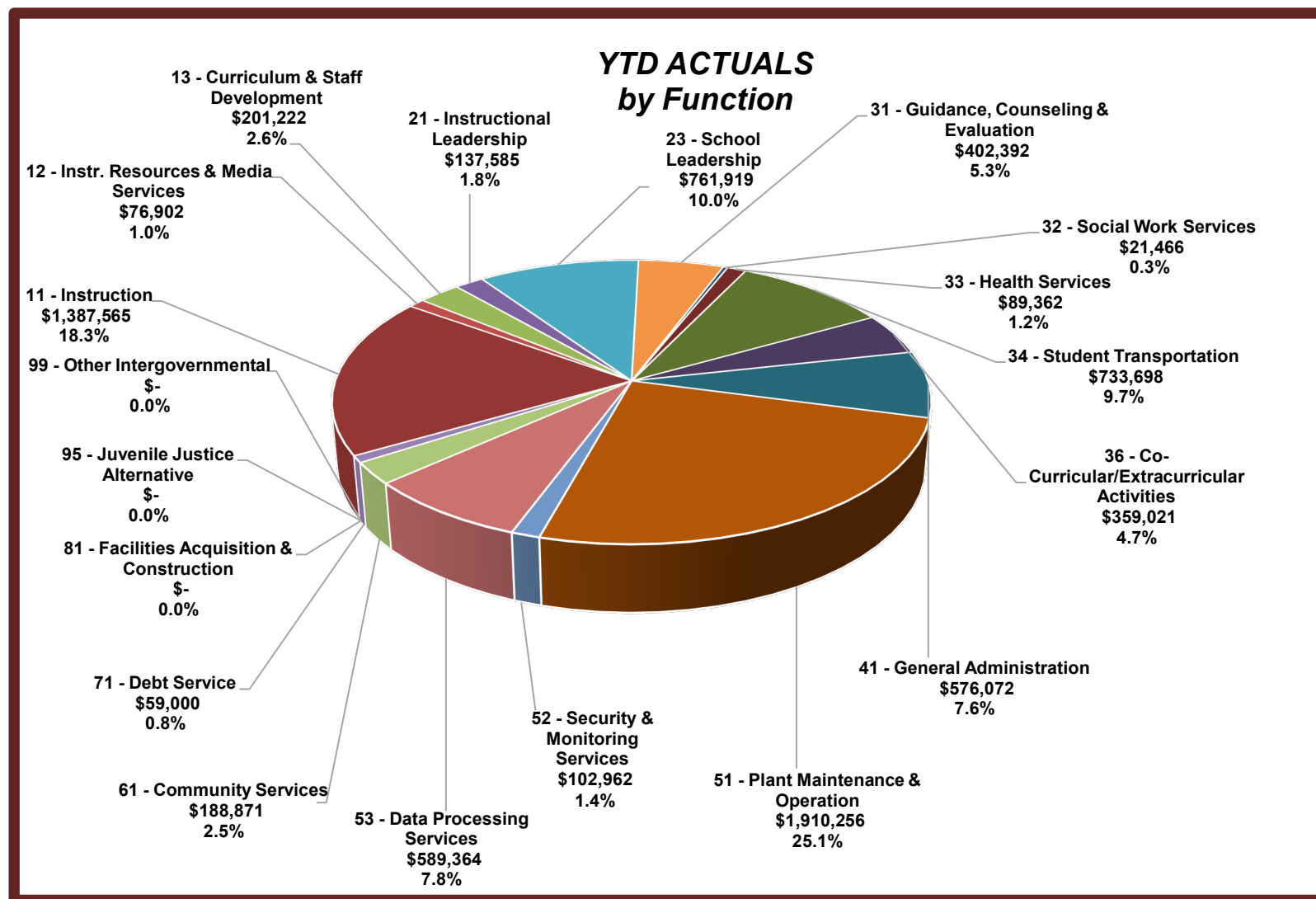
	Budget	YTD Actuals	Outstanding Encumbrances	Balance	% Expended to Budget
<b>Revenues</b>					
57xx Local	\$ 15,772,506	\$ 117,275	\$ -	\$ 15,655,231	0.74%
58xx State	1,548,951	-	-	1,548,951	0.00%
<b>TOTAL</b>	<b>\$ 17,321,457</b>	<b>\$ 117,275</b>	<b>\$ -</b>	<b>\$ 17,204,182</b>	<b>0.68%</b>
<b>Expenditures</b>					
71 Debt Service	\$ 18,737,281	4,125,900	\$ -	\$ 14,611,381	22.02%
<b>TOTAL</b>	<b>\$ 18,737,281</b>	<b>\$ 4,125,900</b>	<b>\$ -</b>	<b>\$ 14,611,381</b>	<b>22.02%</b>
<b>Other Resources/(Uses)</b>					
Issuance of Bonds	\$ -	\$ -	\$ -	\$ -	0.00%
Premium/Discount	-	72,794	-	(72,794)	0.00%
Escrow	-	-	-	-	0.00%
<b>TOTAL</b>	<b>\$ -</b>	<b>\$ 72,794</b>	<b>\$ -</b>	<b>\$ (72,794)</b>	<b>0.00%</b>
<b>Revenue Over (Under) Expenditures</b>	<b>\$ (1,415,824)</b>	<b>\$ (3,935,831)</b>	<b>\$ -</b>	<b>\$ 2,520,007</b>	

**Red Oak ISD - General Fund**  
**Revenue/Expenditure Detail**  
**As of August 31, 2025**

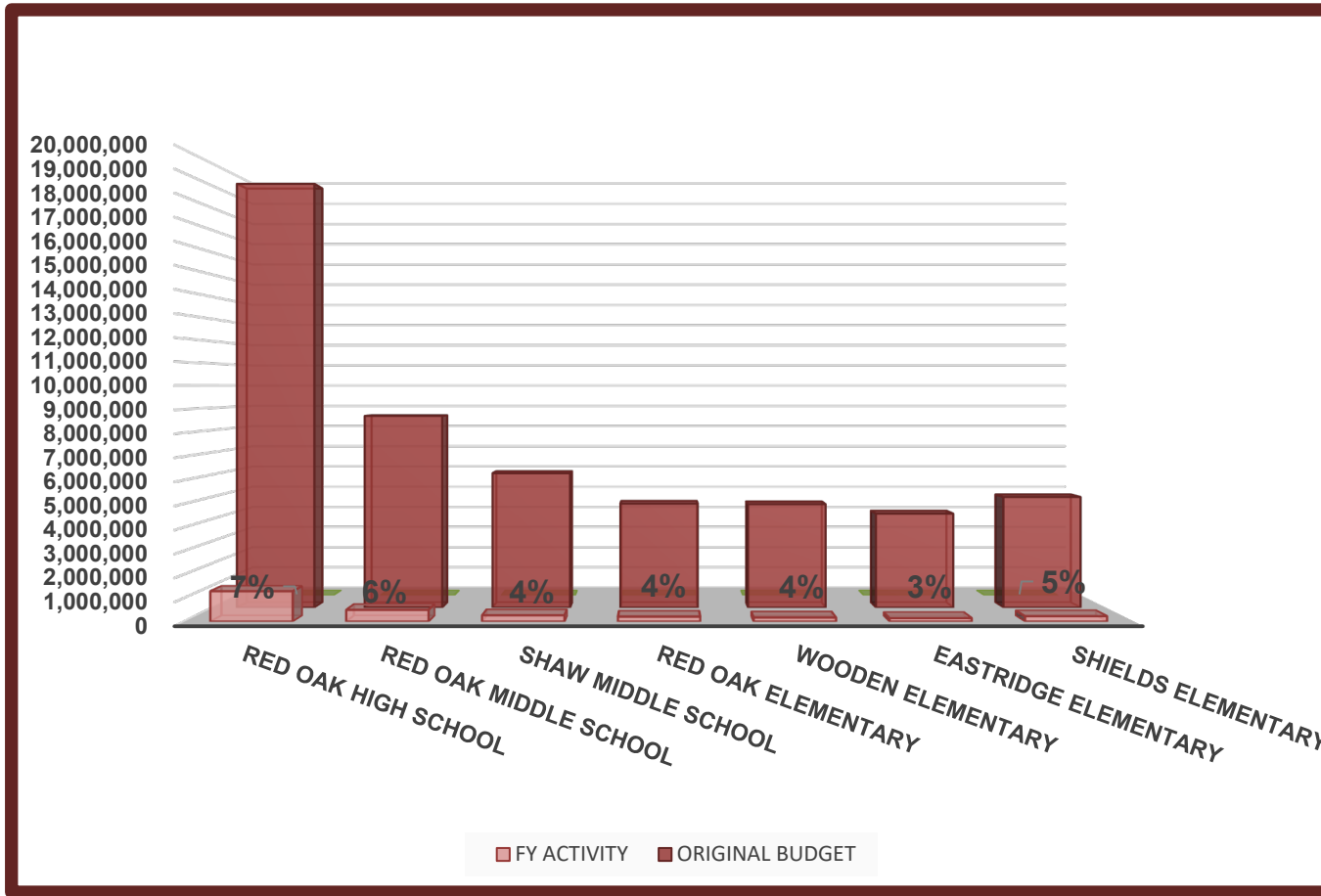
	Budget	2025-2026 YTD Actuals (Unaudited)	Outstanding Encumbrances	Balance	% Expended to Budget	2024-2025 YTD Actuals (Unaudited)	YTD Actuals Variance
<b>Revenues</b>							
57xx Local	\$ 34,554,666	\$ 403,631	\$ -	\$ 34,151,035	1.17%	\$ 202,429	\$ 201,202
58xx State	47,391,753	652,058	-	46,739,695	1.38%	314,921	337,137
59xx Federal	850,000	113,426	-	736,574	13.34%	-	113,426
79xx Non Operating Revenue							
<b>TOTAL</b>	<b>\$ 82,796,419</b>	<b>\$ 1,169,115</b>	<b>\$ -</b>	<b>\$ 81,627,304</b>	<b>1%</b>	<b>\$ 517,350</b>	<b>\$ 651,765</b>
<b>Expenditures</b>							
11 Instruction	\$ 43,063,856	\$ 1,387,565	\$ 531,072	\$ 41,145,219	4.46%	\$ (1,851,945)	\$ 3,239,510
12 Instr. Resources & Media Services	757,352	76,902	21,005	659,445	12.93%	(36,144)	113,046
13 Curriculum & Staff Development	2,451,578	201,222	15,437	2,234,920	8.84%	13,413	187,809
21 Instructional Leadership	852,917	137,585	2,960	712,372	16.48%	81,200	56,385
23 School Leadership	5,531,685	761,919	7,449	4,762,317	13.91%	254,661	507,258
31 Guidance, Counseling & Evaluation	4,513,497	402,392	100,515	4,010,590	11.14%	80,551	321,841
32 Social Work Services	134,903	21,466	277	113,160	16.12%	9,836	11,630
33 Health Services	978,499	89,362	15,395	873,743	10.71%	(46,972)	136,334
34 Student Transportation	3,382,936	733,698	273,871	2,375,367	29.78%	49,724	683,973
36 Co-Curricular/Extracurricular Activities	2,793,566	359,021	111,371	2,323,175	16.84%	85,281	273,740
41 General Administration	3,179,128	576,072	127,128	2,475,928	22.12%	300,177	275,895
51 Plant Maintenance & Operation	8,410,487	1,910,256	1,942,165	4,558,066	45.80%	1,526,755	383,501
52 Security & Monitoring Services	1,743,179	102,962	492,303	1,147,914	34.15%	58,880	44,082
53 Data Processing Services	2,038,926	589,364	136,190	1,313,373	35.59%	360,118	229,246
61 Community Services	2,050,160	188,871	6,799	1,854,491	9.54%	27,428	161,443
71 Debt Service	448,750	59,000	-	389,750	13.15%	-	59,000
81 Facilities Acquisition & Construction	-	-	-	-	0.00%	-	-
95 Juvenile Justice Alternative	40,000	-	11,250	28,750	28.13%	-	-
99 Other Intergovernmental	425,000	-	445,936	(20,936)	104.93%	-	-
<b>TOTAL</b>	<b>\$ 82,796,419</b>	<b>\$ 7,597,656</b>	<b>\$ 4,241,120</b>	<b>\$ 70,957,643</b>	<b>14%</b>	<b>\$ 912,964</b>	<b>\$ 6,684,692</b>
<b>Other Resources/(Uses)</b>							
Sale of Property	\$ 0	\$ -	\$ -	\$ -	0.00%	\$ -	\$ -
	\$ 0	\$ -	\$ -	\$ 0	0%	\$ -	\$ -
<b>Revenue Over (Under) Expenditures</b>	<b>\$ 0</b>	<b>\$ (6,428,541)</b>	<b>\$ (4,241,120)</b>	<b>\$ 10,669,661</b>		<b>\$ (395,614)</b>	<b>\$ (6,032,927)</b>

\*The District reports on the modified accrual basis.

**Red Oak ISD - General Fund**  
**Revenue / Expenditure Detail**  
**As of August 31, 2025**



**Red Oak ISD - General Fund  
Comparison by Campus  
As of August 31, 2025**



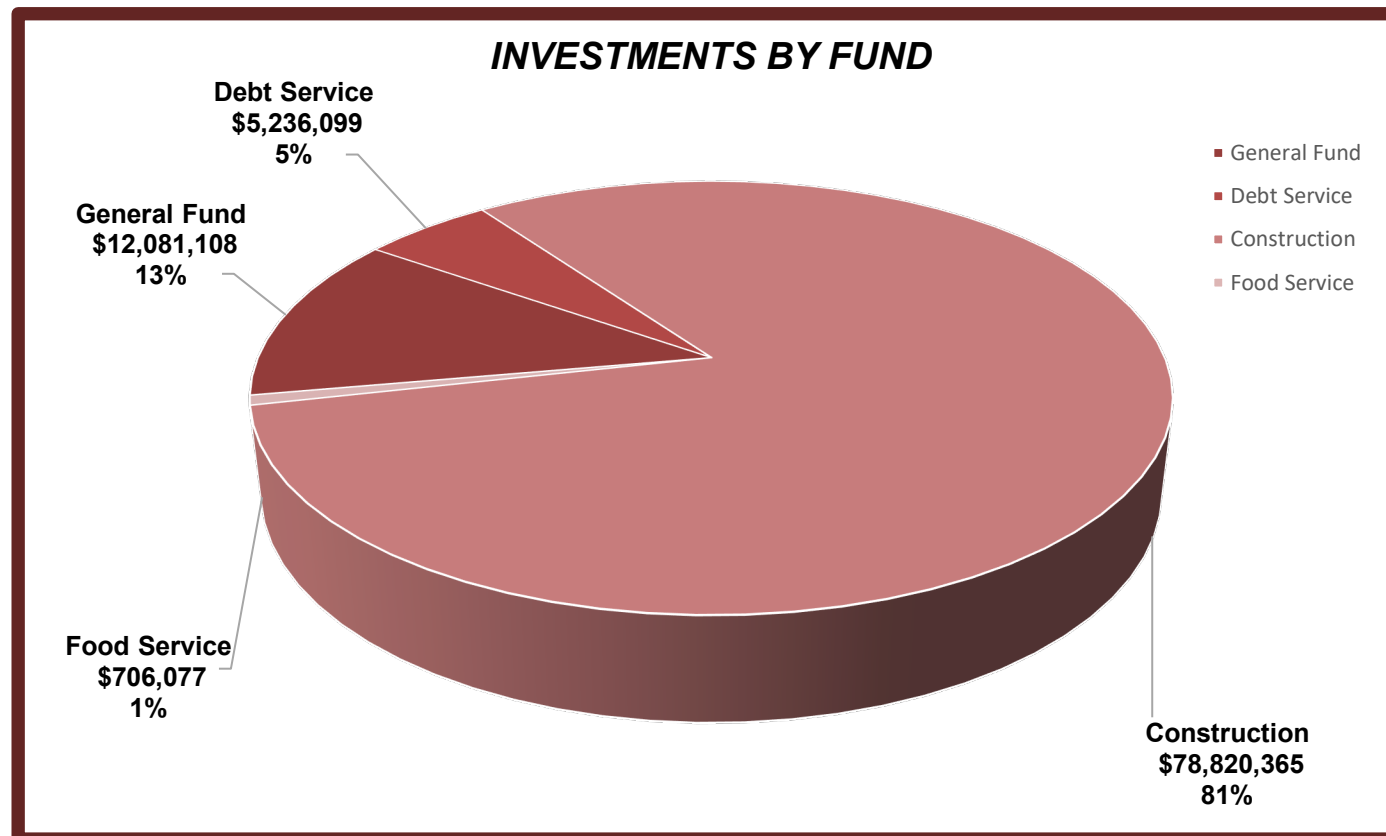
**Red Oak Independent School District  
Government Investment Pools  
As of First Quarter ending September 30, 2025**

INVESTMENT POOL ACCOUNTS	BEGINNING BALANCE 07/01/2025	DEPOSITS	WITHDRAWALS	INTEREST FOR FIRST QUARTER	ENDING BALANCE 08/31/2025	INTEREST RATE	INTEREST YEAR TO DATE
<b><u>TEXSTAR</u></b>							
General Fund	\$ 11,170.44	\$ -	\$ -	81.58	\$ 11,252.02	4.2859%	\$ 81.58
Construction	846.48	-	-	6.20	852.68	4.2859%	6.20
<b><u>TEXPOOL</u></b>							
General/Construction Fund	2,829.46	-	-	21.08	2,850.54	4.3052%	21.08
Money Market	1,631.50	-	-	11.78	1,643.28	4.3052%	11.78
<b><u>FIRST PUBLIC-GOV.OVERNIGHT</u></b>							
General Fund	16,108,996.31	9,404,406.73	13,541,654.19	93,613.00	12,065,361.85	4.3099%	93,613.00
Debt Service	9,154,816.27	78,529.50	4,053,106.25	55,859.13	5,236,098.65	4.3099%	55,859.13
Construction	4,246,138.01	175,200,000.00	100,950,000.00	323,374.13	78,819,512.14	4.3099%	323,374.13
Food Service	1,066,858.91	32,220.94	400,000.00	6,997.27	706,077.12	4.3099%	6,997.27
<b>TOTAL INVESTMENT POOLS</b>	<b>\$ 30,593,287</b>	<b>\$ 184,715,157</b>	<b>\$ 118,944,760</b>	<b>\$ 479,964</b>	<b>\$ 96,843,648</b>		<b>\$ 479,964</b>

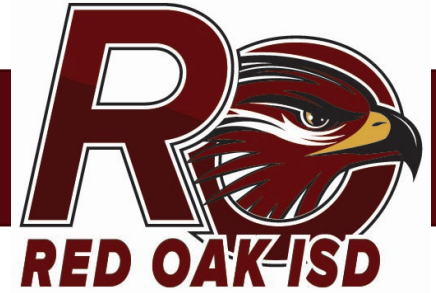
We, the approved Investment Officers of Red Oak ISD, hereby certify the Investment Report represents the government investment portion of the District as of the above date in compliance with the Texas Public Funds Investment Act and Red Oak ISD Investment Policy CDA

\_\_\_\_\_  
(signature on file)  
William Johnston, Ed.D., CPA  
Assistant Superintendent of Business Services/CFO

\_\_\_\_\_  
(signature on file)  
Saundra King, RTSBA  
Finance Coordinator



# Questions



**Bill Johnston**

**Chief Financial Officer**

**972-617-4005**

**[bill.johnston@redoakisd.org](mailto:bill.johnston@redoakisd.org)**