AGENDA OF RED OAK INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES REGULAR MEETING
Monday, October 19, 2026

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 19, 2026 beginning at 6:00 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
   Karter Price, 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
   A. Consent Agenda
      1. Minutes from School Board Special Meeting on September 15, 2026 6
      2. Minutes from School Board Regular Meeting on September 21, 2026 8
      3. Payment of Current Bills Over $50,000 14
      4. 2026-2027 Additional Days School Year (ADSY) Calendar 18
      5. Leadership and Instructional Foundations for Texas (LIFT) Plus Program Support Contract 21
      6. Purchase of School Buses from the 2027-2028 Budget 27
      7. Reserve Law Enforcement Police Officers 32
      8. School Health Advisory Council (SHAC) for the 2026-2027 School Year 34
      9. School Library Advisory Council (SLAC) Library Book Procurement 35
   B. Consideration and Approval of Annual Investment Report 40
      Dr. Bill Johnston, Chief Financial Officer
   C. Consider and Adopt a Resolution Authorizing the Issuance and Sale of a Red Oak Independent School District Tax and Revenue Anticipation Note; Providing for the Security and Payment Thereof; Approving a 86

Note Purchase Agreement; and Enacting other Provisions Relating Thereto
Dr. Bill Johnston, Chief Financial Officer

8. INFORMATION ITEMS
   - A. Bilingual / ESL Program Evaluation 104
   - B. Campus Improvement Plans
     1. Eastridge Elementary School 140
     2. Red Oak Elementary School 185
     3. Russell P. Schupmann Elementary School 238
     4. Donald T. Shields Elementary School 282
     5. H. A. Wooden Elementary School 339
     6. Red Oak Middle School 400
     7. Dr. Joy Shaw Middle School 438
     8. Red Oak High School 483
   - C. District Improvement Plan 536
   - D. Enrollment Report 591
   - E. Finance Report 595
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. Pursuant to Texas Government Code 551.074, deliberation regarding 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 of employee.
     1. Personnel Matters
     2. Consultation and deliberation regarding the recommendation to terminate Onita Pinckney a term contract employee.
   - 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
    - A. Consideration and Approval of Personnel
      Brenda Sanford, Superintendent

B. Consideration and action regarding the recommendation of the Superintendent or designee to terminate employment and send appropriate notice to Onita Pinckney for good cause, as determined by the Board, pursuant to Section 21.104 of the Texas Education Code and Board Policies DFBA (LEGAL) and DFBA (LOCAL).
Brenda Sanford, Superintendent

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 13, 2026, at 4:00 p.m.

_____
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 SPECIAL MEETING
Tuesday, September 15, 2026

A Special Meeting of the Board of Trustees of Red Oak ISD was held Tuesday, September 15, 2026, beginning at 5:30 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 5:30 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; John Anderson; and Michelle Porter.

   The following Board members were absent: Sean Kelly, Donna Knight, and Brian Sebring.

2. INVOCATION

   Mr. Knight led the invocation.

3. PLEDGES OF ALLEGIANCE

   Ms. Petersen led the Pledges of Allegiance to the American and Texas flags.

4. OPEN FORUM

   No one spoke in Open Forum.

5. BOARD DATA WORKSHOP

   Mr. John Fessenden with lead4ward presented the data workshop, which included an accountability update.

6. ADJOURNMENT

   As there was no further business or action to be taken, the meeting adjourned at 7:05 p.m.

_____
Melanie Petersen, Board President

_____
Sean Kelly, Board Secretary

MINUTES OF THE
RED OAK INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES REGULAR MEETING
Monday, September 21, 2026

A Regular Meeting of the Board of Trustees of Red Oak ISD was held Monday, September 21, 2026, beginning at 6:00 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 6:00 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; and Michelle Porter.

   The following Board member was absent: Brian Sebring.

2. INVOCATION

   Jared Douglas, Lead Pastor of First Baptist Church Red Oak, led the invocation.

3. PLEDGES OF ALLEGIANCE

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

4. OPEN FORUM - PUBLIC HEARING

   A. Public Hearing - Certification of Compliance with Certain Laws under Texas Education Code 39.008, as enacted by Senate Bill 12 (89th Legislative Session) Michelle Ailara, Deputy Superintendent and Dr. Bill Johnston, Chief Financial Officer

      A public hearing was conducted by Michelle Ailara, Deputy Superintendent, regarding Senate Bill 12 of the 89th Texas Legislature, which requires districts to submit a board approved certification of compliance to the Texas Education Agency no later than September 30 of each school year. The public hearing included the following information regarding the Certification of Compliance

with Certain Laws Required: School System Information; Description of Required Policies and Procedures; Policy or Program Changes; Cost Savings; Board Approval; Certification Statement; and annual certification information.

5. SUPERINTENDENT'S REPORT

A. Assessment Update
Megan Corns, Chief of Accountability and Technology

Ms. Corns gave an Assessment Update that included an Accountability Update; STAAR Performance Levels; and STAAR Data.

B. Construction Update
Brent Stanford, Executive Director of Support Services

Mr. Stanford gave an update on current 2025 Bond construction projects, including ROHS practice gym; CTE building; ROHS sub varsity athletic venue; Goodloe Stadium; and Shirley B. Jones Elementary.

C. Red Oak ISD Education Foundation Update
Karen Anderson, Executive Director of Red Oak ISD Education Foundation

Karen Anderson, Executive Director of Red Oak ISD Education Foundation, gave the Board an update on the 2026 Convocation and thanked the donors who provided funds to make the event successful

D. Safety Week Update
Michael Richardson, Director of Safety and Security

Michael Richardson, Director of Safety and Security, gave an update on Safety Week that was held the week of August 31, 2026.

E. District Update
Brenda Sanford, Superintendent

All elementary schools recently celebrated Grandparent's Day. 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.

Red Oak ISD is celebrating National Hispanic Heritage Month from September 15th through October 15th. Keep an eye out for exciting campus activities and events throughout this time.

Friday, October 2nd is a Student Holiday and a Parent-Teacher Conference Day.

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

The next Mobile Food Pantry will be on Thursday, October 8th, at 4 p.m., at the Education Service Center.

Monday, October 12th, is a District Holiday.

The next Regular Board Meeting is scheduled for Monday, October 19th, at 6:00 p.m.

The Homecoming parade will take place on Friday, October 30th. This is also an early release day.

6. OPEN FORUM

The following individual spoke in Open Forum – Ms. Arial Cook. Ms. Cook spoke about the Booster Club Policy Alignment under Board Policy GE.

7. ACTION ITEMS

A. Consent Agenda

1. Minutes from School Board Special Meeting on August 10, 2026
2. Minutes from School Board Regular Meeting on August 24, 2026
3. Payment of Current Bills Over $50,000
4. Board Policy BE (LOCAL), DGBA (LOCAL), EHBE (LOCAL), FNG (LOCAL), AND GF (LOCAL)

Mr. Knight made a motion to approve the Consent Agenda as presented. Mr. Anderson seconded the motion. The motion passed 6 – 0.

BOARD MEMBER	Yea	Nay	Abstain	Absent
Melanie Petersen	X			
Johnny Knight	X			
Sean Kelly	X			
John Anderson	X			
Donna Knight	X			
Michelle Porter	X			
Brian Sebring				X

B. Consideration and Approval of Action Regarding Revolving Line of Credit with Prosperity Bank
Dr. Bill Johnston, Chief Financial Officer

This item was pulled from the agenda and no action was taken.

C. Consideration and Approval of Certification of Compliance with certain Laws under Texas Education Code 39.008, as enacted by Senate Bill 12 (89th Texas Legislative Session)
Michelle Ailara, Deputy Superintendent and Dr. Bill Johnston, Chief Financial Officer

Ms. Knight made a motion to approve the Certification of Compliance with Certain Laws Required by Texas Education Code Section 39.008 and SB 12 as presented. Mr. Kelly seconded the motion. The motion passed 6 – 0.

BOARD MEMBER	Yea	Nay	Abstain	Absent
Melanie Petersen	X			
Johnny Knight	X			
Sean Kelly	X			
John Anderson	X			
Donna Knight	X			
Michelle Porter	X			
Brian Sebring				X

8. INFORMATION ITEMS

A. Enrollment Report
B. Finance Report

9. CLOSED SESSION

The Board convened into Closed Session at 6:58 p.m. Mr. Sebring arrived at 8:02 p.m.

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. Pursuant to Texas Government Code 551.074, deliberation regarding 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. Consultation and deliberation regarding the recommendation to suspend without pay and send notice of proposed termination to Onita Pinckney a term contract employee.
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

The Board reconvened into Open Session at 9:07 p.m.

A. Consideration and Approval of Personnel
Brenda Sanford, Superintendent

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

BOARD MEMBER	Yea	Nay	Abstain	Absent
Melanie Petersen	X			
Johnny Knight	X			
Sean Kelly	X			
John Anderson	X			
Donna Knight	X			
Michelle Porter	X			
Brian Sebring	X			

B. Consideration and possible action regarding the recommendation of the Superintendent or designee to suspend without pay and send notice of proposed termination to Onita Pinckney for good cause, as determined by the Board, pursuant to Section 21.211 of the Texas Education Code and Board Policies DFBA (LEGAL) and DFBA (LOCAL).
Brenda Sanford, Superintendent

Mr. Knight made a motion to approve the recommendation of the Superintendent, as presented, to suspend without pay and send notice of proposed termination to Onita Pinckney, a term contract employee, pursuant to Section 21.211 of the Texas Education Code and Board Policies DFBA (LEGAL) and DFBA (LOCAL). Mr. Sebring seconded the motion. The motion passed 7 – 0.

BOARD MEMBER	Yea	Nay	Abstain	Absent
Melanie Petersen	X			
Johnny Knight	X			
Sean Kelly	X			
John Anderson	X			
Donna Knight	X			
Michelle Porter	X			
Brian Sebring	X			

11. ADJOURNMENT

As there was no further business or action to be taken, the meeting adjourned at 9:09 p.m.

_____
Melanie Petersen, Board President

_____
Sean Kelly, Board Secretary

CHECK NUMBER	VENDOR	AMOUNT	ACCOUNT NUMBER
238234	ELLIS APPRAISAL DIST	116,340.44	199 E 99 6213 00 703 0 99 000
		116,340.44	Totals for 238234
238256	SHELL ENERGY SOLUTIO	770.92	199 E 51 6259 02 001 0 99 000
238256	SHELL ENERGY SOLUTIO	20,178.01	199 E 51 6259 02 041 0 99 000
238256	SHELL ENERGY SOLUTIO	5,407.51	199 E 51 6259 02 102 0 99 000
238256	SHELL ENERGY SOLUTIO	7,277.53	199 E 51 6259 02 105 0 99 000
238256	SHELL ENERGY SOLUTIO	6,069.94	199 E 51 6259 02 999 0 99 000
238256	SHELL ENERGY SOLUTIO	8,058.53	198 E 51 6259 02 999 0 99 000
238256	SHELL ENERGY SOLUTIO	3,370.76	199 E 51 6259 02 870 0 99 000
238256	SHELL ENERGY SOLUTIO	890.23	199 E 51 6259 02 996 0 99 000
238256	SHELL ENERGY SOLUTIO	2,781.04	199 E 51 6259 02 995 0 99 000
238256	SHELL ENERGY SOLUTIO	3,490.88	199 E 51 6259 02 001 0 22 000
238256	SHELL ENERGY SOLUTIO	7,546.45	199 E 51 6259 02 042 0 99 000
		65,841.80	Totals for 238256
262700190	EDUPHORIA! INC	50,289.10	199 E 53 6398 00 999 0 99 000
		50,289.10	Totals for 262700190
		232,471.34	Totals for checks

CHECK NUMBER	VENDOR	AMOUNT	ACCOUNT NUMBER
20776	LABATT FOOD SERVICE	12,061.18	240 E 35 6341 00 001 0 99 000
20776	LABATT FOOD SERVICE	1,067.75	240 E 35 6342 00 001 0 99 000
20776	LABATT FOOD SERVICE	897.03	240 E 35 6341 01 001 0 99 000
20776	LABATT FOOD SERVICE	22.25	240 E 35 6342 01 001 0 99 000
20776	LABATT FOOD SERVICE	7,468.25	240 E 35 6341 00 041 0 99 000
20776	LABATT FOOD SERVICE	735.26	240 E 35 6342 00 041 0 99 000
20776	LABATT FOOD SERVICE	6,950.37	240 E 35 6341 00 042 0 99 000
20776	LABATT FOOD SERVICE	778.90	240 E 35 6342 00 042 0 99 000
20776	LABATT FOOD SERVICE	400.41	240 E 35 6341 00 041 0 99 000
20776	LABATT FOOD SERVICE	580.95	240 E 35 6341 00 042 0 99 000
20776	LABATT FOOD SERVICE	237.07	240 E 35 6341 00 042 0 99 000
20776	LABATT FOOD SERVICE	151.16	240 E 35 6342 00 042 0 99 000
20776	LABATT FOOD SERVICE	3,201.55	240 E 35 6341 00 101 0 99 000
20776	LABATT FOOD SERVICE	456.44	240 E 35 6342 00 101 0 99 000
20776	LABATT FOOD SERVICE	54.66	240 E 35 6341 00 101 0 99 000
20776	LABATT FOOD SERVICE	57.37	240 E 35 6341 00 101 0 99 000
20776	LABATT FOOD SERVICE	4,366.63	240 E 35 6341 00 102 0 99 000
20776	LABATT FOOD SERVICE	212.39	240 E 35 6342 00 102 0 99 000
20776	LABATT FOOD SERVICE	5,213.45	240 E 35 6341 00 103 0 99 000
20776	LABATT FOOD SERVICE	465.77	240 E 35 6342 00 103 0 99 000
20776	LABATT FOOD SERVICE	76.54	240 E 35 6341 00 103 0 99 000
20776	LABATT FOOD SERVICE	36.66	240 E 35 6341 00 103 0 99 000
20776	LABATT FOOD SERVICE	104.63	240 E 35 6342 00 103 0 99 000
20776	LABATT FOOD SERVICE	37.26	240 E 35 6342 00 103 0 99 000
20776	LABATT FOOD SERVICE	195.60	240 E 35 6341 00 105 0 99 000
20776	LABATT FOOD SERVICE	5,476.46	240 E 35 6341 00 105 0 99 000
20776	LABATT FOOD SERVICE	577.00	240 E 35 6342 00 105 0 99 000
20776	LABATT FOOD SERVICE	5,648.49	240 E 35 6341 00 107 0 99 000
20776	LABATT FOOD SERVICE	436.12	240 E 35 6342 00 107 0 99 000
20776	LABATT FOOD SERVICE	114.60	240 E 35 6342 00 999 0 99 000
20776	LABATT FOOD SERVICE	136.43	240 E 35 6341 00 999 0 99 000
		58,218.63	Totals for 20776
20792	LABATT FOOD SERVICE	57.40	240 E 35 6341 00 001 0 99 000
20792	LABATT FOOD SERVICE	14,079.96	240 E 35 6341 00 001 0 99 000
20792	LABATT FOOD SERVICE	1,265.78	240 E 35 6342 00 001 0 99 000
20792	LABATT FOOD SERVICE	456.64	240 E 35 6341 01 001 0 99 000
20792	LABATT FOOD SERVICE	33.11	240 E 35 6342 01 001 0 99 000
20792	LABATT FOOD SERVICE	4,959.03	240 E 35 6341 00 041 0 99 000
20792	LABATT FOOD SERVICE	1,000.47	240 E 35 6342 00 041 0 99 000
20792	LABATT FOOD SERVICE	5,674.22	240 E 35 6341 00 042 0 99 000
20792	LABATT FOOD SERVICE	1,269.45	240 E 35 6342 00 042 0 99 000
20792	LABATT FOOD SERVICE	149.24	240 E 35 6341 00 101 0 99 000
20792	LABATT FOOD SERVICE	2,931.25	240 E 35 6341 00 101 0 99 000
20792	LABATT FOOD SERVICE	517.56	240 E 35 6342 00 101 0 99 000
20792	LABATT FOOD SERVICE	3,265.65	240 E 35 6341 00 102 0 99 000
20792	LABATT FOOD SERVICE	752.54	240 E 35 6342 00 102 0 99 000
20792	LABATT FOOD SERVICE	41.04	240 E 35 6341 00 102 0 99 000
20792	LABATT FOOD SERVICE	48.97	240 E 35 6341 00 102 0 99 000
20792	LABATT FOOD SERVICE	2,550.66	240 E 35 6341 00 103 0 99 000
20792	LABATT FOOD SERVICE	301.33	240 E 35 6342 00 103 0 99 000
20792	LABATT FOOD SERVICE	382.91	240 E 35 6341 00 103 0 99 000
20792	LABATT FOOD SERVICE	5,655.91	240 E 35 6341 00 105 0 99 000
20792	LABATT FOOD SERVICE	865.10	240 E 35 6342 00 105 0 99 000
20792	LABATT FOOD SERVICE	4,076.19	240 E 35 6341 00 107 0 99 000
20792	LABATT FOOD SERVICE	963.53	240 E 35 6342 00 107 0 99 000

CHECK NUMBER	VENDOR	AMOUNT	ACCOUNT NUMBER
20792	LABATT FOOD SERVICE	12,674.59	240 E 35 6341 00 001 0 99 000
20792	LABATT FOOD SERVICE	843.91	240 E 35 6342 00 001 0 99 000
20792	LABATT FOOD SERVICE	621.82	240 E 35 6341 01 001 0 99 000
20792	LABATT FOOD SERVICE	155.33	240 E 35 6342 01 001 0 99 000
20792	LABATT FOOD SERVICE	153.26	240 E 35 6341 00 041 0 99 000
20792	LABATT FOOD SERVICE	5,942.52	240 E 35 6341 00 041 0 99 000
20792	LABATT FOOD SERVICE	772.61	240 E 35 6342 00 041 0 99 000
20792	LABATT FOOD SERVICE	5,971.99	240 E 35 6341 00 042 0 99 000
20792	LABATT FOOD SERVICE	1,169.44	240 E 35 6342 00 042 0 99 000
20792	LABATT FOOD SERVICE	2,992.62	240 E 35 6341 00 101 0 99 000
20792	LABATT FOOD SERVICE	295.75	240 E 35 6342 00 101 0 99 000
20792	LABATT FOOD SERVICE	3,911.26	240 E 35 6341 00 102 0 99 000
20792	LABATT FOOD SERVICE	450.06	240 E 35 6342 00 102 0 99 000
20792	LABATT FOOD SERVICE	174.99	240 E 35 6341 00 103 0 99 000
20792	LABATT FOOD SERVICE	4,297.02	240 E 35 6341 00 103 0 99 000
20792	LABATT FOOD SERVICE	461.04	240 E 35 6342 00 103 0 99 000
20792	LABATT FOOD SERVICE	5,556.85	240 E 35 6341 00 105 0 99 000
20792	LABATT FOOD SERVICE	751.68	240 E 35 6342 00 105 0 99 000
20792	LABATT FOOD SERVICE	41.04	240 E 35 6341 00 105 0 99 000
20792	LABATT FOOD SERVICE	4,687.76	240 E 35 6341 00 107 0 99 000
20792	LABATT FOOD SERVICE	435.75	240 E 35 6342 00 107 0 99 000
		103,659.23	Totals for 20792
		161,877.86	Totals for checks

CHECK NUMBER	VENDOR	AMOUNT	ACCOUNT NUMBER
12525	CORGAN ASSOCIATES IN	24,750.00	660 E 81 6629 51 999 0 99 000
12525	CORGAN ASSOCIATES IN	2,850.00	660 E 81 6629 52 999 0 99 000
12525	CORGAN ASSOCIATES IN	25,800.00	660 E 81 6629 54 999 0 99 000
12525	CORGAN ASSOCIATES IN	17,700.00	660 E 81 6629 56 999 0 99 000
12525	CORGAN ASSOCIATES IN	20,925.00	660 E 81 6629 58 999 0 99 000
		92,025.00	Totals for 12525
12529	JOERIS GENERAL CONTR	1,352,214.80	660 E 81 6629 56 999 0 99 000
		1,352,214.80	Totals for 12529
12530	JOERIS GENERAL CONTR	1,988,403.90	660 E 81 6629 54 999 0 99 000
		1,988,403.90	Totals for 12530
12531	JOERIS GENERAL CONTR	2,802,854.35	660 E 81 6629 51 999 0 99 000
		2,802,854.35	Totals for 12531
12532	JOERIS GENERAL CONTR	4,129,873.25	660 E 81 6629 58 999 0 99 000
		4,129,873.25	Totals for 12532
12533	JOERIS GENERAL CONTR	718,052.75	660 E 81 6629 52 999 0 99 000
		718,052.75	Totals for 12533
12536	HOM-WERKS, LLC GENER	53,666.84	660 E 81 6629 55 999 0 99 000
		53,666.84	Totals for 12536
262700264	GFC CONTRACTING/DBA	72,145.60	660 E 81 6629 53 999 0 99 000
		72,145.60	Totals for 262700264
		11,209,236.49	Totals for checks

2026-2027 Additional Days School Year (ADSY) Calendar

Presented for:

Board Action ___X___ Report/Review Only _____

Supporting documents:

None _____ Attached ____X____ Provided Later _____

Contact Person:

Brenda Sanford, Superintendent

Background Information:

Administration recommends that the Board of Trustees adopt the Red Oak ISD 2026–2027 Additional Days School Year (ADSY) Calendar as presented.

The ADSY Calendar extends the District's 175-day instructional calendar by providing up to 30 additional instructional days for identified students who need supplemental academic support. Families of students identified for participation will be notified in the spring regarding summer program placement and attendance expectations.

The calendar also establishes the District's summer instructional program dates for elementary, middle, and high school students, as well as the Emergent Bilingual summer program:

- **Elementary and Middle School Summer School:** June 2–24, 2027, Monday through Thursday.
- **High School Summer School:** June 7–24, 2027, Monday through Thursday.
- **Emergent Bilingual Summer Program:** June 2–25, 2027, Monday through Friday.

Fiscal Implications:

No negative bearing on the operating budget for the 2026-2027 school year.

Administrative Recommendation:

The administration recommends the Board approve the 2026-2027 Additional Days School Year (ADSY) Calendar

RED OAK INDEPENDENT SCHOOL DISTRICT

2026-2027 SCHOOL CALENDAR

AUGUST

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	[12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18]	19
20	[21	22	23	24	25	26
27	28	29	30			

OCTOBER

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30]	31

NOVEMBER

S	M	T	W	T	F	S
1	[2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18]	19
20	21	22	23	24	25	26
27	28	29	30	31		

JANUARY

S	M	T	W	T	F	S
					1	2
3	4	[5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19]	20
21	[22	23	24	25	26	27
28						

MARCH

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9]	10
11	[12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26]	27*	28*	29
30	31					

JUNE

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

JULY

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SCHOOL YEAR - AUGUST 12-MAY 26

HOLIDAYS

September 7 - Labor Day
October 12 - Fair Day
November 6 - District Holiday
November 23-27 - Thanksgiving
Dec. 21-Jan. 1 - Winter Break
January 18 - MLK Day
February 15 - Presidents Day
February 16 - District Holiday
March 15-19 - Spring Break
March 26 - Good Friday
April 23 - District Holiday
May 31 - Memorial Day
July 2 - Independence Day

Summer School / ADSY Days

ES/MS - June 2-25
High - June 7-25

STAFF DEVELOPMENT

STUDENT HOLIDAY

Aug. 3-4 - New Teacher Training & Two (2) Exchange Days
August 5-7, 10-11
September 4 (Split Early Release)
October 30 (Split Early Release)
November 20 (Split Early Release)
December 18 (Split Early Release)
January 4, May 14
and May 27-28

PARENT-TEACHER CONFERENCE

October 2, February 12
Fri. 8 a.m. to noon (No School)
also Th. night before 5-8 p.m.

EARLY RELEASE/ STAFF DEVELOPMENT

Elementary - 12 p.m.
Middle - 12:30 p.m.; High - 1 p.m.

September 4
October 30 (Homecoming)
November 20
December 18
May 14

CAMPUS EARLY RELEASE

March 12, April 30 and May 26

SECONDARY TESTING RELEASE

Regular Day for Elementary
December 17, May 25

GRADING PERIODS

August 12-September 18
(27 Days)
September 21-October 30
(28 Days)
November 2-December 18
(29 Days)
January 5-February 19
(30 Days)
February 22-April 9
(29 Days)
April 12-May 26
(32 Days)

STATE ASSESSMENTS

Nov. 30-Dec. 11
April 5-30

* Weather Days May 27-28 (If Needed)

RED OAK ISD

MISSION - Realizing Our Individual Students' Dreams
VISION - The 4 Talons of the Hawk: Prepared, GRIT, Character, and Service

Red Oak Independent School District
Board Resolution Adopting the
2026–2027 Additional Days School Year Calendar

WHEREAS, the Red Oak Independent School District is committed to providing additional instructional opportunities for identified students who need supplemental academic support; and

WHEREAS, the proposed 2026–2027 Additional Days School Year (ADSY) Calendar extends the District's 175-day instructional calendar by providing up to 30 additional instructional days for identified students; and

WHEREAS, the calendar also establishes dates for elementary, middle, and high school summer school and the Emergent Bilingual summer program.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of the Red Oak Independent School District adopts the 2026–2027 ADSY Calendar as presented to the Board and incorporated into this resolution by reference.

BE IT FURTHER RESOLVED that the calendar includes the following summer instructional program schedules:

Elementary and Middle School Summer School: June 2–24, 2027, Monday through Thursday.

High School Summer School: June 7–24, 2027, Monday through Thursday.

Emergent Bilingual Summer Program: June 2–25, 2027, Monday through Friday.

BE IT FURTHER RESOLVED that the Superintendent or designee shall implement the adopted calendar, coordinate student identification, and program arrangements, and notify families in the spring of students identified to attend summer programming, including applicable program dates and attendance expectations.

ADOPTED by the Board of Trustees of the Red Oak Independent School District on the _____ day of _____, 20____.

_____ _____

President, Board of Trustees Secretary, Board of Trustees

Leadership and Instructional Foundations for Texas (LIFT) Plus Program Support Contract

Presented for:

Board Action ____X____ Report/Review Only _____

Supporting Documents:

None _____ Attached____X____ Provided Later _____

Contact Persons:
Brett Haugh, Chief of Secondary Schools
Michelle Owen, Chief of Elementary Schools

Background Information:
Red Oak ISD was awarded a $554,000 Leadership & Instructional Foundations for Texas (LIFT) Plus Program grant through the Texas Education Agency's Learning Acceleration Support Opportunities (LASO) initiative. The grant will support implementation of Bluebonnet Learning mathematics instructional materials for grades 6–8 and Algebra I. Three elementary campuses will also participate in planning activities with support from Region 10 Education Service Center.

Grant **requirements** specify that a minimum of 70% of the funds awarded must be used to contract with a single TEA-approved LIFT provider. The Red Oak ISD Curriculum Department met with multiple providers and selected Region 10 Education Service Center as the recommended provider.

The proposed partnership will support implementation and planning through professional learning, instructional leadership development, coaching, and related services outlined in the contract. These services are intended to strengthen instructional consistency, support teachers and campus leaders, and improve student learning.

Fiscal Implications:
The proposed allocation of the $554,000 grant award is as follows:

Use of Funds	Percentage	Amount
Region 10 Education Service Center contract for implementation and planning support	70%	$387,800
Other allowable implementation expenses	30%	$166,200
Total Grant Award	100%	$554,000

The remaining $166,200 will support allowable expenses, including stipends for participating teachers and instructional coaches, salaries or partial salaries for positions directly supporting implementation, and eligible supplemental materials or digital licenses.

The proposed contract will be funded entirely by the LIFT grant award. All expenditures will comply with the approved grant budget, applicable grant requirements, and district purchasing procedures.

Administrative Recommendation:
Administration recommends that the Board of Trustees approve a contract with Region 10 Education Service Center in the amount of $387,800, funded through the district's LIFT Plus Program grant, to support Bluebonnet Learning implementation and elementary planning activities for the 2026–2027 school year, and authorize the Superintendent or designee to execute the agreement and related documents consistent with grant requirements and district policy.

Red Oak ISD

LASO Cycle 4: LIFT-Leadership & Instructional Foundations for Texas (2026-2027)

Education Service Center, Region 10: eContract System

Region 10 ESC
Experience the Power of 1®

Description

LIFT Plus Implementation Partnership Agreement

This Agreement is entered into by and between the LEA and Region 10 Education Service Center for participation in the LIFT Plus Program under the LASO Cycle 4 Grant.

Scope of Work (SOW)

A customized Scope of Work (SOW) will be developed collaboratively with each LEA to clearly define service priorities, implementation milestones, timelines, and logistical expectations. This individualized planning process ensures alignment to the LEA's instructional goals and readiness for the instructional materials implementation cycle or the instructional materials planning cycle.

For additional information, please refer to the TEA (https://tea.texas.gov/texas-schools/health-safety-discipline/laso-cycle-4-lift-program-guidelines.pdf)Program Assurances (https://tea.texas.gov/texas-schools/health-safety-discipline/laso-cycle-4-lift-program-guidelines.pdf)of the LASO Cycle 4 (2025–2026) Leadership & Instructional Foundations for Texas (LIFT) Program Guidelines.

A formal Scope of Work (SOW) outlining specific professional development, implementation supports, and one-on-one coaching for identified campus principals and district leaders will be determined upon the completion of a local needs assessment. The needs assessment will be completed by the end of May 2026, and the SOW will be provided to the LEA by June 1, 2026.

ESC Contact(s)

Ben Dickerson: ben.dickerson@region10.org (mailto:ben.dickerson@region10.org) - (972-348-1732)

Fees

In accordance with grant guidelines, the LEA agrees to expend a minimum of 70% of grant funds with the authorized provider ESC, as required. Final fee amounts will be reflected in the Region 10 e-contracts system prior to the commencement of services. For additional information on the LIFT grant please click here (https://tea.texas.gov/texas-schools/health-safety-discipline/laso-4-initiative-one-pager.pdf) and refer to page 3 for the TEA grant program guidelines and overview.

Participation in the Region 10 LIFT Plus package also includes, additional add-ons at no additional cost for Year 1 of the LIFT program:

- Instructional Practices Cooperative membership
- Curriculum Support Services Cooperative membership

Please indicate which LIFT implementation or planning pathway your LEA will pursue for the 2026–2027 academic year.

Base Fee: $0.00

- [ ] Implementation of all 3 products
- [ ] K-12 Math Implementation
- [ ] K-5 Math Implementation
- [x] 6-12 Math Implementation
- [ ] K–12 Math Implementation with RLA Planning
- [ ] K–5 Math & RLA Implementation
- [ ] K–5 Math Implementation & RLA Planning
- [ ] K–5 Math Implementation with RLA & 6–12 Math Planning
- [ ] Planning: K–5 Math & RLA
- [ ] Planning: 6–12 Math
- [ ] Planning: K–5 RLA
- [ ] Planning: K–12 Math

PO Number

Service Duration

5/1/2026 - 6/1/2027

Additional Information

Responsibilities of Region 10 ESC (Approved Provider)

Region 10 ESC agrees to:

- Provide professional development, implementation support, and one-on-one coaching to meet the required program elements
  - Observation feedback cycles
  - PLC observations
  - Data analysis and progress monitoring
  - Change management efforts
  - Performance management systems and routines
  - Onsite district and campus visits
  - Weekly LEA check-ins

4. Responsibilities of the LEA

The LEA agrees to participate in professional development, implementation support, and one-on-one coaching to meet the required program elements as follows:

- Participate in program onboarding and needs assessment (to include superintendent, identified campus administrators, and central office leaders)
- Appoint a lead to serve as the district's primary point of contact
- Appoint one school leader per participating campus
- Agree to establish and/or refining instructional leadership systems and structures
- Agree to submit all data and program assessment metrics
- Agree to submit a roster to TEA for all staff participating in the grant
- Work alongside the authorized approved provider to ensure the successful implementation of all program deliverables (i.e., distribution of program communication and allocating space to host professional learning)
- Remit payment in accordance with the established fee schedule

District Contact (for this program only)

Contact Name: Lynn Dockery
Contact Phone: 9726172941
Contact Email: lynn.dockery@redoakisd.org

Finalize

This contract was accepted by the district. You can finalize this contract by clicking the button below.

Finalize (/ESC/Contracts/Finalize/78574)

Approval Information

Brenda Sanford

Electronically Signed

3/27/2026

This contract has not yet been finalized by Education Service Center, Region 10

Purchase of School Buses

Presented for:

Board Action _____X_____ Report/Review Only _____

Supporting documents:

None _____ Attached _____X_____ Provided Later _____

Contact Person:

Brent Stanford, Executive Director of Support Services

Background Information:

This purchase is for (2) 77-passenger buses. These buses will be equipped with the three-point seat belts that meet the requirements of SB 693.

Fiscal Implications:

$ 800.00	Buy Board Fee (invoice fee)	$ 800.00
$158,032.00	77 passenger bus (2 total)	$316,064.00
$152,167.00	47 passenger bus (wheelchair lift equipped)	$152,167.00
$ 2,000.00	camera system (3 total for buses)	$ 6,000.00
	Total	$475,031.00

The funds for this purchase will come from the General Operating Funds from the 2027-2028 budget year.

Administrative Recommendation:

Administration recommends that the Board approve the purchase of (2) 77-passenger buses, and (1) 47 passenger bus, with the required 3-point seat belts, from Longhorn Bus Sales, using Buyboard contract 722-23.

Price good for 30 days from date of proposal.
Contingent upon product availability.

LONGHORN BUS SALES
A HOLT TRUCK CENTERS COMPANY

RED OAK I.S.D.

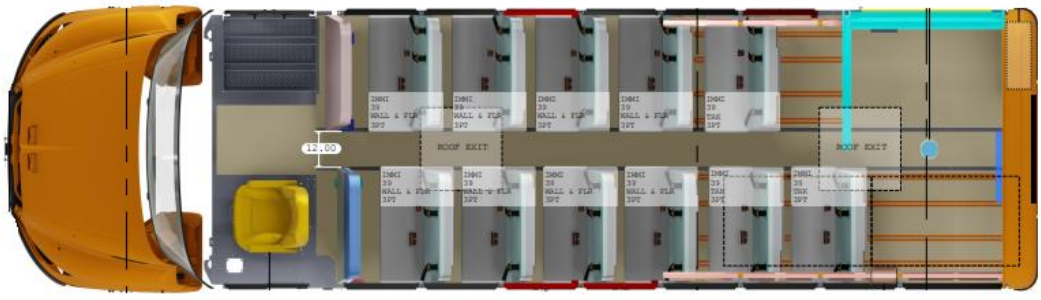
Body Manufacturer: IC Corp		Model:	C2308 CE SCHOOL BUS
Chassis Manufacturer: IC Corp		Model:	PB110 (2027)
Capacity: 47 Passenger (3 wheelchairs)		**Number of units:**	**1**
Price/Unit:	**$ 152,167.00**	**TOTAL:**	**$ 152,167.00**

Standard Body Specifications

- 78” Headroom standard
- Wheelchair lift door w/interlock located rear curbside
- Braun 1000# NCL1000FIB3451 w/forward power pack
- 4 Universal handicap decals on all four sides of bus
- National air suspension driver seat w/ gray cloth insert & orange 3pt belt
- Modesty panel under barrier behind driver
- First aid kit, body fluid clean-up kit, safety triangles,
- 5lb Fire extinguisher, fire blanket & belt cutters (2)
- 16 ga. steel exterior body side panels
- Skirt mounted battery box w/slide out tray
- Full length acoustical ceiling panels & Full insulation (roof & sides)
- Body undercoating, fire resistant
- 3-Piece bonded windshield w/tint & L/R assist handles
- Windshield wipers, w/automatic headlamp activation
- Stepwell; preformed NaviFlex coated pebble tread
- Black rubber flooring w/ aluminum aisle strips
- School bus yellow paint w/ black rub rails & bumpers; White int. paint
- Interior passenger mirror (6 x 30) w/ visor
- Rosco mini Hawk-Eye cross over mirrors
- Rosco rearview mirrors (Openview black, remote, htd)
- Warning lights, 8-lamp, LED strobing; black background
- Flasher system; red lights active w/ entry door or lift door open
- Pre-trip exterior light check
- LED Interior passenger dome lights w/dimmer switch
- LED Interior dome light over lift area
- LED Driver dome on separate switch, LED step well light
- Monitor, post-trip inspection “Child Reminder”
- State spec LED exterior light package
- Tail pipe, exits left side through bumper
- Backing alarm 107dB

Chassis Specifications

Engine:	Cummins ISB 6.7
Horsepower:	200
Torque:	600 lb.-ft
Wheelbase:	193”
Transmission:	Allison 2500 6sp, 6th gen.
Shift control:	Stalk shifter, column-mounted
Alternator:	325 amp
Battery system:	(3) 12 volt 1980 CCA
Battery Disconnect:	Cole-Hersee 300 amp
Brakes:	Full air; 4” front, 7” rear
Air dryer:	Bendix AD-9SI w/heater
Front axle/suspension:	8,000#, lubricated/ 8,000 Spring
Rear axle/suspension:	17,500#, lubricated/ 21,000 Air Ride
Tires:	255/70R22.5 LRH all-position
Wheels:	8.25x22.5 black steel 2-hand hole
Fuel tank:	65gallons between frame rails
DEF tank:	16.5 gallon
Steering, power:	Tilt w/switch controls (4 PGM)
Power source:	USB A & C in driver storage bin
Communication module:	OnCommand Connection w/5yr data plan & International 360
Fuel/Water separator:	Racor 400 series
Gauge cluster:	Base 3” display
Air cleaner rest. Gauge:	Mounted on an air cleaner
Cruise control	
Idle mgmt. system	
Warning buzzers	
Auto slack adjusters	



HIP-TO-KNEE SPACING (INCHES)+/-0.5"

SEATS	1	2	3	4	5	6
RIGHT	26.17	26.17	26.17	26.17	26.17	
LEFT	25.54	25.54	25.54	25.54	25.54	25.95

9100 N. Loop E., Houston, Texas 77029
Phone: (713) 631-9306

Price good for 30 days from date of proposal.
Contingent upon product availability.

Body Options Included	Chassis Options Included
LED Illuminated “SCHOOL BUS” signs, front & rear Dash air conditioner w/integral heater/defroster/automotive-style driver controls and a dedicated compressor (in addition to dual compressors used when body air conditioning is added - total 3 compressors possible) Drivers’ overhead storage compartment Public Address system with 4 speakers mounted in the light bar Handrails; single level SS on each side of the entry Entry door; Electric, outward opening; full-length laminated panels Vandal lock entry door. Rear & Lift door locks with starter interlock White paint roof Reflective material per state specs Air stop arms, front and rear Specialty roof hatches (2) - Four emergency windows, vertical hinge LED Roof mounted strobe light; clear Dark tint laminated passenger windows; split sash 3 Sets Titan 800 series WC restraints w/storage bags 4 Rows of fixed 3pt seats & 3 track-mounted 3pt seats 4 Rows recessed L track for 3 wheelchair positions; (1 open/2 covered) Flat floor design (no interior wheel wells) Sub floor 5/8” 5-ply plywood sub floor 80,000 BTU Rear right wall heater Rear mud flaps	Bendix 4-channel ABS brakes with electronic stability and automatic traction control Manual push-pull parking brake w/interlock Black grille Headlamps, halogen w/daytime running lights & automatic twilight controller. The multi-function rotary switch Throttle (electronic hand control)
Principal component warranties:	**Additional Aftermarkets and Services**
Cummins Engine 60 months or 100K miles Allison Transmission 2500 Series 84 months unlimited miles Bumper to bumper, 24 months unlimited miles Tow, 24 months unlimited miles ($1,100.00 covered per tow) IC Bus Limited warranty 60 months or 100,000 miles Body/Cowl/Hood Paint Delamination 60 months or 100K miles Air Conditioning 36 months (aftermarket) Air Conditioning 30 months IC Bus Air (factory) Additional warranties are available upon request Braun Limited Warranty up tp 5 years	PDI DOT Inspection Lettering: RED OAK I.S.D. Govern speed set at 65mph Weight Slip Body A/C: Air conditioning 126K BTU (2 bulkheads) Kenwood 2-way radio system

Optional items to consider (not included in unit or total pricing)	
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -

Both body and chassis specifications meet or exceed the Texas School Bus Specification for 2025.

Authorized Signature:_____ *(SIGNATURE REQUIRED WITH PO)*

Buy Board fee not included. If purchasing through Buy Board, an additional $800.00 must be applied to the purchase order (fee is per purchase order, not per bus). Longhorn Buy Board number 722-23.

Estimated delivery 2-7 months from receipt of the Purchase Order (PO). Quote validity is subject to inventory availability at the time of customer Purchase order (also may be contingent upon production schedules). Longhorn Bus Sales is not liable for delays caused by material shortages, global pandemics, or factors outside the control of the OEM or third-party vendors. Vehicles may be delivered with pending installations for secondary items (e.g., A/C, GPS, radios, cameras). These will be installed immediately upon parts availability, where applicable. Due to market volatility, any applicable surcharges at the time of build are the responsibility of the buyer.

In case of a discrepancy, the unit price will take precedence over the cumulative total price.

9100 N. Loop E., Houston, Texas 77029
Phone: (713) 631-9306

Price good for 30 days from date of proposal.
Contingent upon product availability.

LONGHORN BUS SALES
A HOLT TRUCK CENTERS COMPANY

RED OAK I.S.D.

Body Manufacturer: IC Corp — Model: C3411 CE SCHOOL BUS
Chassis Manufacturer: IC Corp — Model: PB110 (2027)
Capacity: 77 Passengers — **Number of units: 2**

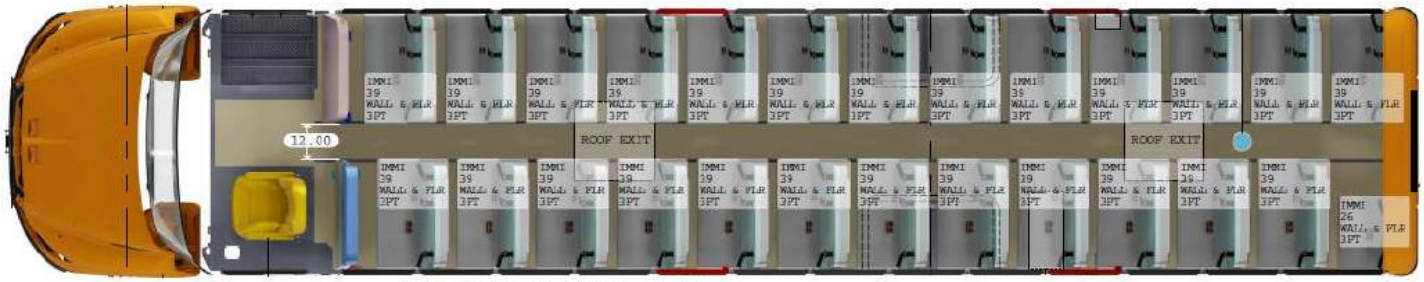
Price/Unit: $ 158,032.00 — **TOTAL: $ 316,064.00**

Standard Body Specifications

- 78” headroom standard
- 13 rows of 3pt seats with gray upholstery
- National air suspension driver seat w/cloth insert, gray
- Modesty panel under barrier behind driver
- First aid kit, body fluid clean-up kit, safety triangles, 5lb fire extinguisher & belt cutter
- 16 ga. steel exterior body side panels
- Skirt mounted battery box w/slide out tray
- Full insulation (roof & sides)
- Full length acoustical ceiling panels
- Body undercoating, fire resistant
- 3-piece bonded windshield w/tint & L/R assist handles
- Windshield wipers, w/automatic headlamp activation
- Stepwell; preformed NaviFlex coated pebble tread
- Black rubber flooring w/ aluminum aisle strips
- School bus yellow paint w/ black rub rails & bumpers
- White interior paint
- Rear view mirror inside (6 x 30) w/ visor
- Rosco mini Hawk-Eye cross over mirrors
- Rosco rearview mirrors (Openview black, remote, htd)
- Warning lights, 8-lamp, LED strobing; black background
- Flasher system; red lights active w/ entry door open
- Pre-trip exterior light check
- LED Interior passenger dome lights w/dimmer switch
- LED Driver dome on separate switch
- LED Stepwell light
- Monitor, post-trip inspection “Child Reminder”
- State spec LED exterior light package
- Tail pipe, exits left side through bumper
- Backing alarm 107dB

Chassis Specifications

Engine:	Cummins ISB 6.7
Horsepower:	240
Torque:	600 lb.-ft
Wheelbase:	276”
Transmission:	Allison 2500 6sp, 6th gen.
Shift control:	Stalk shifter, column-mounted
Alternator:	325 amp
Battery system:	(3) 12 volt 1980 CCA
Battery Disconnect:	Cole-Hersee 300 amp
Brakes:	Full air; 4” front, 7” rear
Air dryer:	Bendix AD-9SI w/heater
Front axle:	10,000#, lubricated
Rear axle:	21,000#, lubricated
Rear Suspension:	23,000#, Air Ride
Tires:	11R22.5 LRH all-position
Wheels:	8.25x22.5 black steel 2-handhole
Fuel tank:	100 gallons between frame rails
DEF tank:	16.5 gallon
Steering, power:	Tilt w/switch controls (4 PGM)
Power source:	USB A & C in driver storage bin
Communication module:	OnCommand Connection w/5yr data plan & International 360
Fuel/Water separator:	Racor 400 series
Gauge cluster:	Base 3” display
Air cleaner rest. Gauge:	Mounted on an air cleaner
Cruise control	
Warning buzzers	
Auto slack adjusters	



HIP-TO-KNEE SPACING (INCHES) +/-0.5"

SEATS	1	2	3	4	5	6	7	8	9	10	11	12	13
RIGHT	25.65	25.65	25.65	25.65	25.65	25.65	25.65	25.65	25.65	25.65	25.65	25.65	25.65
LEFT	25.48	25.48	25.48	25.48	25.48	25.48	25.48	25.48	25.48	25.48	25.48	25.48	25.48

30

9100 N. Loop E., Houston, Texas 77029
Phone: (713) 631-9306

Price good for 30 days from date of proposal.
Contingent upon product availability.

Body Options Included
LED Illuminated “SCHOOL BUS” signs, front & rear
Dash air conditioner w/integral heater/defroster/automotive-style driver controls and a dedicated compressor (in addition to dual compressors used when body air conditioning is added - total 3 compressors possible)
Drivers’ overhead storage compartment
Public Address system with 8 speakers mounted in the light bar
Handrails; single level SS each side of entry
Entry door; Electric, outward opening; full-length laminated panels
Vandal lock entry door. Rear door lock with starter interlock
White roof
Reflective material per state specs
Air stop arms; front and rear
Specialty roof hatches (2) - Four emergency windows, vertical hinge
LED Roof mounted strobe light; clear
Dark tint laminated passenger windows; split sash
Sub floor 5/8” 5-ply plywood sub floor
84,500 BTU rear heater
Rear mud flaps

Chassis Options Included
Bendix 4-channel ABS brakes with electronic stability and automatic traction control
Manual push-pull pneumatic parking brake w/interlock
Black grille
Headlamps, halogen w/daytime running lights & automatic Twilight controlled. Multi-function rotary switch left of the driver
Throttle (electronic hand control)
Warranty towing: 24 months/Unlimited miles; nearest IC Bus Deale

Principal component warranties:
Cummins Engine 60 months or 100K miles
Allison Transmission 2500 Series 84 months unlimited miles
Bumper to bumper, 24 months unlimited miles
Tow, 24 months unlimited miles ($1,100.00 covered per tow)
IC Bus Limited warranty 60 months or 100,000 miles
Body/Cowl/Hood Paint Delamination 60 months or 100K miles
Air Conditioning 36 months (aftermarket)
Air Conditioning 30 months IC Bus Air (factory)
Additional warranties are available upon request

Additional Aftermarkets and Services
PDI
DOT Inspection
Lettering: RED OAK I.S.D.
Govern speed set at 65mph
Weight Slip
Body A/C: Air conditioning 136K BTU (2 bulkheads, 1 mid-ship)
Kenwood 2-way radio system

Optional items to consider (not included in unit or total pricing)	
	$ -
	$ -
	$ -
	$ -
	$ -

Both body and chassis specifications meet or exceed the Texas School Bus Specification for 2025.

Authorized Signature:_____ *(SIGNATURE REQUIRED WITH PO)*

Buy Board fee not included. If purchasing through Buy Board, an additional $800.00 must be applied to the purchase order (fee is per purchase order, not per bus). Longhorn Buy Board number 722-23.

Estimated delivery 2-7 months from receipt of the Purchase Order (PO). Quote validity is subject to inventory availability at the time of customer Purchase order (also may be contingent upon production schedules). Longhorn Bus Sales is not liable for delays caused by material shortages, global pandemics, or factors outside the control of the OEM or third-party vendors. Vehicles may be delivered with pending installations for secondary items (e.g., A/C, GPS, radios, cameras). These will be installed immediately upon parts availability, where applicable. Due to market volatility, any applicable surcharges at the time of build are the responsibility of the buyer.

In case of a discrepancy, the unit price will take precedence over the cumulative total price.

9100 N. Loop E., Houston, Texas 77029
Phone: (713) 631-9306

Authorization of Reserve Law Enforcement Police Officers and Establishing a Limitation on the Number of Such Officers

Presented for:

Board Action X Report/Review Only _____

Supporting documents:

None _____ Attached _____ Provided Later _____

Contact Person:

Phillip Prasifka, Chief of Police

Background Information:

The Texas Commission on Law Enforcement (TCOLE) has changed the appointment status/designation of officers. TCOLE now has only three options. The first option is a full-time peace officer. This officer works as a peace officer on average at least 32 hours a week and is compensated for their services in accordance with federal law and is entitled to all employee benefits offered to a peace officer by the appointing law enforcement agency or its governing body. The second option is part-time peace officer. This officer is defined as someone who works as a peace officer on a regular basis, but on an average less than 32 hours a week and is entitled to all employee benefits offered to a peace officer by the appointing law enforcement agency or its governing body. The final option is a reserve law enforcement officer appointed according to the Texas Education Code, Section 37.0816.

Options that are no longer allowed by TCOLE rule are 'Other' or 'Not Full Time.' The Red Oak ISD Police Department currently has two reserve police officers. One officer is designated as 'Other' and one officer is designated as 'Not Full Time.' Those designations will need to be changed prior to November 1, 2026, to reserve law enforcement police officer.

Board Policy CKEA (LEGAL) addresses reserve police officers, as referenced in the Education Code. This allows the School Board to authorize the Chief of Police to appoint reserve officers and for the School Board to authorize a limitation on the number of reserves.

It should be noted that reserve officers were not always allowed for Independent School District police departments as they have been for municipal or sheriff's departments. This would be one of the reasons you find the different designations. In addition, it should be noted that reserve police officers may be compensated, they are just not entitled to benefits.

For TCOLE audit purposes, this item is being brought forward for School Board consideration so that the minutes of a School Board meeting reflect the authorization of reserve officers and that the minutes reflect the limitations on the number of reserve law enforcement officers allowed.

Fiscal Implications:

None.

Administrative Recommendation:

The recommendation is that the School Board authorizes the Chief of Police to appoint Reserve Law Enforcement Police Officers, not to exceed five (5) such officers.

School Health Advisory Council (SHAC)

Presented for:

Board Action ___X___ Report/Review Only _____

Supporting documents:

None ___X___ Attached _____ Provided Later _____

Contact Person:

Maricela Torres, SHAC Coordinator

Background Information:

The goal of the Red Oak ISD SHAC is to advise Red Oak ISD decision-makers regarding students' needs related to health knowledge and skills, regarding policies and procedures that impact student health, and regarding health of the school environment. *TAC Education Code 28.004*

2026-2027 SHAC Committee Members:
*Shelsey Wood—EES Parent/Community, SHAC Chair
*Audrey Taylor—ROHS Parent/PTSA, SHAC Co-Chair
*Cassie Street—ROHS Parent/Community, SHAC Secretary
*Dr. Rebeca Piantini Alvarez—Community
*Robyn Green—Community, Texas A&M AgriLife Family & Community Health Agent
*Dessica Willis—ROE Parent
*Debbie Howard—RPS Grandparent
*Tangela Jordan—ROE Parent
*Angie Torres—DTS Parent
*Dr. Jamie Jordan—RPS & JSMS Parent
*Andy Palmer—HAW Parent
*Miranda Johnson—HAW Parent
*Antoinette Johnson—JSMS Parent
*Katy Edwards—EES, ROMS, and ROHS Parent
*Dr. Camille McCoy—DTS Parent
Elizabeth Haugh—ROISD Curriculum Department
Lori Rowe—ROISD Director of Health Services
Melody Hawkins—ROISD Counseling & Family Services
Stephen Flores—ROISD Physical Education, EES Teacher
Brittni Garcia-King, ROISD Physical Education, ROE Teacher
Victoria Ybarra—ROISD Student Nutrition
Maricela Torres—SHAC Coordinator
**Voting Members*

Fiscal Implications:

None.

Administrative Recommendation:

Administration recommends the approval of the Committee members.

School Library Advisory Council (SLAC) Library Book Procurement

Presented for:

Board Action _____X_____ Report/Review Only _____

Supporting documents:

None _____ Attached _____X_____ Provided Later _____

Contact Person:
Laura Kelly, Director of Instructional Technology
Julie Phillips, Director of Purchasing
Britni Croasdale – SLAC Chair

Background Information:

In September 2026, Red Oak ISD campus librarians submitted a list of recommended titles for purchase during the fall semester to enhance campus library collections in compliance with the recently adopted SB 13 guidelines as well as aligned with ROISD Library Collection Development Policy EFB(Local)

SLAC members reviewed the recommended titles and convened on **October 5, 2026**. After discussion, the council voted unanimously to move forward with the attached list of titles for procurement.

Fiscal Implications:

The proposal for the Red Oak ISD requested services would come from individual campus library budgets as has been in previous years.

SLAC Recommendation:

The School Library Advisory Council (SLAC) recommends that the Red Oak ISD Board of Trustees approve the attached list of titles for purchase as part of the Fall 2026 library procurement process.

Elementary			
Title	**Author**	**Genre**	**Note**
DIY America series(6 book set)	Bethany Miller	informational	recommended by TCEA presenter
I Survived the Night of the Lions	Lauren Tarshis	fiction	adding to a popular series
Shapes of Nature: a kaleidescope of the natural world	Ben Hoare	informational	recommended by TCEA presenter
Dragon Kingdom of Wrenly. 7,Cinder's flame (Dragon Kingdom of Wrenly, Book 7)	Jordan Quinn	graphic novel	adding to a popular series
Houdini's Library: how books created the world's greatest magician	Barb Rosenstock	biography	recommended by TCEA presenter
Dragon Kingdom of Wrenly. 8,The shattered shore (Dragon Kingdom of Wrenly, Book 8)	Jordan Quinn	graphic novel	adding to a popular series
The Toast of the Town	Jory John	picture book	popular author; food series(popular)
You Don't Want a Dragon	Ame Dyckman	picture book	popular author
Battle of the Super Rabbit Boys	Thomas Flintham	fiction/humor	popular series
Dog Man: A Sprinkle in Time	Dav Pilkey	graphic novel	popular series
The gingerbread man loose in the school (Gingerbread Man is Loose, Book 1)	Laura Murray	graphic novel	new format for an old favorite
Story Rug	Sophie Blackall	picture book	award winning author
Schooled	Gordon Korman	Realistic Fiction / bullying & humor	award winning author
Sleepless	Gordon Korman	Realistic Fiction / SciFi / mystery	award winning author
Unplugged	Gordon Korman	realistic fiction / humor	award winning author
Restart: Olvida quién fuiste elige quién quieres	Gordon Korman	realistic fiction / 2nd chance	award winning author
Hannah Sharpe Cartoon Detective	Janet Tashjian	mystery	award winning author/Bluebonnet
Invisible Isabel	Sally Pla	realistic fiction	award winning author/Bluebonnet
Looking for Winston(Adventures of Sophie Mouse book 4)	Poppy Green	early chapter book	adding to collection(different characters)
What Should Darla Do?	Adir and Ganit Levy	Choose Your Own Story (interactive)	Power to Choose series
Jasper Rabbit's Creepy Tales; Yarn is Everything	Aaron Reynolds	picture book	student favorite; popular author
The Beach Day	Ame Dyckman	early chapter book	in honor of Officer Reynold's mother
Middle School			
Title	**Author**	**Genre**	**Note**
Witch Hat Atlier Vol 1-5	Kamome Shirahama	Manga	Grades 5-10; https://www.graphiclibrary.org/reviews/witch-hat-atelier-vol-1-by-kamome-shirahama
A Man and His Cat Vol 1-10	Umi Sakurai	Manga	Grades 4-12; https://www.graphiclibrary.org/reviews/a-man-and-his-cat-vol-1-by-umi-sakurai
Twisted Wonderland: The Book of Heartslabyul Vol 1-4	Yana Toboso	Manga	Grades 6-12
Run on Your New Legs Vol 1-5	Wataru Midori	Manga	
Spy X Family Vol 1-15	Tatsuya Endo	Manga	
Mashle: Magic and Muscles Vol 1-5	Hajime Komoto	Manga	
Frieren: Beyond Journey's End, Vol 1-13	Kanehito Yamada	Manga	
Beyond the Clouds Vol 1-5	Nicke	Manga	
Flying Witch Vol 1-5	Chihiro Ishizuka	Manga	Grades 5-8
Sue and Tai-chan Vol 1-7	Kanata Konami	Manga	
Unico Vol 1-3	Samuel Sattin	Manga	Book 1 is already at Shaw
Hikaru in the Light! Vol 1-4	Mai Matsuda	Manga	
Horror Collector Vol 1-6	Midori Sato	Manga	Japanese equivalent to Goosebumps
Crescent Moon Marching	Hamachi Yamada	Manga	
The Baby-sitters Club #32: Kristy and the secret of Susan	Ann M. Martin	Realistic Fiction	Continuing Series
The Baby-sitters Club #33: Claudia and the great search	Ann M. Martin	Realistic Fiction	Continuing Series
The Baby-sitters Club #34: Mary Anne and Too Many Boys	Ann M. Martin	Realistic Fiction	Continuing Series

The Baby-sitters Club #35: Stacey and the Mystery of Stoneybrook	Ann M. Martin	Realistic Fiction	Continuing Series
The Baby-sitters Club #36: Jessi's Baby Sitter	Ann M. Martin	Realistic Fiction	Continuing Series
The 169-story treehouse (Treehouse, Book 13)	Andy Griffiths	Humor	Continuing Series
The 250th anniversary of the United States of America encyclopedia (Unit	L. Bennett	Nonfiction	
Aesop's fables : life lessons for the young and old	Aesop	Nonfiction	ISBN-10: 1-40035-570-2
All that Chandni knows	Khushboo Patel	Historical Fiction	
Anna-Jane and the endless summer	Paige Classey	Novel in Verse	
The Baby-sitters Club Graphic Novel #19: Dawn on the coast	Arley Nopra	Graphic Novel	Continuing Series
Baby-Sitters Club: Super Special (Graphix)	Raina Telgemeier	Graphic Novel	Continuing Series
Barbed wire between us	Mia Wenjen	Nonfiction	Poetry
Beyond Mulberry Glen	Millie Florence	Fantasy	
The big book of Pi : the famous number you can never know	Anita Lehmann	Nonfiction	Math
Birdy	N. West Moss	Realistic Fiction	
Call Me Adnan	Reem Faruqi	Realistic Fiction	
Captain Underpants the first epic manga	Dav Pilkey	Manga	
The daggers of ire	J. C. Cervantes	Fantasy	
The dirt! : wild life under the soil's surface	Lindsey Leigh	Nonfiction	
Dream Big (Dream On, Book 2)	Shannon Hale	Graphic Novel	Continuing Series
Eureka	Victoria Chang	Novel in Verse	
Pokecology : an illustrated guide to Pokemon ecology	Yoshinari Yonehara	Nonfiction	
Fantastic flora : the world's biggest, baddest, and smelliest plants	Ann McCallum Staats	Nonfiction	Fight or flight (Diary of a Wimpy Kid, Book 21)
Rostam Wrecks the Realm	Olivia Abtahi	Fantasy	
Camp Big Top	Alexandra Diaz	Realistic Fiction	
The Incorruptibles: Lightmare	Lauren Magaziner	Fantasy	
Making waves	Lee Heart	Romance	
Monster and Apprentice	Jessica Khoury	Fantasy	
Lydia Cooper is a Lie	Meghan McIsaac	Mystery	
Really Rubie	Maddie Frost	Humor	
With a Dog AND a Cat, Every Day is Fun Vol 1-8	Hidekichi Matsumoto	Manga	
Worst wish ever! (Middle School and Other Disasters, Book 5)	Wanda Coven	Humor	
Freakiest trip ever! (Middle School and Other Disasters, Book 6)	Wanda Coven	Humor	
The new Norm (New Norm, Book 1)	Matthew J. Gilbert	Realistic Fiction	
Pranks and prejudice (New Norm, Book 2)	Matthew J. Gilbert	Realistic Fiction	
Home is where the cupcake is (Mia in the Middle Book 2)	Coco Simon	Realistic Fiction	
Fight or flight (Diary of a Wimpy Kid, Book 21)	Jeff Kineny	Humor	Series Continuation
Find Her	Ginger Reno	Mystery	
Yuzu the pet vet Vol 1-11	Mingo Itou	Manga	
Yotsuba&! Vol 1-15	Kiyohiko Azuma	Manga	
The complete Chi's sweet home Vol 1-4	Kanara Konami	Manga	
Finnik the furious (Finnik the Furious, Book 1)	Josh Ulrich	Graphic Novel	
The Forgotten War --A World War II Battle on American Soil	Candace Fleming	Historical Fiction	
Friend group	Lisa Greenwald	Realistic Fiction	
The ghost in cabin 13 (Ghost in Cabin 13, Book 1)	J.C. Phillipps	Graphic Novel	
Gloam	Jack Mackay	Horror	
Good different	Meg Eden Kuyatt	Realistic Fiction	
Great escapes : inspiring real-life adventures	David Long	Graphic Novel	

The greenies (Greenies, Book 1)	Emma Mills	Graphic Novel	
Here lies a ghost	Shakirah Bourne	Horror	
History's greatest games. Lionel Messi's World Cup triumph (History's Gr	Chris Barish	Graphic Novel	
I survived the bombing of Pearl Harbor, 1941 (I Survived, Book 14)	Georgia Ball	Graphic Novel	
I witnessed. The Great Train Robbery of 1963 (I Witnessed)	Andrea Debbink	Graphic Novel	
I witnessed. The Lizzie Borden story (I Witnessed)	Andrea Debbink	Graphic Novel	
The illustrated William Shakespeare : 25 essential poems (Illustrated Poe	William Shakespeare	Poetry	
Inbetweens	Faith Erin Hicks	Graphic Novel	
The last comics on Earth. #4,Across the Doodleverse (Last Comics on Ea	Max Brallier	Graphic Novel	Series contin
The last dragon house (Last Dragon House, Book 1)	Liv Mae Morris	Fantasy	
The league of dangerous young ladies	J. Morgenstein	Mystery	
Making plans for Nigel Binty	Shawn K Stout	Realistic Fiction	
The new girl. First crush (New Girl, Book 2)	Cassandra Calin	Graphic Novel	
The nine moons of Han Yu and Luli	Karina Yan Glaser	Historical Fiction	
On again, awkward again	Erin Entrada Kelly	Romance	
The peculiar past in the Middle Ages (Strange History)	Charis Mather	Nonfiction	
The princess diaries, the graphic novel. 1 (Princess Diaries, Book 1)	Meg Cabot	Graphic Novel	
Red Bird danced	Dawn Quigley	Novel in Verse	American Indian Youth Literature Honor, 2026
Run home	Alyssa Bermudez	Sports Fiction	
A sea of lemon trees : the corrido of Roberto Alvarez	Maria Dolores Aguila		
The Celia Cleary series ; book 1, 2	Scott Reintgen	Fantasy	
Kestrel Takes Flight	Joy McCullough	Novel in Verse	
Rowley Jefferson’s Awesome Friendly Spooky Stories 2	Jeff Kineny	Humor	Popular series
Flight	Alan Gratz	Historical	Popular author
The Sixth Faction	Veronica Roth	Science Fiction	Continuation of Divergent series
Roar	Manjeet Mann		
The Secret to Belonging	Megan E. Freeman	Novel in Verse	
Katie the Catsitter #5 Villain Con	Venable, Colleen	Graphic Novels	
I Survived the Night of the Lions	Lauren Tarshis		
Sleepless	Korman, Gordon	Fantasy	
Chef's secret (Front Desk, Book 6)	Kelly Yang	Realistic	
Liars Society, The #3: A Secret Escape	Alyson Gerber	Mystery	
Licorice	Kara LaReau	Horror	
Magnitude	Jennifer A Nielsen	Historical Fiction	
Ghost-Spider. Broken chords :a Spider-Verse graphic novel	Roseanne Brown	Graphic Novel	
Scarewaves: Beyond the Grave	Trevor Henderson	Horror	
High School			
Title	**Author**	**Genre**	**Note**
Sky's End	Marc J. Gregson	Adventure	New popular series
Above Serpents	Marc J. Gregson	Adventure	New popular series
Becoming Dinah	Kit De Waal	Adventure	Expanding the Adventure section after weeding
Burn the Water: A Novel	Billy Ray	Dystopian	Best of Titlewave
Captaina	Cassandra James	Adventure	Hispanic/Latino Section
Demon Hunter Book Series	Jason M. Burns	Adventure	New book series
The Forest King's Daughter	Elly Blake	Adventure	Expanding the Adventure section after weeding
Ghost Aboard Starlight	Laurel Gume	Adventure	Quick Read

Isles of the Gods	Amie Kaufman	Fantasy	Popular book series
Liar's Test	Ambelin Kwaymullina	Fantasy	Best of Titlewave
Storm:dawn of a goddess	Tiffany Jackson	Fantasy	Popular author
A Strange Kind of Brave	Sarah Moore Fitzgerald	Adventure	Expanding the Adventure section after weeding
Daughter of a Pirate King: Special Edition Book Series	Tricia Levenseller	Fantasy	New Popular book series
We are Hunted	Tomi Oyemakinde	Horror	Best of Titlewave
A Cruel Thrist	Angela Montoya	Fantasy	Best of Titlewave
The Curse of Heartwood Academy	Marty Chan	Horror	Best of Titlewave
Bleak Haven Book Series	Vincent Ralph	Thriller	New Popular book series
The World Inside	Jan Fields	Horror	Best of Titlewave
Tha Changeover	Margaret Mahy	Fantasy	
D.J. Rosenblum becomes the G.O.A.T* --*some asssembly required	Abby White	Mystery	Best of Titlewave
Hyo the Hellmaker	Mina Ikemoto Ghosh	Fantasy	Best of Tiltewave
Trapped	Sigmund Brouwer	Adventure	Popular series-Orca Anchor
Away	Megan Freeman	Adventure	Expanding the Adventure section after weeding
Running Back to You	Sarah Henning	Romance	Best of Tiltewave
A Girl Walks Into the Forest	Madeleine Roux	Horror	Best of Tiltewave
Dropped	Alice Kuipers	Adventure	Popular series
My Life Off-Key	Gail Anderson-Dargatz	Realistic Fiction	Popular series-Orca Anchor
Labors of Gen Book Series	Rachel Menard	Fantasy	Junior Library Guild Gold Standard
Woven in Moonlight	Isabel Ibanez	Fantasy	On the 9th grade reading list
Written in Starlight	Isabel Ibanez	Fantasy	2nd book in series
The Fall	Anthony McGowan	Realistic Fiction	Hi/Lo Read book series
Flirting With Murder	Amanda Sellet	Mystery	Student request
A Dangerous Game	Sigmund Brouwer	Thriller	Completing a set
Songcoming	Torran Anderson	Fantasy	Quick Read
Trust No One	Karen Bass	Thriller	Best of Tiltewave
What We Did to Survive	Megan Lally	Thriller	Expanding the Thriller section after weeding
Say No to the Dress	Keren David	Realistic Fiction	Hi/Lo Read book series
EchoStar is always listening	Melinda Salisbury	Thriller	Hi/Lo Read book series
The List	Keith Gray	Realistic Fiction	Hi/Lo Read book series
Deadly	Marisha Pessl	Thriller	2nd book in series
Layoverland	Gabby Noone	Humor	Rebuilding the Humor section
Wrecker	Carl Hiaasen	Humor	Rebuilding the Humor section
Skink: No Surrender	Carl Hiaasen	Humor	Rebuilding the Humor section
Dentont Little's Deathdate	Lance Rubin	Humor	Rebuilding the Humor section
16 Forever	Lance Rubin	Humor	Rebuilding the Humor section
Stuck Up and Stupid	Angourie Rice	Humor	Rebuilding the Humor section
War and Speech	Don Zolidis	Humor	Rebuilding the Humor section
The Dysfunctional Family's Guide to Murder	Kate Emery	Humor	Rebuilding the Humor section

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

2025-2026 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 statues 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 2025-2026 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 2025-2026 school year were spread primarily among three public funds investment pools: Lone Star Investment Pool, TexSTAR, and TexPool. Bond proceeds received in 2025 were invested with PTMA Financial Solutions (formerly PMA Asset Management) and the Lone Star Investment Pool. In June 2026, the bond proceeds and earned interest that were still in the Lone Star Investment Pool were transferred to the LOGIC Pool. The District's capital projects funds were left with the Lone Star Investment Pool.

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, 2026, 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 conformitywith 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, 2026, the District's portfolio for bond proceeds was comprised of PTMA Financial Solutions and the bond proceeds that were in the Lone Star Investment Pool were transferred to the LOGIC Pool.

PTMA Financial Solutions

PTMA Financial Solutions (formerly PMA Asset Management) provides investment advisory services to 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 for school districts and other local government entities.

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.

LOGIC Pool

Local Government Investment Cooperative (LOGIC) was organized in 1994 in conformity with the Interlocal Cooperation Act, Chapter 791 of the Texas Government Code, and the Public Funds Investment Act, Chapter 2256 of the Texas Government Code, and operates as a public fund investment pool under the Public Funds Investment Act. LOGIC is organized and existing as a business trust under the laws of the State of Texas with all Participant funds and all investment assets held and managed in trust by a Board of Trustees for the benefit of the Participants.

The Pool will invest only in authorized investments under the Public Funds Investment Act. Its general investment objectives are safety of principal, liquidity in accordance with the operating requirements of the Participants, and a competitive rate of return. In order to comply with the Public Funds Investment Act, all Portfolios will maintain a 'AAAm' or equivalent rating from at least one nationally recognized rating agency. Class A units of the core investment Portfolio, LOGIC I, are currently rated 'AAAm' by Standard & Poor's.

The Portfolio will be managed by J.P. Morgan Investment Management Inc. Day to day administration of the Pool will be performed by Hilltop Securities Inc., Hilltop Asset Management, LLC and J.P. Morgan Investment Management Inc. (the "Administrators"). Hilltop Securities Inc. will provide marketing and distribution services. Hilltop Securities Asset Management, LLC will provide participant and administrative services, and J.P. Morgan Investment Management Inc. will provide investment management, custody and fund accounting services.

The Investment Objectives of the LOGIC I Portfolio are to seek preservation of principal, liquidity, and current income through investment in a diversified portfolio of short-term marketable securities. The Portfolio's maximum final stated maturity is 397 days for fixed rate securities and 25 months for variable rate notes. The Portfolio will maintain a dollar-weighted average portfolio maturity that does not exceed 60 days (or fewer days if required to maintain its rating). The Portfolio seeks to maintain a net asset value of $1.00 per Unit and is designed to be used for investment of funds which may be needed at any time.

The Portfolio may invest in obligations of the United States, its agencies and instrumentalities, and other obligations, the principal of and interest on which are unconditionally guaranteed or insured by the United States. U.S. Treasury securities are backed by the full faith and credit of the U.S. government, meaning that the U.S. government is required to repay the principal when due. Other types of securities issued or guaranteed by federal agencies and U.S. government sponsored instrumentalities may not be backed by the full faith and credit of the U.S. Government. In this case, payment is due from the agency or instrumentality only.

SEC registered money market funds, another permitted investment by LOGIC I, may invest in a variety of obligations, including U.S. Government obligations, bank obligations, including banker's acceptances, Commercial Paper, Repurchase Agreements, and obligations of state and local governments. The SEC establishes diversification and credit quality requirements for such funds. The Portfolio's investment policy also requires that they be rated in the highest rating category by at least one nationally recognized rating agency.

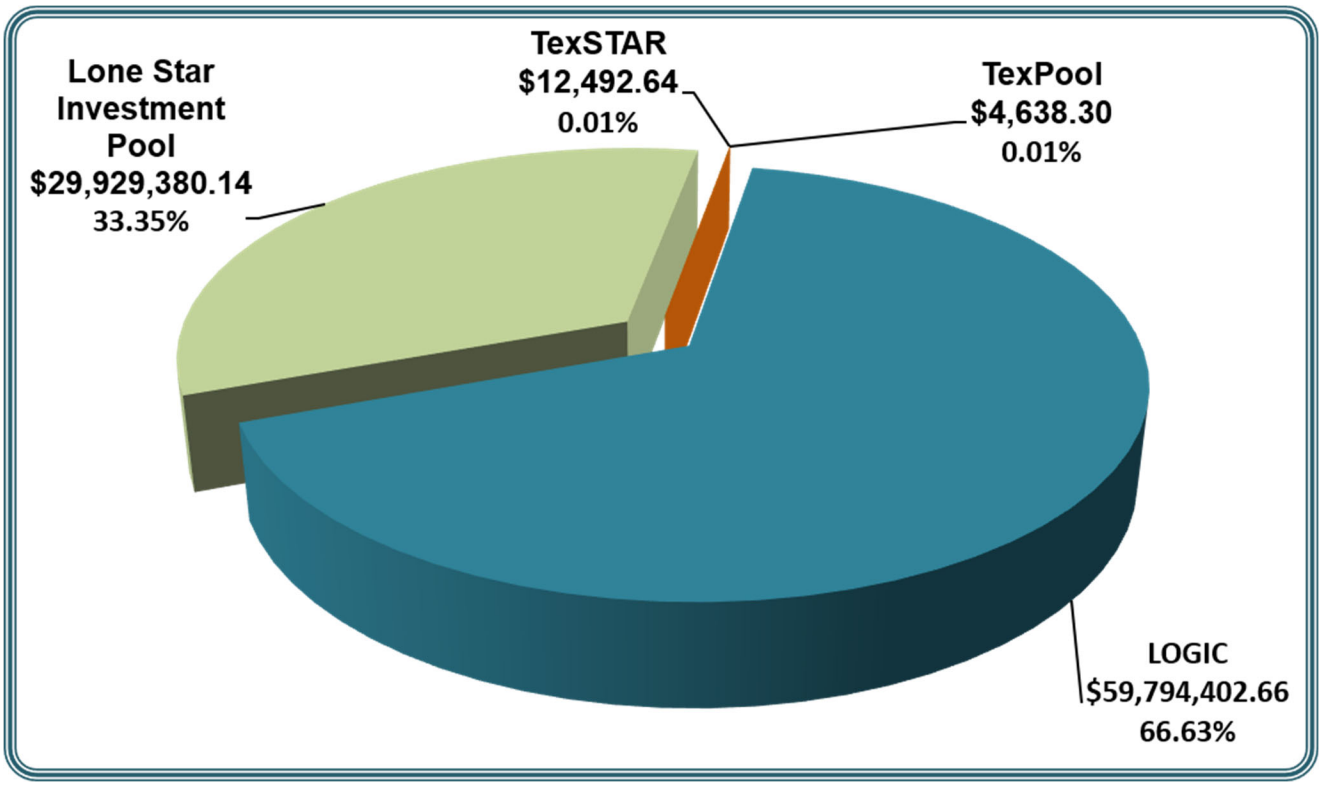
Red Oak ISD Investments
As of 6/30/2026

For the 2025-2026 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.

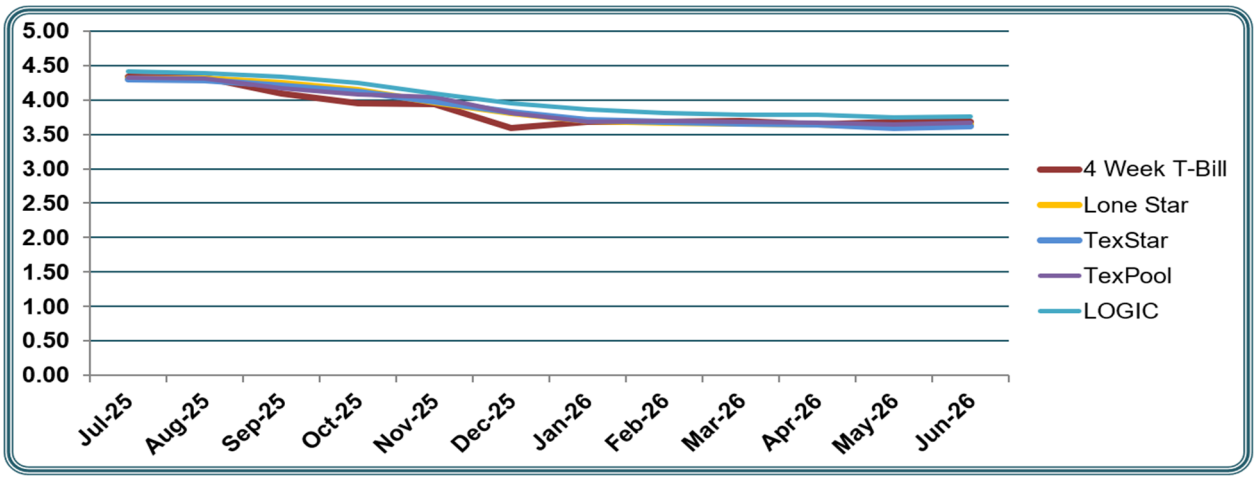
As of June 30, 2026, $59.8 million of the Series 2025 outstanding bond proceeds and earned interest were invested in the LOGIC Pool.

INVESTMENTS AS OF 06/30/2026 BY POOL

INVESTMENT POOLS	MARKET VALUE	PERCENTAGE
Lone Star Investment Pool	$29,929,380.14	33.35%
TexPool	$4,638.30	0.01%
TexSTAR	$12,492.64	0.01%
LOGIC	$59,794,402.66	66.63%
	$89,740,913.74	100.00%

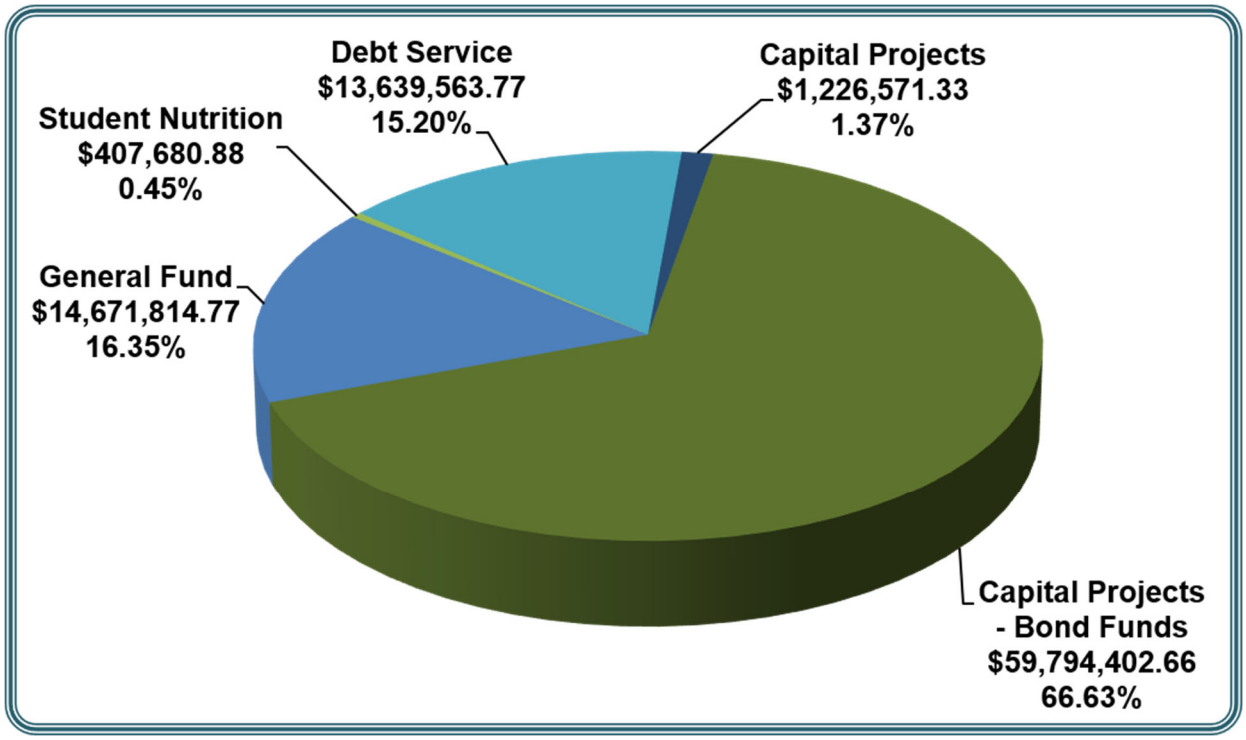


Red Oak ISD Investments (Continued)



INVESTMENTS AS OF 06/30/2026 BY FUND

DISTRICT FUNDS	MARKET VALUE	PERCENTAGE
General Fund	$14,671,814.77	16.35%
Student Nutrition	$407,680.88	0.45%
Debt Service	$13,639,563.77	15.20%
Capital Projects	$1,226,571.33	1.37%
Capital Projects - Bond Funds	$59,794,402.66	66.63%
	$89,740,033.41	100.00%

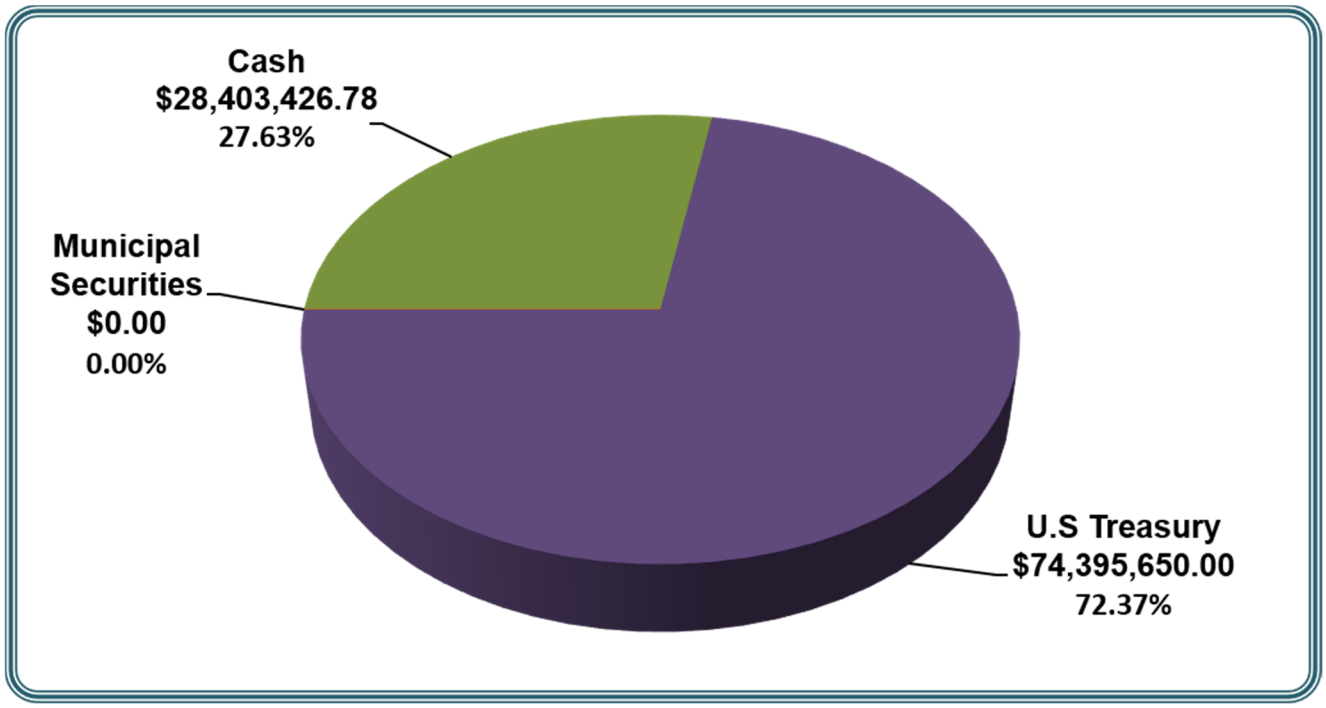


For the 2025-2026 school year, Red Oak ISD initially invested bond proceeds from the Series 2025 Bonds with PTMA and the Lone Star Investment Pool. In September 2025, $100 million of the bond proceeds were invested with PTMA. The interest rates for PTMA have been higher than the investment pools and Lone Star Investment Pool has been comparable with other investment pools. The Series 2025 Bonds are invested with PTMA and LOGIC.

BOND INVESTMENTS AS OF 06/30/2026 BY INVESTMENT TYPE

INVESTMENT TYPE	MARKET VALUE	PERCENTAGE
Cash	$28,403,426.78	27.63%
U.S Treasury	$74,395,650.00	72.37%
Municipal Securities	$0.00	0.00%
	$102,799,076.78	100.00%

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 outstanding bond market value for the Series 2025 Bonds as of June 30, 2026 was $162,593,479.44 with $102,799,076.78 invested with PTMA Financial Solutions and $59,794,402.66 invested in the LOGIC Pool.

Investment Policy

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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.

Gov't Code 2256.002(1), (6), (9), (12)

Pledged Revenue — "Pledged revenue" means money pledged to the payment of or as security for:

1. Bonds or other indebtedness issued by a district;
2. Obligations under a lease, installment sale, or other agreement of a district; or
3. Certificates of participation in a debt or obligation described by item 1 or 2.

Gov't Code 2256.0208(a)

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.

Gov't Code 2256.011(b)

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;

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)

Investment Officer

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. *Gov't Code 2256.005(f)*

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. *Gov't Code 2256.003(c)*

Investment Training

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. *Gov't Code 2256.008(c)*

Initial

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. *Gov't Code 2256.008(a)*

Ongoing

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

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

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;

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

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;

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;

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.

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.

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*

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.

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;

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*

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-

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

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 2025-2026 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 2025 Bond Election 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 2026-2027 fiscal year it is recommended to continue the 2025-2026 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, 2026 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



Lavina Straley, RTSBO
Finance Coordinator

2026 Tax and Revenue Anticipation Note with Texas Capital Bank

Presented for:

Board Action _____X_____ Report/Review Only _____

Supporting documents:

None _____ Attached _____X_____ Provided Later _____

Contact Person:

Dr. Bill Johnston, Chief Financial Officer
Lavina Straley, Finance Coordinator

Background Information:

With the significant increase in the assessed property values, based on the current cash flow projections, the District is anticipating the need to borrow funds for a few months to cover the fall projected expenditures. The main reason for this is that the Foundation School Program (FSP) determines the total amount of state and local funding (property tax revenue) that a public school district is eligible for under the Texas school finance law. This formula model is intended to ensure that all school districts, regardless of property wealth, receive "substantially equal access to similar revenue per student at similar tax effort", considering all state aid and local tax revenues of districts. The formula funding is comprised of local property taxes and then state aid, which is the difference between the total district funding and the amount to be collected through the Comptroller's property value study (PVS) for tax collections.

This year, the amount of tax collections will more than double and the state funding will go down considerably. The projected state funding for the General Fund for this year is $13.1 million. Last year, the state funding for the General Fund was approximately $40 million and Red Oak was in Payment Class 2 where 49.5% of the state funding was provided in the fall with 55.5% provided in the spring and summer. There is no state aid provided from December to March. Tax collections are received from December to March and are projected to be around $62.9 million for the 2026 tax year.

For the 2026-2027 fiscal year, the payment class for the District will be Payment Class 3, which provides 80% of the state funding in the fall and 20% in the following summer. With our projected state funding allotment of $13.1 million, less the projected Recapture amount of $2.5 million, this would only be $8.5 million in the fall, but the State uses their funding projection and that would only provide $6 million in the fall. This is not enough to cover the fall payroll and other fall expenditure needs of the District.

In order to be able to cover our fall expenditures, the District has looked at several options to obtain funding to cover the fall costs. It appears the best option is a Tax and Revenue Anticipation Note with Texas Capital Bank with an annual interest rate of 5.17%. The amount of the Tax and Revenue Anticipation Note will be $15 million and should cover payroll and other expenditures for the fall. The plan is to use the Tax and Revenue Anticipation Note for the October through December expenses and then pay off the Note with tax revenue. The agreement will be an 8-month Note, so we have the ability to also use the funds in late spring or early summer, if needed.

Fiscal Implications:

The fiscal implications will be the quarterly interest payments due on the funds that were borrowed which is estimated to be approximately $490,000 total interest paid, if the note is not paid off until June.

Administrative Recommendation:

Administration recommends the School Board approve the Resolution and Tax and Revenue Anticipation Note Agreement with Texas Capital Bank for the 2026-2027 fiscal year.

RESOLUTION AUTHORIZING THE ISSUANCE AND SALE OF RED OAK INDEPENDENT SCHOOL DISTRICT TAX AND REVENUE ANTICIPATION NOTE, SERIES 2026 (TAXABLE); PROVIDING FOR THE SECURITY AND PAYMENT THEREOF; APPROVING A NOTE PURCHASE AGREEMENT; AND ENACTING OTHER PROVISIONS RELATING THERETO

WHEREAS, Red Oak Independent School District (the "*District*") was organized, created and established pursuant to the constitution and laws of the State of Texas as an independent school district and political subdivision of the State of Texas, and the District operates under the authority of the Texas Education Code, as amended;

WHEREAS, the District's Board of Trustees (the "*Board*") is authorized pursuant to Chapter 45, Texas Education Code, as amended, to levy, and cause to be assessed and collected, annual ad valorem taxes for the maintenance of the public free schools within the District;

WHEREAS, Section 45.108, Texas Education Code (the "*Act*"), authorizes the District to borrow money for the purpose of paying "Maintenance Expenses" (as defined herein) and to issue notes therefor, payable from Available Funds (as hereinafter defined) of the District, including receipts from its ad valorem maintenance tax, provided that at no time shall any note, together with other notes issued pursuant to the Act, exceed 75% of the District's previous year's income;

WHEREAS, the Board has determined that it is in the best interests of the District to adopt this Resolution and issue its Tax and Revenue Anticipation Note, Series 2026 (Taxable) (the "Note"), in an aggregate principal amount of $15,000,000 as permitted by the Act;

WHEREAS, it is hereby affirmatively found and determined that sufficient funds will be available to pay the principal of and interest on said note when due, all as hereinafter provided; and

WHEREAS, the Purchaser (as hereinafter defined), has agreed to purchase such Note upon the terms and conditions hereof and of the Note Purchase Agreement (as hereinafter defined);

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE RED OAK INDEPENDENT SCHOOL DISTRICT:

Section 1. Definitions. As used in this Resolution, the following terms shall have the meanings set forth below:

"*Act*" means Section 45.108 of the Texas Education Code, as amended.

"*Authorized Officer*" means the Superintendent and President of the Board of Trustees of the District.

"*Available Funds*" means the revenues received from the levy and receipt of the Maintenance Tax and other income and state appropriations to the District (to the extent available therefor) (excluding debt service taxes pledged to the payment of the District's outstanding bonds and other debts (as defined in

Section 26.012(7), Texas Tax Code) and proceeds of the District's bonds and other debts and earnings thereon) during and with respect to Fiscal Year 2027.

"*Board*" means the Board of Trustees of the District, which is the governing body of the District.

"*Business Day*" means any day which is not a Saturday, Sunday, legal holiday, or day on which the lending institutions in the City of Dallas, Texas, or the New York Stock Exchange are required or are authorized by law or executive order to remain closed.

"*Bond Counsel*" means McCall, Parkhurst & Horton L.L.P.

"Default Rate" means two percent (2.00%) in excess of the Interest Rate then applicable.

"*Delivery Date*" means the date of closing and funding of the Note, which is November 3, 2026.

"*District or Issuer*" means Red Oak Independent School District in Ellis County, Texas.

"*Event of Default*" has the meaning assigned to the term in Section 17.

"*Fiscal Year 2027*" means the fiscal year of the District beginning July 1, 2026, and ending June 30, 2027.

"*Interest Rate*" means 5.17% per annum with said interest to be computed as described in Section 4(c). Upon an Event of Default, the Interest Rate shall be the Default Rate.

"*Interest and Sinking Fund*" means the interest and sinking fund established by the District in Section 6 hereof.

"*Maintenance Expenses*" means any lawful expenditure of the District other than the payment of principal of and interest on bonds.

"*Maintenance Tax*" means the District's annual ad valorem maintenance tax pursuant to Section 45.002, Texas Education Code, as amended, for Fiscal Year 2027.

"*Material Adverse Effect*" means any material adverse change in or effect on (i) the business, operations, assets, financial condition or results of the operations of the District, (ii) the ability of the District to consummate the transactions described in this Resolution or the Note Purchase Agreement, or (iii) the ability of the District to perform any of its obligations under this Resolution or the Note Purchase Agreement.

"*Note*" means the Red Oak Independent School District Tax and Revenue Anticipation Note, Series 2026 (Taxable), authorized and issued pursuant to this Resolution in the amount set forth in Section 3 hereof and bearing interest at the Interest Rate determined pursuant to Section 4 hereof and any and all Notes issued in substitution therefor or replacement thereof.

"*Note Purchase Agreement*" means the Note Purchase Agreement, in substantially the form and substance as set forth in **Exhibit B** hereto, between the District and the Purchaser.

"*Noteholder*" or "*Holder*" means a Purchaser, as the initial payee of a Note, and its successors and assigns.

"*Person*" means an individual, a corporation, a partnership, an association, a limited liability company, a trust or any other entity or organization, including a government or political subdivision or any agency or instrumentality thereof.

"Prepayment Premium" means" the following: an amount equal to the present value, if positive, of the product of (a) the difference between (i) the yield, on the beginning date of the applicable fixed rate interest period, of a U.S. Treasury obligation with maturity similar to the applicable fixed rate interest period minus (ii) the yield on the prepayment date of a U.S. Treasury obligation with a maturity similar to the remaining maturity of the applicable fixed rate interest period, and (b) the principal amount to be prepaid, and (c) the number of years, including fractional years, from the prepayment date to the end of the applicable fixed rate interest period. The yield on any U.S. Treasury obligation shall be determined by reference to Federal Reserve Statistical Release H.15(519) "Selected Interest Rates". For purposes of making present value calculations, the yield to maturity of a similar U.S. Treasury obligation on the prepayment date shall be deemed the discount rate.

"*Principal Amount of the Note*" means $15,000,000.

"*Principal Installment Payment Date*" means June 15, 2027 being the date on which the Principal Installment Payment Amount of the Note is due and payable and shown in the Form of Note.

"*Purchase Price*" means $15,000,000 which is the dollar amount to be paid to the District by the Purchaser in exchange for the Note.

"*Purchaser*" means Texas Capital Bank, Dallas, Texas.

"*Resolution*" means this resolution authorizing the issuance of the Note.

"*State*" means the State of Texas.

Section 2. Findings and Determinations. The Board hereby finds, determines and certifies that: (a) the facts and recitations contained in the preamble of this Resolution are true and correct; (b) the Principal Amount of the Note, together with other notes issued pursuant to the Act, does not exceed in aggregate amount seventy-five percent (75%) of the District's previous year's income; (c) the District has adopted a budget for the Fiscal Year 2027; and (d) the Note is being issued pursuant to and in compliance with the Act and pursuant to this Resolution.

Section 3. Designation, Amount, Purpose and Authorization. The Note, to be designated as "RED OAK INDEPENDENT SCHOOL DISTRICT TAX AND REVENUE ANTICIPATION NOTE, SERIES 2026 (TAXABLE)", shall be issued in fully registered form, without coupons, in the aggregate principal amount of FIFTEEN MILLION DOLLARS ($15,000,000) for the purpose of paying the

District's Maintenance Expenses that would otherwise have been payable from Available Funds. Proceeds of the Note also will be used to pay the costs of issuance thereof.

Section 4. Number, Date, Maturity and Interest, Optional Redemption.

(a) The Note shall be dated the Delivery Date to the Purchaser thereof and shall be payable to the Purchaser thereof as payee, without coupons. A single note in the principal amount of $15,000,000 shall be issued in the form attached hereto as **Exhibit A** and shall be numbered R-1 and delivered to the Purchaser on the Delivery Date. Interest shall accrue on the Principal Amount of the Note, bearing interest at the Interest Rate, as provided in Section 5 hereof.

(b) The District shall owe and hereby promises to pay the Principal Amount of the Note and accrued interest, as determined in accordance with Section 4 hereof.

(c) The Note shall be paid on the Principal Installment Payment Date unless prepaid prior to as provided in Section 4(e). The Principal Amount of the Note outstanding shall bear interest at the Interest Rate, said interest to be computed on the basis of a year of 360 days for the actual number of days elapsed. Interest accrued on the Note shall be due and payable on the Principal Installment Payment Date.

(d) The Interest Rate for the Note is 5.17%. No interest shall accrue on the principal of the Note after it has been paid in accordance with the Principal Installment Payment Amount. Interest on the Note shall be paid on the Principal Installment Date or any date of prepayment. In no event may the Interest Rate exceed the highest lawful interest rate for independent school districts in the State of Texas.

(e) Upon and Event of Default, interest on the Note shall accrue at the Default Rate.

(e) The Note is subject to optional prepayment, in whole, on any Business Day, at a price equal to the Principal Amount of the Note plus accrued interest thereon to the prepayment date plus the Prepayment Premium. The District shall notify the Purchaser in writing of any such prepayment at least five (5) Business Days prior to the prepayment date.

Section 5. Note Purchase Agreement, the Note and Purchases.

(a) The Note Purchase Agreement in substantially the form and substance attached hereto as **Exhibit B** is hereby approved and accepted by the District. The President of the Board shall execute and the Secretary of the Board shall attest the Note Purchase Agreement on behalf of the District.

(b) Each of the Authorized Officers shall deliver the executed Note Purchase Agreement and the Note to the Purchaser as soon as practicable after the execution thereof and concurrently with compliance with the delivery requirements contained in the Note Purchase Agreement.

(c) Each of the Authorized Officers are designated as the officer of the District charged with the responsibility of delivering the Note, and the Authorized Officers are authorized to execute such documents, certificates and receipts as they may deem appropriate in order to consummate the delivery of the Note Purchase Agreement and the Note to or for the account of the Purchaser in accordance with the Note Purchase Agreement and this Resolution.

(d) The District expressly acknowledges and agrees that the obligations of the Purchaser to accept delivery of the Note and to pay the Purchase Price thereof under the Note Purchase Agreement is subject to satisfaction by the District of all terms and conditions of the Note Purchase Agreement and this Resolution.

Section 6. Security for the Note; Pledge; Interest and Sinking Fund; Reserve Fund Deposits.

(a) The Principal Amount of the Note and the interest thereon are payable from the Available Funds. To secure full and complete payment of the Note and the interest thereon on the Principal Installment Payment Date, the District hereby irrevocably pledges for such payment, the Available Funds of the District, and grants to, and creates in favor of, the Purchaser, for the benefit of the Purchaser and any successor Noteholder, an irrevocable lien on the Available Funds and an irrevocable first priority lien on all money on deposit in the Interest and Sinking Fund.

(b) A special Interest and Sinking Fund (the "*Interest and Sinking Fund*") is hereby created solely for the benefit of the Note, and the Interest and Sinking Fund shall be established and maintained by the Issuer at an official depository bank of the Issuer. The Interest and Sinking Fund shall be kept segregated, separate and apart from all other funds and accounts of the Issuer, and shall be used only for paying the interest on and principal of the Note. All Available Funds collected for and on account of the Note shall be deposited, as collected, to the credit of the Interest and Sinking Fund. Moneys on deposit in the Interest and Sinking Fund shall be used solely for the purpose of paying the Principal Installment Payment Amount of the Note and the interest thereon on the Principal Installment Payment Date or upon the District's election to prepay the Note in accordance with Section 4(e). Money on deposit in the Interest and Sinking Fund may be invested at the direction of an Authorized Officer in such investments as are permitted by law for school districts having maturities not later than the next Principal Installment Payment Date.

(c) The District shall deposit to the Interest and Sinking Fund by a date not later than one day prior to the Principal Installment Payment Date or the date of any prepayment of all of the Note, from Available Funds, an amount equal to the Principal Installment Payment Amount of the Note, or in the case of the prepayment, the amount of the Principal Installment Payment plus the interest accruing thereon to such date of prepayment.

(d) Chapter 1208, Government Code, applies to the issuance of the Note and the pledge of the Available Funds granted by the Issuer, and such pledge is therefore valid, effective, and perfected. If Texas law is amended at any time while the Note is outstanding and unpaid such that the pledge of the Available Funds granted by the Issuer is to be subject to the filing requirements of Chapter 9, Business & Commerce Code, then in order to preserve to the Holder the perfection of the security interest in said pledge, the Issuer agrees to take such measures as it determines are reasonable and necessary under Texas law to comply with the applicable provisions of Chapter 9, Business & Commerce Code and enable a filing to perfect the security interest in said pledge to occur.

(e) The Board hereby declares and covenants that it shall for Fiscal Year 2027 compute and ascertain a rate and amount of the Maintenance Tax which will be sufficient, in addition to other Available Funds, to raise and produce the money required to pay all of the District's Maintenance Expenses, including the Principal Installment Payment Amount of the Note and the interest thereon by a

date not later than the Principal Installment Payment Date; that the taxing authority of the District for such purpose is adequate to permit a legally sufficient tax in consideration of all other outstanding obligations of the District; that the tax shall be based on the latest approved tax rolls of the District, with full allowance being made for tax delinquencies and the cost of tax collections; and that said rate and amount of ad valorem tax is intended by the District to be levied against all taxable property in the District.

Section 7. Reserved.

Section 8. Warranties and Representations of the District.

(a) The District represents and warrants that it is duly authorized under the laws of the State of Texas to issue the Note, that all actions prerequisite to the lawful issuance and delivery of the Note have been duly and effectively taken, and that the Note is and will be a valid and enforceable obligation of the District in accordance with its terms and the terms of this Resolution.

(b) The District certifies that the Note is duly authorized, issued and delivered pursuant to and in compliance with Section 45.108, Texas Education Code, as amended, and pursuant to this Resolution.

(c) The District represents that the proceeds of the Note are needed to provide funds for the purpose of paying Maintenance Expenses in anticipation of the receipt of Available Funds for said purpose during Fiscal Year 2027 of the District (notwithstanding the foregoing, the Purchaser understands the District may incur other loans in the District's ordinary course of business and may be incurred while the Note is outstanding, and, so long as no Event of Default is occurring under this Resolution or the Note Purchase Agreement, the Purchaser does not and will not object to such loans nor will the Purchaser have any right to consent to, prevent or halt the entering into such loans).

(d) All approvals, consents and orders of any authority or agency having jurisdiction of any matter which would constitute a condition precedent to the performance by the District of its obligations under this Resolution, the Note and the Note Purchase Agreement will have been obtained prior to delivery of the Note.

(e) Assuming due authorization, execution, and delivery by the other parties thereto (other than the District), this Resolution and the Note Purchase Agreement are the legal, valid, and binding obligations and agreements of the District, enforceable against the District in accordance with their respective terms, subject to the application by a court of general principles of equity which permit the exercise of judicial discretion and to the effect of any applicable bankruptcy, insolvency, reorganization, moratorium, or similar law affecting creditors' rights generally and principles of sovereign immunity.

(f) There is no action, suit, or proceeding pending in any court or, to the best knowledge of the District, pending or threatened against or affecting the District, or relating to other applicable laws or regulations, or this Resolution or the Note Purchase Agreement in any court or before or by any governmental department, agency, instrumentality, or arbitrator the resolution of which would materially and adversely affect the ability or authority of the District to perform its obligations under this Resolution or the Note Purchase Agreement, or which in any manner questions the validity or enforceability of this

Resolution or the Note Purchase Agreement or the granting, perfection, enforceability, or priority of the lien on and pledge of the security.

(g) No Event of Default has occurred and is continuing or would result from the consummation of the transaction contemplated by this Resolution or the Note Purchase Agreement.

(h) No portion of the proceeds of any Note shall be used by the District for the purpose of "purchasing" or "carrying" any margin stock or used in any manner which might cause the borrowing or the application of such proceeds to violate Regulation G, Regulation U, Regulation T, or Regulation X of the Board of Governors of the Federal Reserve System or any other regulation of the Board or to violate the Securities Exchange Act of 1934, as amended, in each case as in effect on the date or dates of such Note and such use of proceeds.

(i) There is no amendment or proposed amendment certified for placement on a ballot or referendum, or, to the knowledge of the District, to any law, ordinance, or regulation of the District, or any legislation that has passed either house of the legislature of the State, or any published judicial decision interpreting any of the foregoing, the effect of which is to materially adversely affect the Notes, or any holder thereof in its capacity as such, or this Resolution or the security therefor or the Note Purchase Agreement.

(j) The District is solvent and able to pay its debts as they become due.

(k) The audited financial statements of the District as of June 30, 2025, delivered to the Purchaser, are true and accurate and fairly present the financial condition and results of operations of the District as of the date thereof. Since June 30, 2025, there has been no material adverse change in the business, financial position, result of operations, or prospects of the District.

(l) The District is in compliance with all laws except to the extent noncompliance could not reasonably be expected to result in a Material Adverse Effect.

The covenants and representations made or required by this Section are for the benefit of the Purchaser and any subsequent Noteholder and of Bond Counsel and may be relied upon by such persons. Any inquiry undertaken by or on behalf of the Purchaser shall not affect the Purchaser's ability to rely on such covenants and representations.

Section 9. Covenants of the District. While any amount is due, owing and unpaid on the Note or any commitment under the Note Purchase Agreement is still in effect, the District covenants as follows:

(a) The District covenants to provide the Purchaser, immediately upon any officer of the District having knowledge thereof, notice of any Event of Default hereunder or any event that, with the passage of time, the delivery of notice, or both, would become an Event of Default.

(b) The District will not create any lien on the Available Funds (other than the Maintenance Tax) which either directly or indirectly creates a Material Adverse Effect. The District will not create a lien on the Maintenance Tax other than the lien created hereunder for the benefit of the Purchaser.

(c) The District shall promptly upon request by the Purchaser, execute and deliver such further documents and do such other acts and things as the Purchaser may reasonably request in order to effect fully the purposes of this Resolution and the Note Purchase Agreement, and to provide for payment of the obligations and for granting the pledge of the Available Funds in accordance with the terms of this Resolution and the Note Purchase Agreement.

(d) The District will furnish to the Purchaser such information regarding the financial condition, results of operations, or business of the District as the Purchaser may reasonably request and will permit any officers, employees, or agents of the Purchaser to discuss matters reasonably pertinent to an evaluation of the credit of the District, as the Purchaser may reasonably request. All information received by or provided to the Purchaser pursuant to this Resolution or the Note Purchase Agreement, unless otherwise made public by the District, will be held as confidential information by such party.

(e) The District shall comply with all laws, ordinances, orders, rules, and regulations of duly constituted public authorities which if not complied with would have a Material Adverse Effect.

(f) None of the proceeds of the Notes will be used in any manner or for any purpose except in the manner and for the purposes authorized by Texas law, this Resolution and the Note Purchase Agreement. The District shall not use the proceeds of the Notes, whether directly or indirectly, and whether immediately, incidentally or ultimately, to purchase or carry margin stock (within the meaning of Regulation U of the Board of Governors of the Federal Reserve System) or to extend credit to others for the purpose of purchasing or carrying margin stock or to refund indebtedness originally incurred for such purpose, in each case in violation of, or for a purpose which violates, or would be inconsistent with, Regulation T, U or X of the Board of Governors of the Federal Reserve System.

(g) The District shall promptly notify the Purchaser of (i) the existence and status of any litigation or any other action, suit or proceeding before any court or governmental department, commission, board, bureau, agency or instrumentality which individually or in the aggregate could, in the event of an unfavorable outcome, have a material adverse effect on (A) its financial condition or operations, (B) the Notes, (C) the District's ability to pay and perform the obligations, or (D) the enforceability or validity of this Resolution or the Note Purchase Agreement, or (ii) any change in any material fact or circumstance represented or warranted in this Resolution or in the Note Purchase Agreement.

(h) The District will not liquidate or dissolve or otherwise dispose of all or substantially all of its assets (whether in a single transaction or a series of transactions) or merge into another Person or permit one or more other Persons to consolidate with or merge into it, unless each of the following conditions shall have been fulfilled: (i) after giving effect to such disposition, consolidation or merger, no Event of Default will have occurred and be continuing; (ii) the Person to which such disposition is made or the Person surviving such consolidation or merger (if such Person is not the District) assumes in writing, reasonably satisfactory in form and substance to the Purchaser, the performance of all of the obligations, covenants, agreements and conditions of this Resolution and the Note Purchase Agreement; and (iii) the District shall have given to the Purchaser not less than thirty days' prior written notice of such disposition, merger or consolidation and furnished to the Purchaser (a) all such information concerning such disposition, consolidation or merger as the Purchaser shall have reasonably requested, and (b) a

certificate of an appropriate officer of the District to the effect that each of the conditions precedent to such disposition, merger or consolidation contained in this Section 9(h) has been fulfilled.

(i) The covenants and representations made or required by this Section are for the benefit of the Purchaser and any subsequent Noteholder and of Bond Counsel, and may be relied upon by such persons. Any inquiry undertaken by or on behalf of the Purchaser shall not affect the Purchaser's ability to rely on such covenants and representations.

Section 10. Execution. The Note shall be signed by the manual or facsimile signature of the President of the Board and attested by the manual or facsimile signature of the Secretary of the Board, and the official seal of the District shall be impressed or placed in facsimile thereon.

Section 11. Medium and Place of Payment. The principal of and interest on the Note shall be payable by wire transfer in immediately available funds on the Principal Installment Payment Date or date of any prepayment.

Section 12. Form of Note. The Note shall be in substantially the form set out in **Exhibit A** to this Resolution, with such omissions, insertions and variations as may be necessary and desirable and permitted by this Resolution.

Section 13. Collection of Revenues; Tax Levy; Payment. The District covenants and agrees that it shall (a) use its best efforts to collect the Available Funds, including the Maintenance Tax, and apply the same to the payment of the principal of and interest on the Note, (b) levy, assess and collect such ad valorem taxes as are necessary to provide revenues adequate to meet the requirements of its budget for Fiscal Year 2027 and (c) make available, on or before the Principal Installment Payment Date, amounts sufficient to pay the principal of and interest on the Note, when due.

Section 14. Delivery. The Note shall be delivered to the Purchaser at the time and place agreed to by the District and the Purchaser.

Section 15. Use of Proceeds; Investments; Security.

(a) The proceeds of the sale of the Note shall be deposited into the District's General Fund and used for the purposes set forth in Section 3 of this Resolution.

(b) The Board may place proceeds of the Note (including investment earnings thereon) in time deposits or invest the same as authorized by law; provided, however, that the District hereby covenants that the proceeds of the sale of the Note will be used as soon as possible for the purposes for which the Note are issued.

(c) All deposits authorized or required by this Resolution shall be secured to the fullest extent required by law for the security of public funds.

Section 16. Opinion of Bond Counsel. Delivery of the Note is subject to the Purchaser being furnished with the final, approving opinion of Bond Counsel, which opinion shall be dated as of and delivered on the Delivery Date.

Section 17. Defaults and Remedies.

(a) Each of the following occurrences or events, for the purpose of this Resolution, is hereby declared to be an "Event of Default," to wit:

(i) the failure to make full payment of (A) the Principal Installment Payment Amount of the Note on any Principal Installment Payment Date or (B) all interest payable on the Note when due;

(ii) any representation, warranty, certification, or statement made or deemed made by or on behalf of the District in this Resolution, the Note Purchase Agreement or in any certificate delivered pursuant to this Resolution or Note Purchase Agreement shall prove to have been incorrect or misleading in any material respect when made or deemed made;

(iii) the failure of the District to make deposits to the Interest and Sinking Fund at the time and in the amounts required hereby;

(iv) default in the performance or observance of any covenant of this Resolution, the Note Purchase Agreement or any other certificate delivered in connection therewith which is not remedied within fifteen days after the earlier of (i) the date on which such failure shall first become known to any officer of the District or (ii) written notice thereof is given to the District by the Purchaser;

(v) failure of the District to pay any amount owing under the Note Purchase Agreement;

(vi) the District shall commence a voluntary case or other proceeding seeking (a) liquidation, reorganization or other relief under any bankruptcy, insolvency or other similar law now or hereafter in effect, to adjudicate it insolvent, or seeking dissolution, winding up, liquidation, reorganization, arrangement, marshaling of assets, adjustment or composition of it or its debts under any law relating to bankruptcy, insolvency or reorganization or relief of debtors or fail to file an answer or other pleading denying the material allegations of any such proceeding filed against it, or (b) the appointment of a receiver, liquidator, custodian, or other similar official with respect to the District, or shall consent to or acquiesce in such relief or the appointment of or taking possession by any such official in an involuntary case or other proceeding commenced against it; or (c) the District shall make a general assignment for the benefit of creditors or shall fail to generally pay its debts as they become due; and

(vii) (a) a debt moratorium, debt restructuring, debt adjustment or comparable restriction is imposed on the repayment when due and payable of the principal of or interest on any obligation of the District; (b) there shall be commenced against the District any case, proceeding or other action of a nature referred to in paragraph (vi) above and the same shall remain undismissed or unbonded for a period of 60 days or result in the entry of an order for relief; (c) there shall be commenced against the District any case, proceeding or other action seeking issuance of a warrant of attachment, execution, distraint or similar process against all or any substantial part of its property which results in the entry of an order for any such relief or

which shall not have been vacated, discharged, or stayed or bonded pending appeal, within 60 days from the entry thereof; (d) the District takes action in furtherance of, or indicating its consent to, approval of, or acquiescence in, any of the acts set forth in clause (a), (b) or (c) of this subsection 17(a)(vii); or (e) the District shall admit in writing its inability to, pay its debts as they become due.

(b) Upon the happening of any Event of Default, all obligations of the Purchaser under the Note Purchase Agreement shall automatically and immediately be terminated and then and in every case the Noteholder or an authorized representative thereof may proceed against the District for the purpose of protecting and enforcing the rights of the Noteholder under this Resolution including but not limited to enforcing the pledge of, security interest in, and lien and charge on the Available Funds against all parties in possession of any Available Funds at any time, by mandamus or other suit, action or special proceeding in equity or at law, in any court of competent jurisdiction, for any relief permitted by law, including, but not limited to, the specific performance of any covenant or agreement contained herein, or thereby to enjoin any act or thing that may be unlawful or in violation of any right of the Noteholder hereunder or any combination of such remedies; provided, however, that the right to accelerate the obligation evidenced by the Note shall not be available as a remedy under this Resolution.

Section 18. Legal Holidays. If the date fixed for payment of the Note is not a Business Day, then payment need not be made on such date, but may be made on the next succeeding day which is a Business Day with the same force and effect as if made on the date fixed for payment and no interest shall accrue for the period from the date fixed for payment to the date of actual payment.

Section 19. No Recourse Against District Officials. No recourse shall be had for the payment of principal of or interest on the Note or for any claim based thereon or on this Resolution against any official of the District or against any person executing the Note.

Section 20. Further Proceedings. The Superintendent and President of the Board and other appropriate officials of the District are hereby authorized and directed to do any and all things necessary and/or convenient to carry out the terms of this Resolution.

Section 21. Notice. Any notice, demand, direction, request or other instrument authorized or required by this Resolution to be given to or filed with the District or the Purchaser shall be deemed to have been given only upon receipt. Any notice shall be sent by first class mail, postage prepaid, to the address specified below or, to such other address as may be designated in writing by the parties:

District: Red Oak Independent School District
109 W. Red Oak Rd.
Red Oak, Texas 75154
Attention: Chief Financial Officer

Purchaser: Texas Capital Bank
2000 McKinney Avenue
Suite 700
Dallas, Texas 75201
Attention: Elijah Broussard

Section 22. Severability. If any section, paragraph, clause or provision of this Resolution shall for any reason be held to be invalid or unenforceable, the invalidity or unenforceability of such section, paragraph, clause or provision shall not affect any of the remaining provisions of this Resolution.

Section 23. Open Meeting. It is hereby found, determined and declared that a sufficient written notice of the date, hour, place and subject of the meeting of the Board at which this Resolution was adopted was posted at a place convenient and readily accessible at all times to the general public at the regular meeting place of the District for the time required by law preceding this meeting, as required by the Open Meetings Law, Chapter 551, Texas Government Code, as amended, and that this meeting has been open to the public as required by law at all times during which this Resolution and the subject matter thereof has been discussed, considered and formally acted upon. The Board further ratifies, approves, and confirms such written notice and the contents and posting thereof.

Section 24. Effective Date. This Resolution shall be in full force and effect immediately upon its adoption.

[Signature page follows.]

PASSED AND APPROVED THIS OCTOBER 19, 2026.

_____	_____
Secretary, Board of Trustees	President, Board of Trustees

[DISTRICT SEAL]

EXHIBIT A

FORM OF NOTE

NO. R-1

UNITED STATES OF AMERICA
STATE OF TEXAS

PRINCIPAL AMOUNT
$15,000,000

RED OAK INDEPENDENT SCHOOL DISTRICT
TAX AND REVENUE ANTICIPATION NOTE
SERIES 2026 (TAXABLE)

INTEREST RATE	DELIVERY DATE	PRINCIPAL INSTALLMENT PAYMENT DATE
5.17%	November 3, 2026	As shown below

RED OAK INDEPENDENT SCHOOL DISTRICT (the "*District*"), an independent school district and political subdivision of the State of Texas, for value received, hereby promises to pay to the order of Texas Capital Bank (the "*Payee*" or, initially, the "*Purchaser*"), on the Principal Installment Payment Date below, the Principal Installment Payment Amount and to pay interest to the Purchaser on the outstanding and unpaid principal amount of the Note from the Delivery Date to the Principal Installment Payment Date or the date of prepayment of all of the Note. The Principal Amount of the Note shall be paid to the Purchaser on the Principal Installment Payment Date and calculated in accordance with the provisions of the Resolution (as defined below). Interest shall be due on payable on the Principal Installment Payment Date or any date of prepayment of the Note in full.

Principal Installment Payment Amount	Principal Installment Payment Date
$15,000,000	June 15, 2027

THE INTEREST RATE FOR THE NOTE IS 5.17% while the Note is outstanding. Upon an Event of Default, the Interest Rate shall be the Default Rate.

THIS NOTE MAY BE PREPAID, in whole, on any Business Day, at a price equal to the Principal Amount of the Note plus accrued interest thereon to the prepayment date plus the Prepayment Premium. The District shall notify the Purchaser in writing of any such prepayment at least five (5) Business Days prior to the prepayment date.

THE PRINCIPAL OF AND INTEREST of this Note shall be payable without exchange or collection charges in lawful money of the United States of America by wire transfer of immediately available funds.

THIS NOTE IS ISSUED in accordance with, and subject and pursuant to the terms, provisions, and conditions contained in a certain resolution (the "*Resolution*") of the Board of Trustees of the District adopted on October 19, 2026, in order to obtain funds for the purpose of paying "Maintenance Expenses" of the District (as defined in the Resolution). The District hereby certifies that this Note is issued pursuant to and in compliance with Section 45.108, Texas Education Code, as amended, and the Resolution. The Resolution and all of its terms, provisions, covenants and conditions are incorporated herein by reference for all legal purposes.

BY ACCEPTANCE OF THIS NOTE, the Payee and its successors and assigns agree to and accept the terms, provisions and conditions pertaining hereto set forth in the Resolution.

THE DISTRICT MAY treat the Payee as the absolute owner hereof for the purpose of receiving payment as herein provided and for all other purposes, whether or not this Note is overdue or has been assigned and transferred, and the District shall not be affected by notice to the contrary.

IF THE DATE FOR THE PAYMENT of the principal of or interest on this Note shall be a Saturday, Sunday, legal holiday, or day on which banking institutions in the City of Dallas, Texas, or the New York Stock Exchange are required or authorized by law or executive order to close, the date for such payment shall be the next succeeding day that is not a Saturday, Sunday, legal holiday, or day on which banking institutions are required or authorized to close, and payment on such date shall for all purposes be deemed to have been made on the original date payment was due.

THE PRINCIPAL INSTALLMENT PAYMENT AMOUNT OF THE NOTE and the interest thereon are payable to the Payee under the Resolution, notwithstanding that such amounts, by mistake, error, or oversight are not entered on accounts or records maintained by the Purchaser. This Note is payable from and is secured by a lien and security interest on the "*Available Funds*" of the District, as defined in the Resolution.

IT IS HEREBY certified, recited, and covenanted that this Note has been duly and validly authorized, issued, and delivered; that all acts, conditions, and things required or proper to be performed, exist, and be done precedent to or in the authorization, issuance and delivery of this Note have been performed, existed, and been done in accordance with law; that this Note constitutes a special obligation of the District and is payable solely from the receipts of the Available Funds (as defined in the Resolution) sufficient to provide for the payment of the interest on and principal of this Note, as such principal and interest comes due; and that the total indebtedness of the District, including this Note, does not exceed any constitutional or statutory limitation.

THIS NOTE SHALL BE CONSTRUED AND ENFORCED IN ACCORDANCE WITH THE LAWS OF THE STATE OF TEXAS AND APPLICABLE FEDERAL LAW.

IN WITNESS WHEREOF, the District has caused this Note to be executed by the manual or facsimile signature of its President and countersigned by the manual or facsimile signature of its Secretary and the official seal of the District has been duly impressed or placed in facsimile on this Note.

Secretary, Board of Trustees

President, Board of Trustees

[DISTRICT SEAL]

Bilingual /ESL Program Evaluation

Oct. 2026

Shana Owen
Executive Director of Specialized Learning

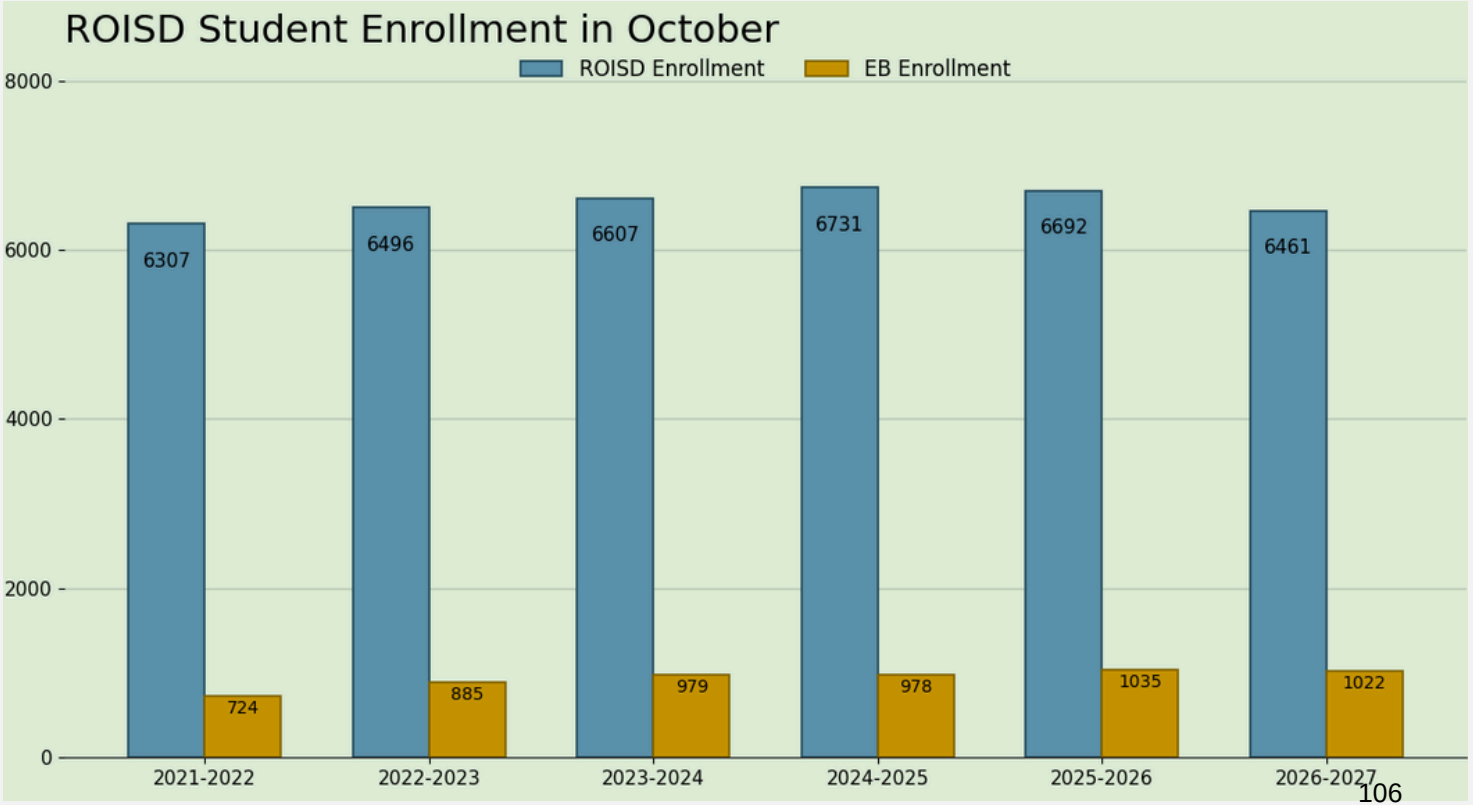
Griselda Hernandez
Assistant Director of State & Federal Programs



Enrollment & Language Programs



Enrollment Trends



Currently , 16% of our students are EB students, up .5% from 2025-2026

Our Language Programs

Dual Language Immersion One Way

A One-Way Dual Language Program is a **bilingual and biliteracy** model that provides instruction in **both English and Spanish** for Emergent Bilingual students. The program is designed to develop high levels of academic achievement, bilingualism, biliteracy, and cross-cultural competence while preparing students to successfully meet state reclassification criteria and thrive in English and Spanish

ESL Content-Based

An ESL Program is an **English acquisition** model that provides language support through instruction in reading, mathematics, science, and social studies. The program is designed to help Emergent Bilingual students develop **English proficiency,** meet academic standards, and succeed in grade-level coursework.

ESL Pull Out

An ESL Program is an **English acquisition** model that supports Emergent Bilingual students through instruction provided by ESL-certified teachers. The program is designed to develop **English proficiency**, promote academic success, and prepare students to meet state reclassification criteria.

*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 2025-2026
We will have to file another ESL waiver for 2026-2027

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, the 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= academicachievementinEnglish & English proficiency

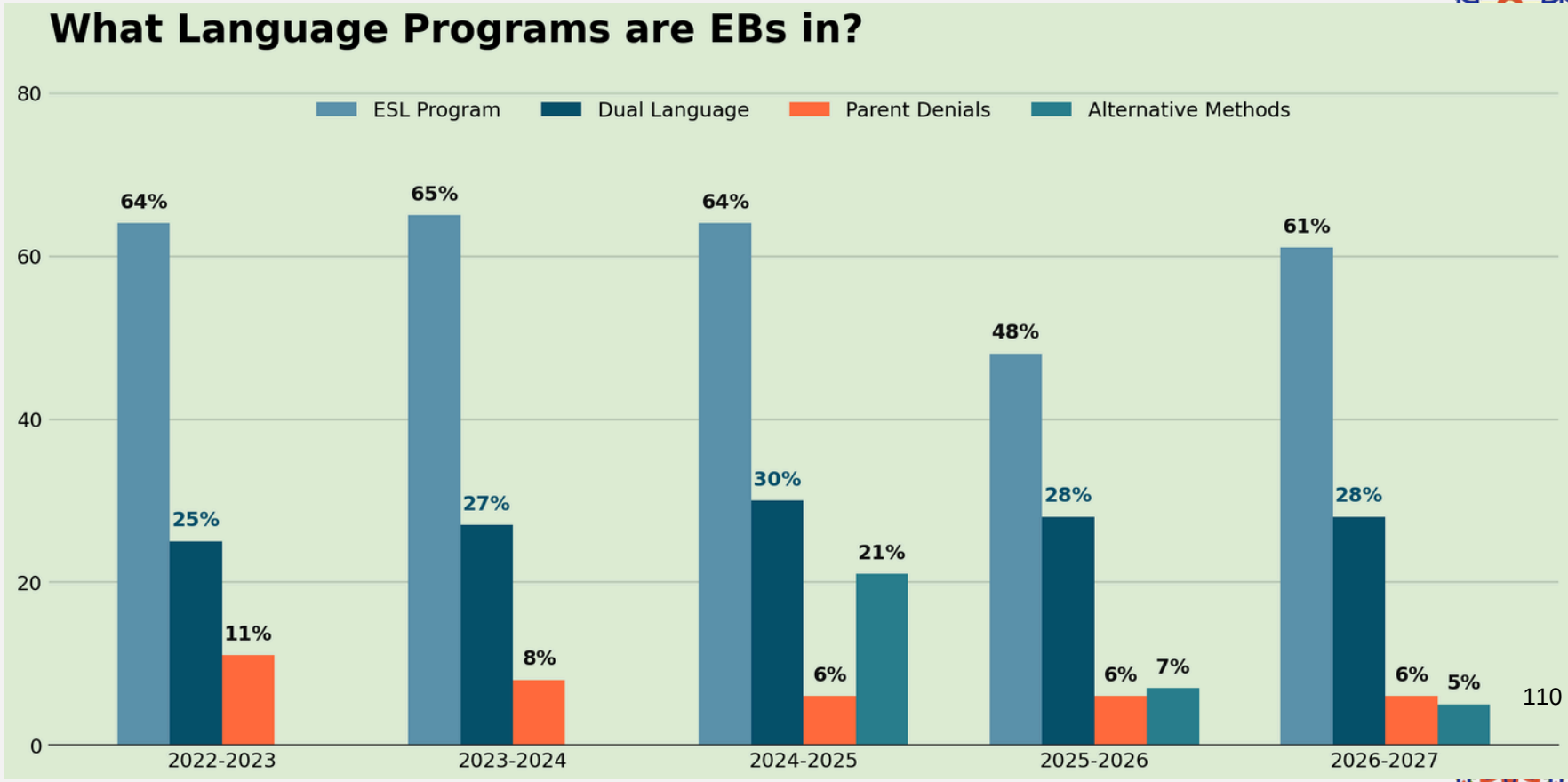
P**K- 2nd Grade**: Content-Based ESL Program

- 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 Breakdown



Purpose

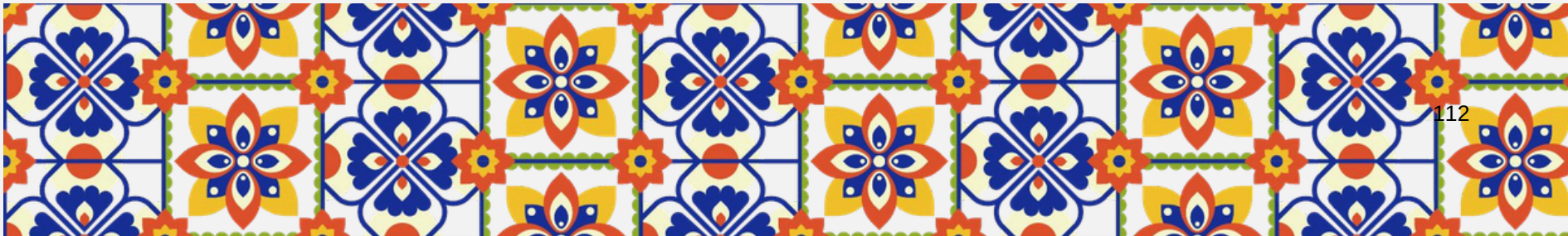
LEAs shall collect a full range of data to determine program effectiveness to ensure the academic success of Emergent Bilingual students. (TEC § 29.062 & TAC §89.1265)

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 Data
Dual Language Immersion - English & Spanish
Proficiency



TELPAS Testing

Texas English Language Proficiency Assessment System

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

- 960 students were tested in Spring 2026
- *7 students took TELPAS ALT (severely cognitively delayed EB students)*

Yearly Progress Summary 2025
54 % of our EB students met Yearly Progress
258 students advanced one English Proficiency Level
24 students advanced two English Proficiency Levels

Yearly Progress Summary 2026
54 % of our EB students met Yearly Progress
258 students advanced one English Proficiency Level
24 students advanced two English Proficiency Level

Program Impact on English Language Proficiency

~ Dual Language

KG - 2nd Grade
Participants: **127**
Average Composite Score:
1.9 out of 4.0
Progressed at least 1 prof. Level: **33**

3rd - 5th Grade
Participants: **106**
Average Composite Score:
2.7 out of 4.0
Progressed at least 1 prof. Level: **38**

~ ESL

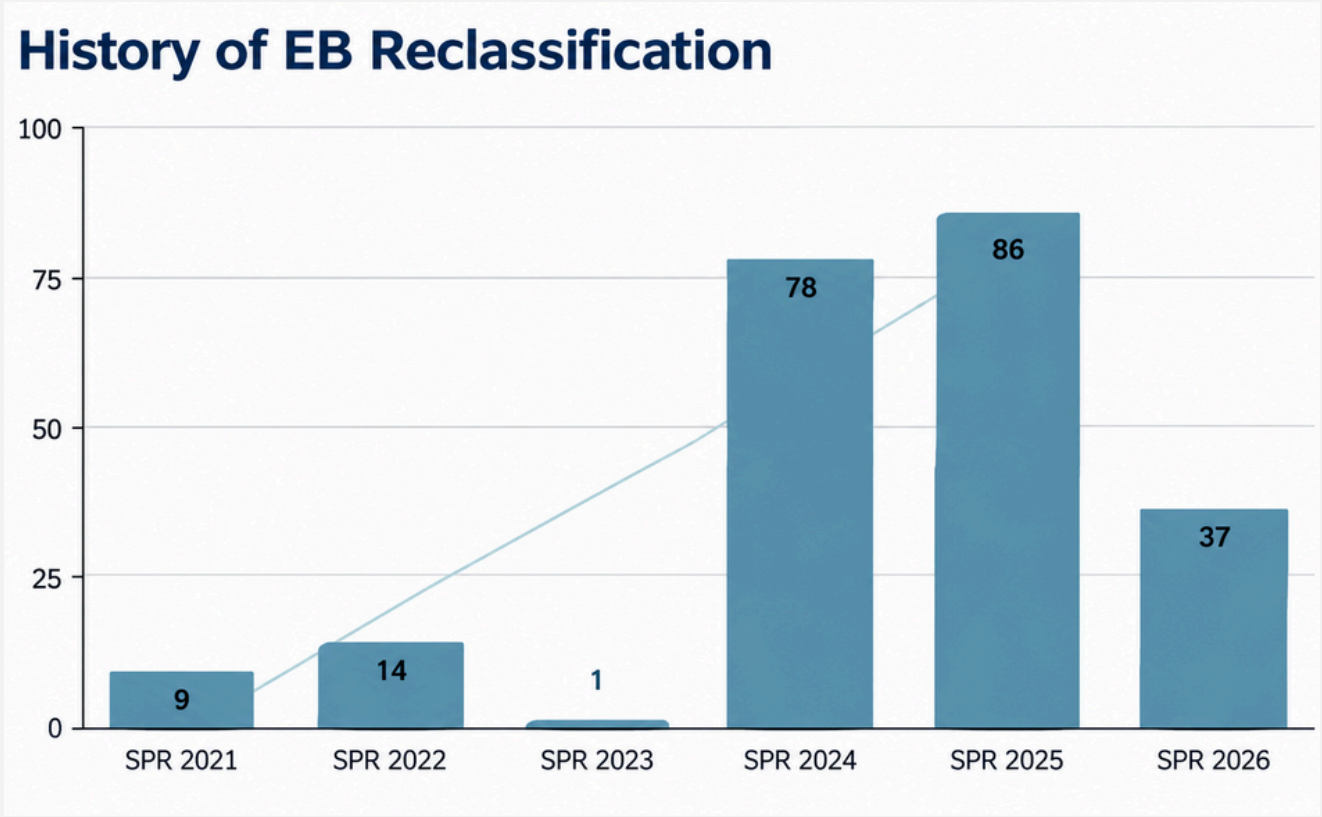
KG - 2nd Grade
Participants: **138**
Average Composite Score:
2.7 out of 4.0
Progressed at least 1 prof. Level: **20**

3rd - 5th Grade
Participants: **120**
Average Composite Score:
2.5 out of 4.0
Progressed at least 1 prof. Level: **27**

6th - 12th Grade
Participants: **456**
Average Composite Score:
2.5 out of 4.0
Progressed at least 1 prof. Level: **90**



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 Reading Levels

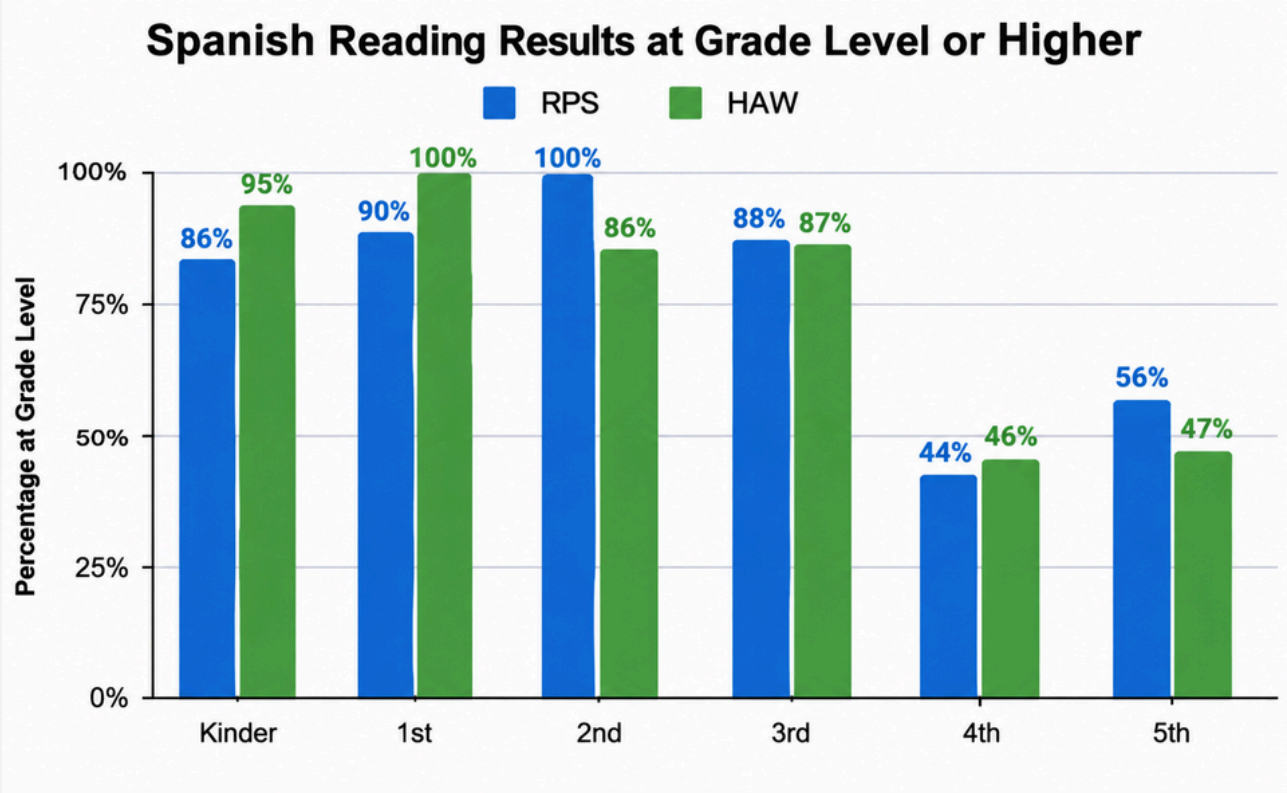
This chart Indicates
Percentage at Grade Level
for
Spanish Reading

Source: 2025/2026 GRA Data

Grade Level / % of Reading Instruction	Schupmann Elem.	Wooden Elem.
Kinder 100% Spanish	29%	76%
1st 100% Spanish	62%	58%
2nd grade 50% English, 50% Spanish	88%	56%
3rd grade 50% English, 50% Spanish	88%	49%

Spanish Proficiency in DLI

Iready EOY Data

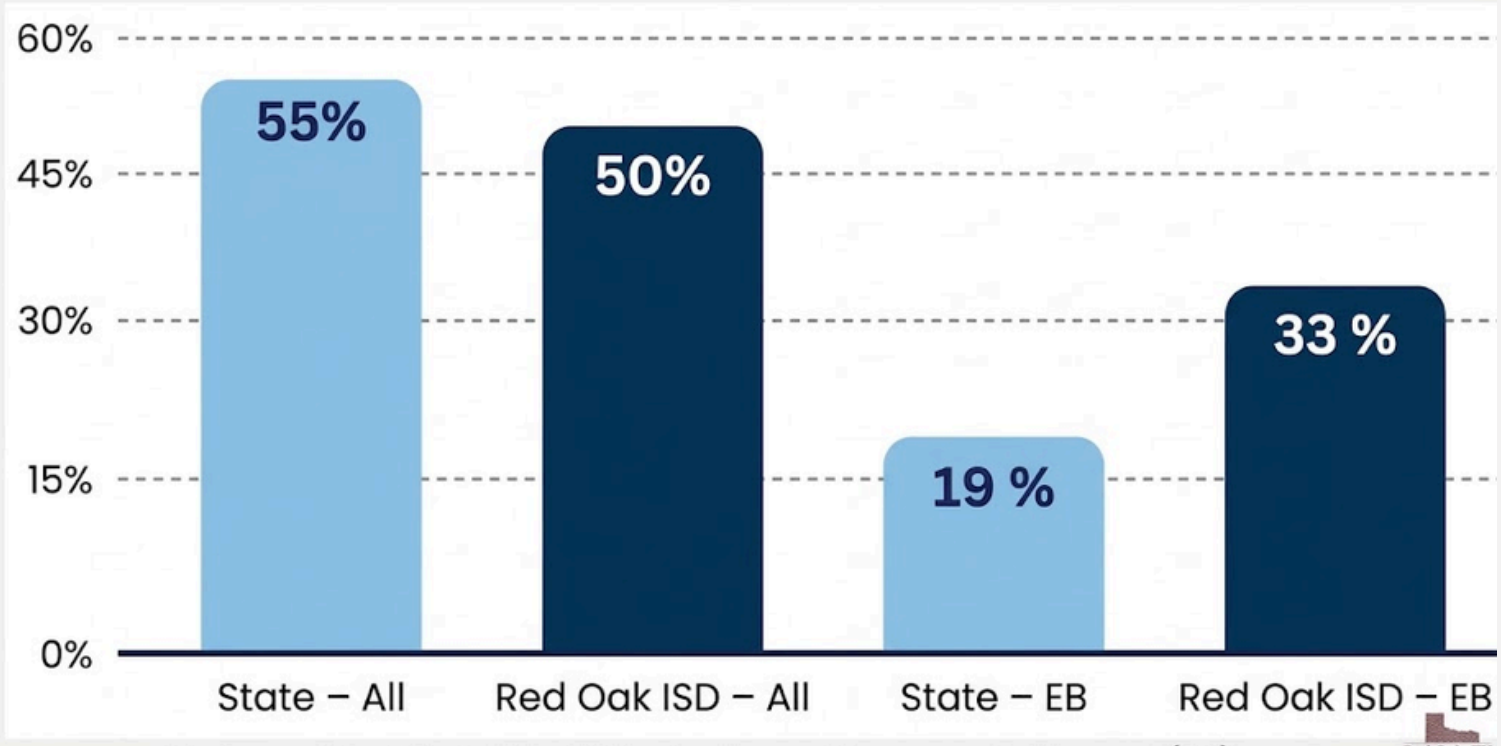


Academic Outcomes

2025- 2026 STAAR Data



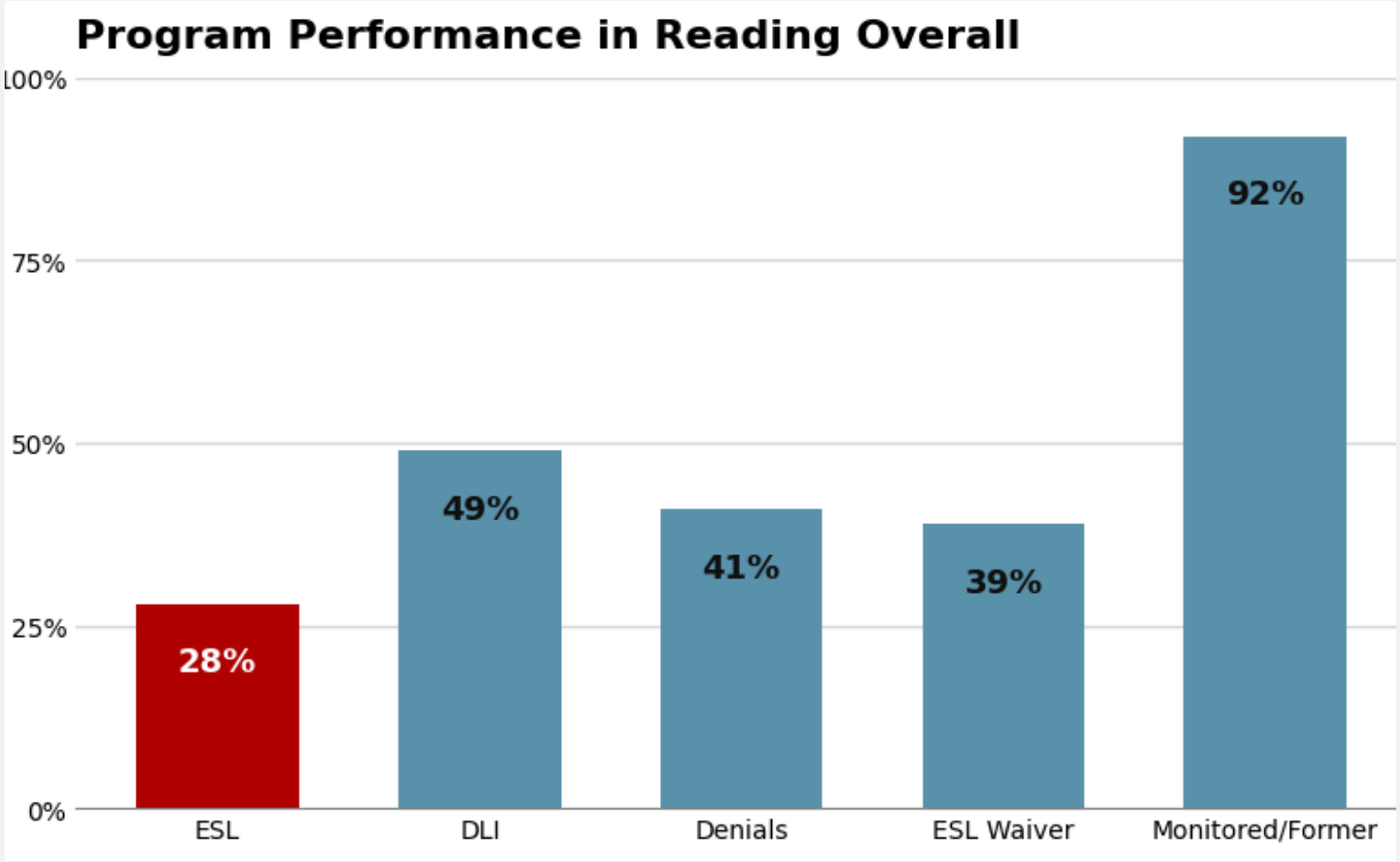
RLA – Grades 3–8 and English I & II



State and Red Oak ISD: All Students and Emergent Bilingual (EB) groups.

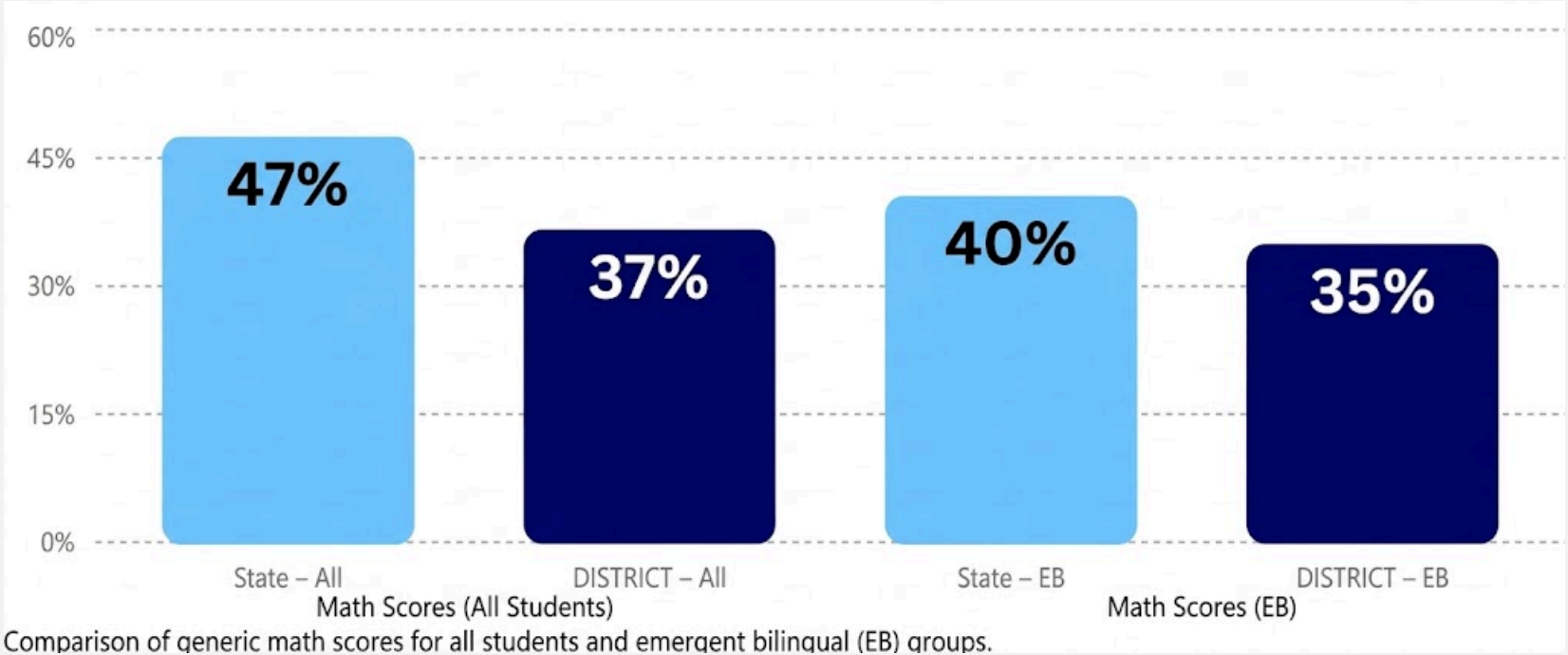
District exceeded state average EB performance in Reading.

Language Program Performance in Reading



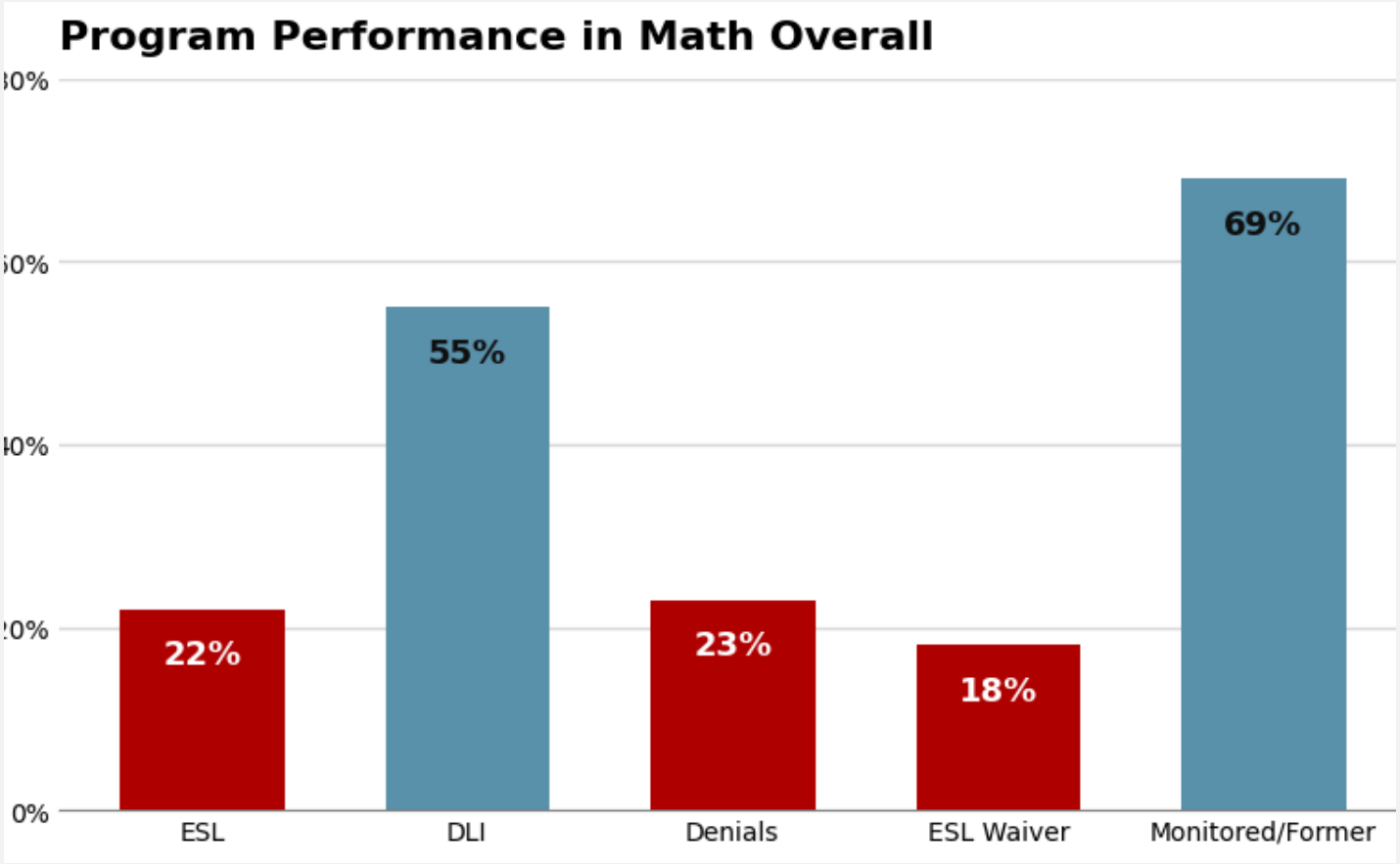
ESL students were the only ones under the state average for EB performance of **33%** in reading.

Math Grades 3–8 and Algebra



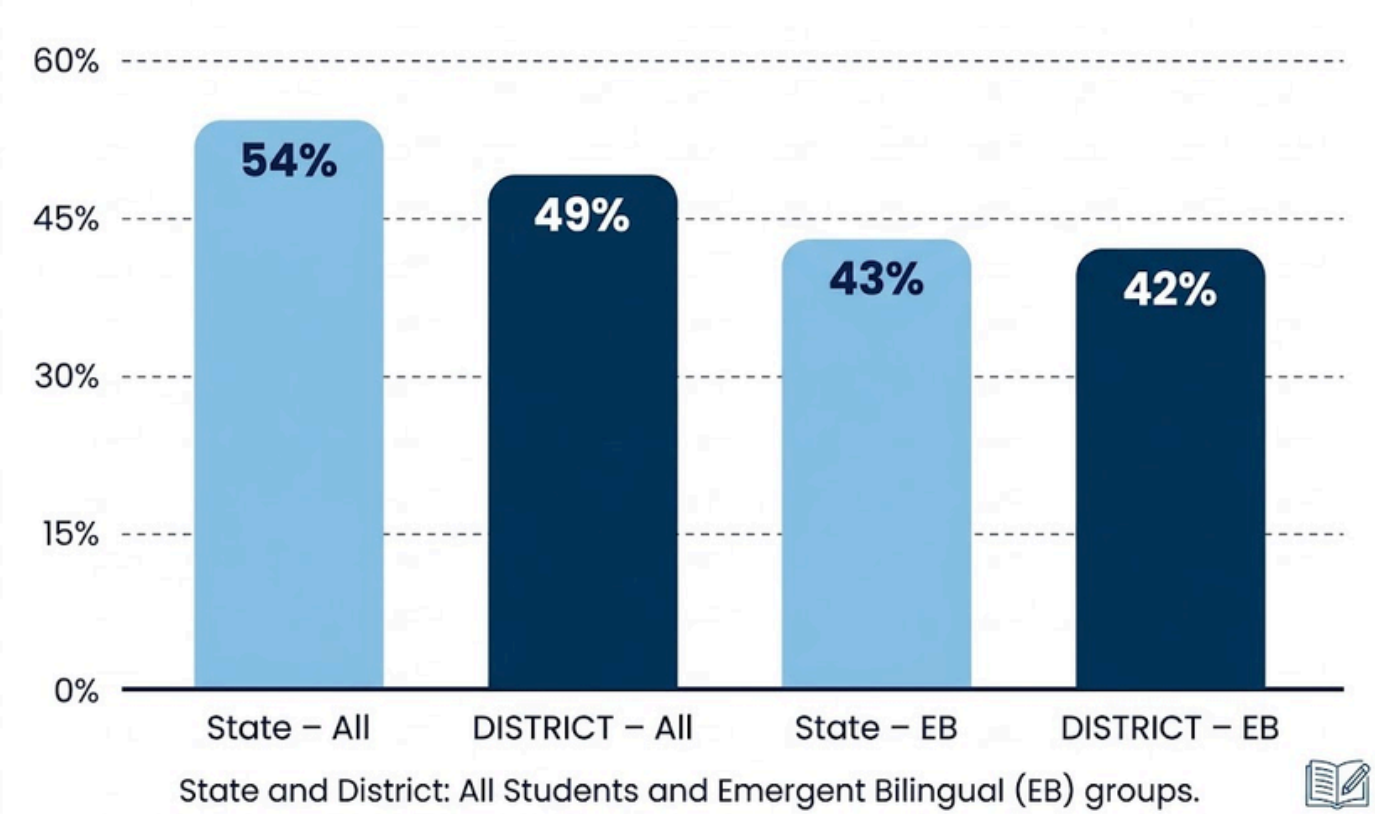
Comparison of generic math scores for all students and emergent bilingual (EB) groups.

Language Program Performance in Math



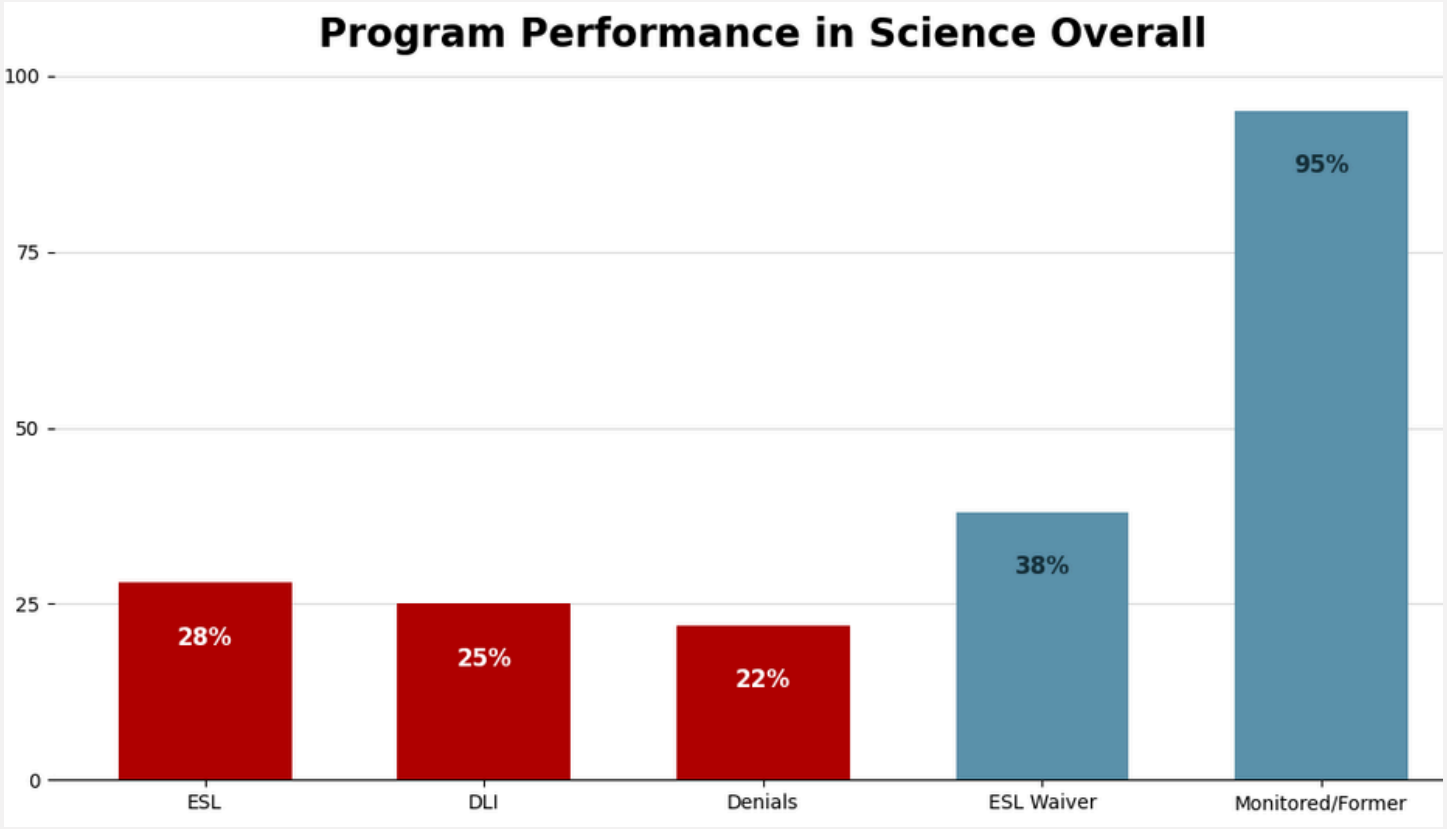
EB students in ESL, denials, and waiver fell under the state average for EB performance of **30%** in math.

Science Grades 3–8 and Biology



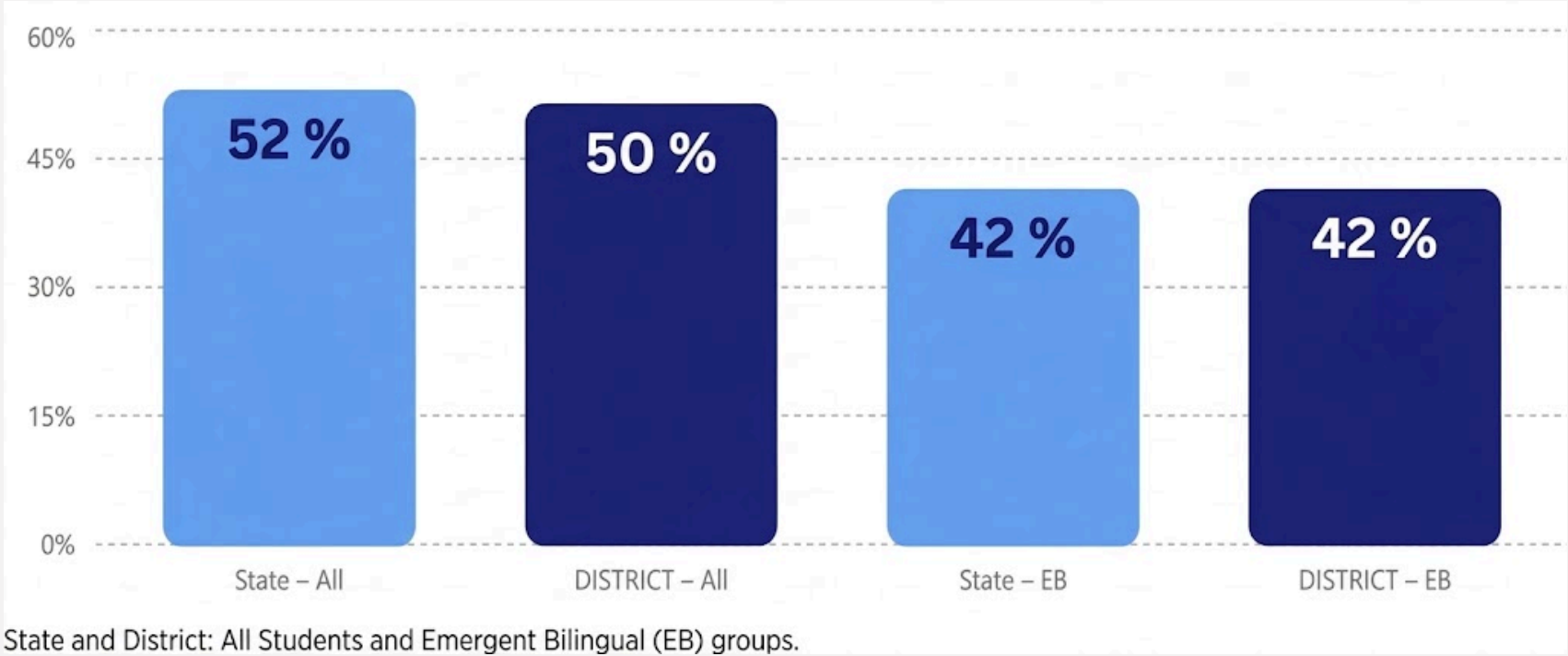
District almost met state average EB performance in Science.

Language Program Performance in Science



EB students in DLI, ESL waiver, ESL and denials fell under the state average for EB performance of 43**%** in Science.

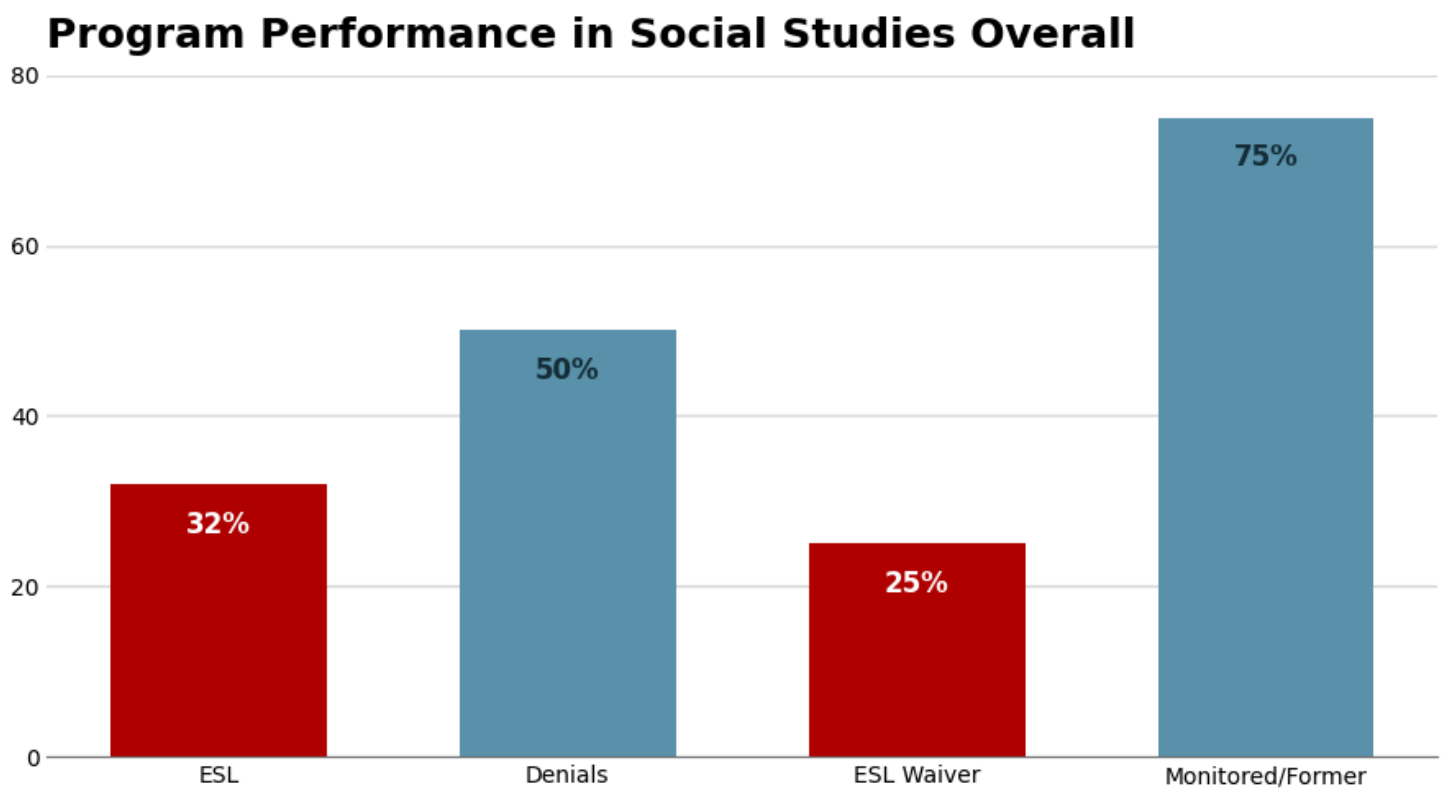
Social Studies



State and District: All Students and Emergent Bilingual (EB) groups.

District met state average EB performance in Social Studies.

Language Program Performance in Social Studies



8th Social Studies & 11th U S History only

EB students in ESL and ESL waiver fell under the state average for EB performance of 42**%** in Social Studies.

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

Campus	2024-2025	2025-2026	2026-2027 (TEA filing due by Nov. 1, 2026)
Eastridge Elem.	1	0	1
Shields Elem.	0	0	0
Red Oak Elem.	2	3	0
Schupmann Elem.	0	0	0
Wooden Elem.	0	0	1
Red Oak Middle School	5	1	0
Shaw Middle School	[redacted]	1	3
Red Oak High School	2	3	6
Totals	**10**	**8**	**11**

Number of Students in Alternative Methods (waiver)

Campus	2024/2025	2025/2026	2026/2027 (TEA filing due by Nov. 1, 2026)
Eastridge	3	2	1
Shields	0	0	0
Red Oak Elem.	4	18	0
Schupmann	0	0	0
Wooden	0	0	22
Red Oak MS	148	25	0
Shaw MS		22	23
Red Oak HS	51	6	103
Total	**206**	**73**	**149**

130

ESL Certification Completions

Campus	2024/2025	2025/2026	2026/2027
Eastridge	0	✓	1
Shields	✓	✓	✓
Red Oak Elem.	1	3	✓
Schupmann	✓	✓	✓
Wooden	✓	✓	2
Red Oak MS	2	1	✓
Shaw MS	✓	1	3
Red Oak HS	1	3	6
	4 out 10 completed **40 %** 1 non renew 1 admin leave 2 non return 2 no attempt	3 out 8 completed **38%** 0 non renew 0 admin leave 1 non return 4 no attempt	**Goal 55% 6/11**

2025-2026 Comprehensive PD PLAN

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 were given several opportunities to attend at least one
- **ESL TExES test prep** training.

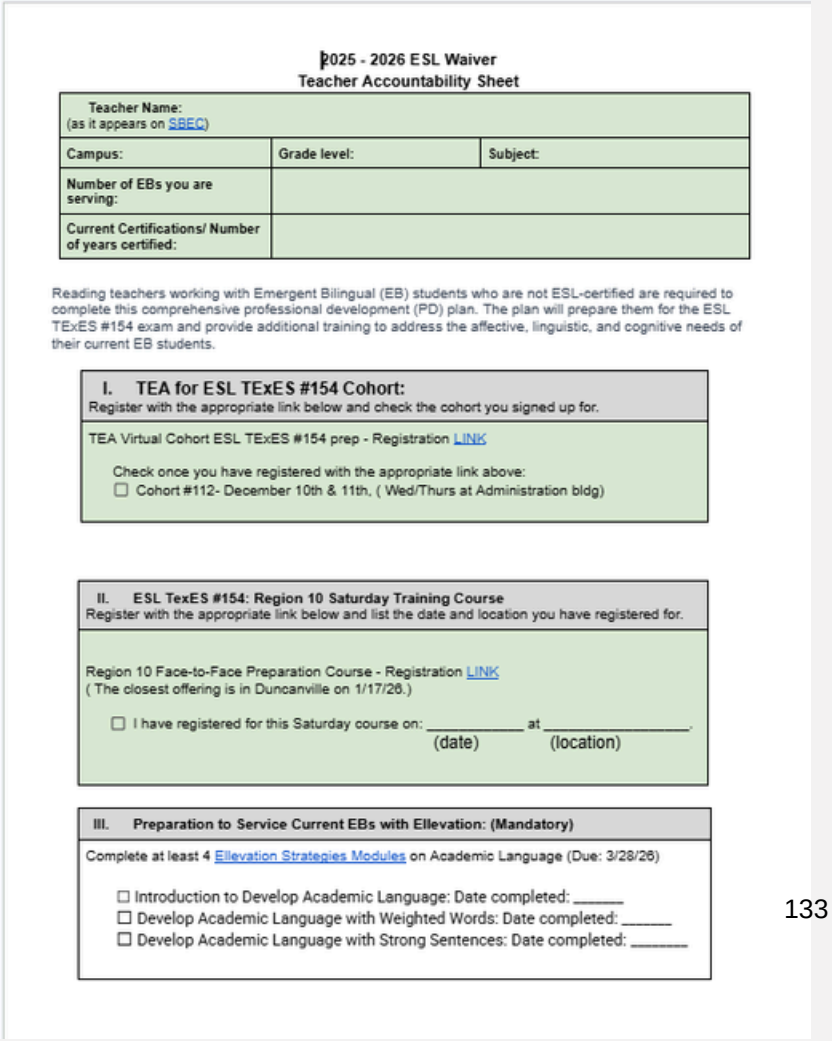
~02

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

2025-2025 Comprehensive PD Plan

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.



2025 - 2026 ESL Waiver
Teacher Accountability Sheet

Teacher Name: (as it appears on SBEC)		
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. TEA for ESL TExES #154 Cohort:
Register with the appropriate link below and check the cohort you signed up for.

TEA Virtual Cohort ESL TExES #154 prep - Registration LINK

Check once you have registered with the appropriate link above:
☐ Cohort #112- December 10th & 11th, (Wed/Thurs at Administration bldg)

II. ESL TexES #154: Region 10 Saturday Training Course
Register with the appropriate link below and list the date and location you have registered for.

Region 10 Face-to-Face Preparation Course - Registration LINK
(The closest offering is in Duncanville on 1/17/26.)

☐ I have registered for this Saturday course on: _____ at _____.
(date) (location)

III. Preparation to Service Current EBs with Ellevation: (Mandatory)

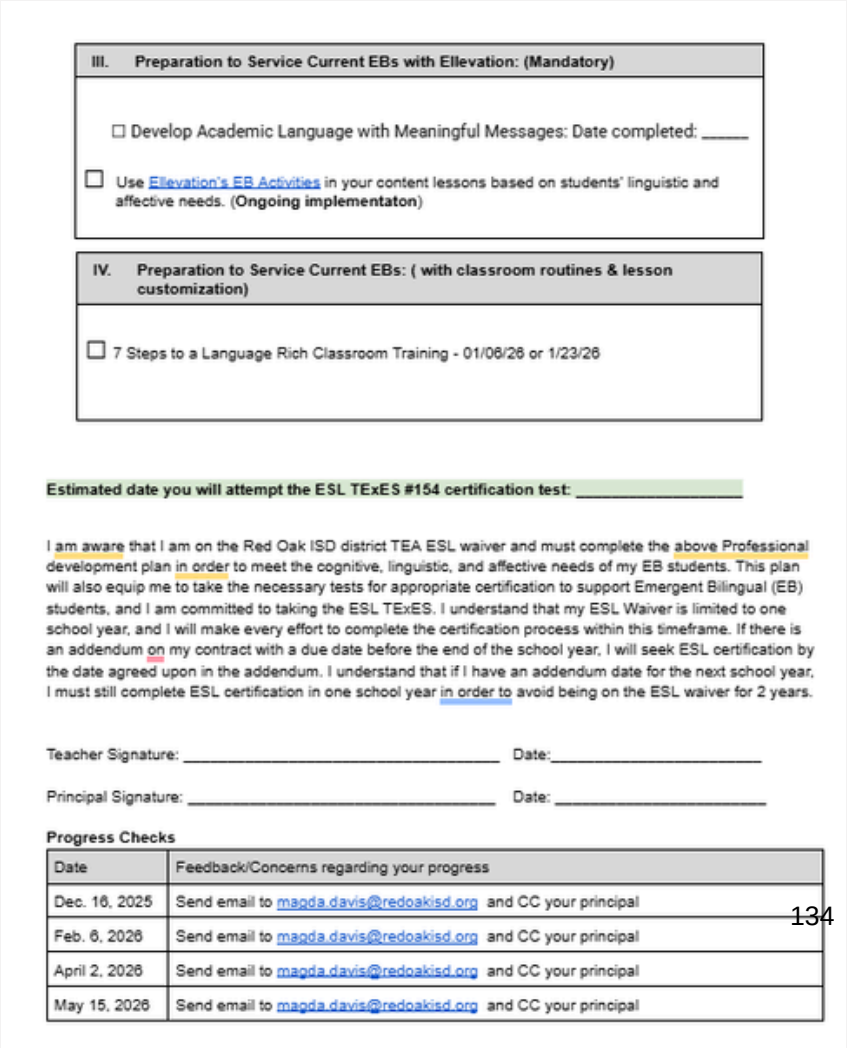
Complete at least 4 Ellevation Strategies Modules on Academic Language (Due: 3/28/26)

☐ Introduction to Develop Academic Language: Date completed: _____
☐ Develop Academic Language with Weighted Words: Date completed: _____
☐ Develop Academic Language with Strong Sentences: Date completed: _____

2025-2026 Comprehensive PD Plan

Results:

- 3 out of the 7 returning teachers have completed their ESL certification. 43%
- 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.



III. Preparation to Service Current EBs with Ellevation: (Mandatory)

☐ Develop Academic Language with Meaningful Messages: Date completed: _____

☐ Use Ellevation's EB Activities in your content lessons based on students' linguistic and affective needs. (**Ongoing implementaton**)

IV. Preparation to Service Current EBs: (with classroom routines & lesson customization)

☐ 7 Steps to a Language Rich Classroom Training - 01/06/26 or 1/23/26

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

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. If there is an addendum on my contract with a due date before the end of the school year, I will seek ESL certification by the date agreed upon in the addendum. I understand that if I have an addendum date for the next school year, I must still complete ESL certification in one school year in order to avoid being on the ESL waiver for 2 years.

Teacher Signature: _____ Date:_____

Principal Signature: _____ Date: _____

Progress Checks

Date	Feedback/Concerns regarding your progress
Dec. 16, 2025	Send email to magda.davis@redoakisd.org and CC your principal
Feb. 6, 2026	Send email to magda.davis@redoakisd.org and CC your principal
April 2, 2026	Send email to magda.davis@redoakisd.org and CC your principal
May 15, 2026	Send email to magda.davis@redoakisd.org and CC your principal

2025-2026 HR Action Plan

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

Number	Activity Description	Plan/Goal of the Activity	Completion Date Range	Person Responsible
1	Additional ESL certification opportunities for current staff	Campuses provided names to HR for ESL testing. Added certification addendum to contract. Pass ESL test by 2/1/26.	August - October	Human Resources
2	New hire certification addendums for ESL	All elementary new hires without ESL certification were provided a certification addendum to contract. Pass ESL test by 2/1/26.	August - October	Human Resources
3	Attend job fairs and recruit potential staff at universities	Attend job fairs and attend education-specific classes at universities to promote our GYO program	February - April	Human Resources
4	Grow-Your-Own program-Continue GYO program with paraprofessional staff	Support paraprofessionals in GYO program to complete certification requirements by the end of the e	May - July	Human Resources

2025-2026 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

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.
- 2026 Summer trainings were offered in ELPS, **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.

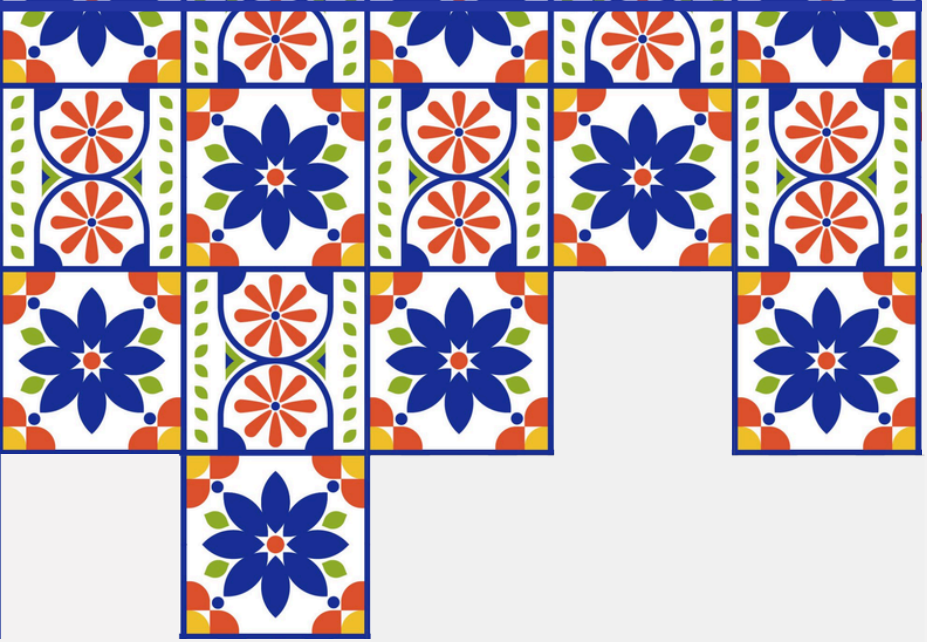




THANK YOU FOR YOUR TIME

Do you have any questions?

griselda.hernandez@redoakisd.org | 972-617-2941 Ext. 3502



Data Resources Used

TELPAS Summary Reports
K-2 & 3- 12th

2026 STAAR Results

TEA STAAR Performance

On Data Suite

Spanish I Ready Reading

District Spanish GRA Data

2025-2026 ESL Waiver
Comprehensive PD Plan

Red Oak Independent School District

Eastridge Elementary School

Accountability Rating: C

Distinction Designation:
Postsecondary Readiness

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
October 07, 2026 at 09:46 AM

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

Summary

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

Eastridge Elementary School is comprised of the following Ethnic Distribution

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

Student Indicators for Success:

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

Special Populations:

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

Teachers by Years of Experience 23-24

Beginning Teachers 5.6%

1-5 Years Experience28.0%

6-10 Years Experience 11.2%

11-20 Years Experience 42.6%

21-30 Years Experience 9.8%

Over 30 Years Experience 2.8%

24-25 Teacher Retention Rate: 86%

Strengths

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

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

Problem Statements Identifying Demographics Needs

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

★ = Priority

Student Learning

Summary

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

STAAR Data 24-25

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

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

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

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

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

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

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

GRA Data 24-25

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

iReady Reading End of the Year 24-25

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

iReady Math End of the Year 24-25

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

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

Strengths

* 3rd Grade Reading had 26% of students master

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

*Foundational Kindergarten reading skills are on level

Problem Statements Identifying Student Learning Needs

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

★ = Priority

School Processes & Programs

Summary

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

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

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

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

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

Strengths

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

Problem Statements Identifying School Processes & Programs Needs

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

★ = Priority

Perceptions

Summary

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

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

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

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

Safe and Orderly Schools Summary

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

Strengths

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

Safe and Orderly Schools Strengths

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

Problem Statements Identifying Perceptions Needs

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

★ = Priority

Priority Problem Statements

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

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

Performance Objective 1

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

Strategy 1

Promote College & Career Ready opportunities for our students.

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

Staff Responsible for Monitoring: Principal
Counselor

TEA Priorities: Connect high school to career and college

Formative Reviews

December	February	April	June

Performance Objective 2

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

Strategy 1

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

Evidence that Demonstrates Success: Lesson Plans

Staff Responsible for Monitoring: Campus Administrators
Counselor

Formative Reviews

December	February	April	June

Strategy 2

Implement and use district-approved health services.

Evidence that Demonstrates Success: Referrals to outside sources.

Staff Responsible for Monitoring: Counselor
Principal

Formative Reviews

December	February	April	June

Performance Objective 3

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

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

Strategy 1

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

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

Staff Responsible for Monitoring: Campus Administrators
Instructional Coaches
Campus teachers

Formative Reviews

December	February	April	June

Strategy 2

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

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

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

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

Formative Reviews

December	February	April	June

Strategy 3

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

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

Staff Responsible for Monitoring: GT Teacher

Formative Reviews

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Strategy 4

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

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

Staff Responsible for Monitoring: Campus Administrators

Formative Reviews

December	February	April	June

Strategy 5

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

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

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

Funding Sources: 199 PIC 11 Reg Ed, $600

Formative Reviews

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Strategy 6

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

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

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

Formative Reviews

December	February	April	June

Strategy 7

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

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

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

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

Formative Reviews

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Performance Objective 4 ☑ HB3 Goal

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

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

Strategy 1

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

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

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

Formative Reviews

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Strategy 2

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

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

Staff Responsible for Monitoring: Classroom Teachers
Campus Administrators
Instructional Coach

Formative Reviews

December	February	April	June

Strategy 3

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

Evidence that Demonstrates Success: CBA Data
Benchmark Data
STAAR Data

Staff Responsible for Monitoring: Classroom Teachers
Campus Administrators
Instructional Coach

Formative Reviews

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Strategy 4

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

Evidence that Demonstrates Success: Participation in programs

Staff Responsible for Monitoring: Principal Assistant
Counselor
Campus Professional Staff

Formative Reviews

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Strategy 5

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

Evidence that Demonstrates Success: Lesson Plans

Staff Responsible for Monitoring: GT Teachers

Formative Reviews

December	February	April	June

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

Performance Objective 1

Attract, engage, and retain top talent through competitive compensation packages.

Strategy 1

Maintain a welcoming campus environment that staff take pride in.

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

Staff Responsible for Monitoring: Campus Administrators

Formative Reviews

December	February	April	June

Performance Objective 2

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

Strategy 1

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

Evidence that Demonstrates Success: Meeting Notes/Agenda

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

Formative Reviews

December	February	April	June

Performance Objective 3

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

Strategy 1

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

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

Staff Responsible for Monitoring: Human Resources Department
Campus Administrators

Formative Reviews

December	February	April	June

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

Performance Objective 1

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

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

Strategy 1

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

Evidence that Demonstrates Success: Focus on Reading, Math, and Science
Student Sign-up Sheets
Tutorial Letters
Goal Setting
Parent informational letters

Staff Responsible for Monitoring: Campus Administrators
Instructional Coaches
Teachers

Formative Reviews

December	February	April	June

Performance Objective 2

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

Strategy 1

Monitor the usage of funds and anticipated yearly spending using prior record for analysis.

Evidence that Demonstrates Success: Skyward Financial Records

Staff Responsible for Monitoring: Secretary
Principal

Formative Reviews

December	February	April	June

Performance Objective 3

Educate stakeholders about the public education financial system and the funding of Red Oak ISD through regular and transparent communication.

Strategy 1

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

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

Staff Responsible for Monitoring: Counselor
Campus Adminsitrators
Registrar
Teachers

Formative Reviews

December	February	April	June

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

Performance Objective 1

Review and analyze student programs and facility needs.

Evaluation Data Source: Hired a new safety director

Strategy 1

Additional classroom space to accommodate growth at Eastridge.

Evidence that Demonstrates Success: Portable buildings

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

Formative Reviews

December	February	April	June

Performance Objective 2

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

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

Strategy 1

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

Evidence that Demonstrates Success: Documentation of drills

Staff Responsible for Monitoring: Campus Administrators
Campus Police officer

Formative Reviews

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

Strategy 2

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

Evidence that Demonstrates Success: Documentation of training Crisis Handbook

Staff Responsible for Monitoring: Assistant Principal Campus Police Officer

Formative Reviews

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

Performance Objective 3

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

Strategy 1

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

Evidence that Demonstrates Success: Custodians
Maintenance and Upkeep

Staff Responsible for Monitoring: Secretary
Assistant Principal
Teachers

Formative Reviews

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

Goal 5

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

Performance Objective 1

Prioritize and enhance parent and teacher communications.

Strategy 1

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

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

Staff Responsible for Monitoring: Principal

Formative Reviews

December	February	April	June

Strategy 2

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

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

Staff Responsible for Monitoring: Campus Administrators

Formative Reviews

December	February	April	June

Performance Objective 2

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

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

Strategy 1

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

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

Staff Responsible for Monitoring: Campus Administrators

Formative Reviews

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Strategy 2

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

Evidence that Demonstrates Success: Number of participants

Staff Responsible for Monitoring: Principal
All Professional Staff
PTA board

Formative Reviews

December	February	April	June

Title I Summary

Title I Personnel

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

Committees

Committees

Site Based Decision Making Committee

Meeting Logs

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

Members

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

2025-2026 Site Based Committee

Members

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

Kerry	Halstead	Teacher	Member
Rachel	Bergman	Teacher	Member

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

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

Red Oak Independent School District

Red Oak Elementary School

Accountability Rating: C

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
October 07, 2026 at 09:40 AM

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

Summary

Red Oak Elementary is a campus located in the heart of Red Oak, Texas, serving students in Early Education/Pre-K through 5th grade. The campus serves approximately 472 students and represents a diverse learning community with a wide range of academic, social, and instructional needs.

Current demographic data indicate that 61.4% of students are Economically Disadvantaged, 29.4% receive Special Education services, and 10.4% are identified as Emergent Bilingual students. The campus has a mobility rate of approximately 14%, highlighting the importance of consistent instructional practices, strong systems of intervention, and intentional supports for students who transition into or out of the campus during the school year.

Red Oak Elementary continues to serve a racially and ethnically diverse student population. Campus data reflect a student population that is approximately 43% African American, 37% Hispanic/Latino, 15% White, 4% identifying as two or more races, and 1% Asian. This diversity is an important strength of the campus and reinforces the need for culturally responsive practices, equitable access to rigorous grade-level instruction, and intentional monitoring of achievement and growth across student groups.

Red Oak Elementary is a Title I Schoolwide Program campus and receives State Compensatory Education (SCE) funding to provide supplemental academic resources, interventions, and instructional supports designed to address identified student needs. Current demographic trends, including the percentage of students who are Economically Disadvantaged and students receiving Special Education services, reinforce the need to strategically allocate resources and provide differentiated supports while maintaining high expectations for all learners.

As a learning community, Red Oak Elementary is committed to ensuring equitable access to high-quality, grade-level instruction for every student. The campus will continue strengthening inclusive instructional practices, intervention systems, progress monitoring, and opportunities for students receiving specialized services to learn alongside their grade-level peers in the least restrictive environment with appropriate supports.

Through strong partnerships among staff, families, and community stakeholders, Red Oak Elementary strives to provide a safe, inclusive, and academically rigorous learning environment where every student is known, supported, challenged, and provided the opportunity to achieve at high levels.

Strengths

Red Oak Elementary serves a diverse student population that provides opportunities to build an inclusive school community where students learn from and alongside peers from a variety of backgrounds and experiences. The diversity of the campus continues to be a strength and supports our commitment to ensuring all students feel a sense of belonging, connection, and pride in their school community.

A significant strength of Red Oak Elementary is the campus's commitment to providing equitable access to high-quality instruction and appropriate supports for all learners. With 29.4% of students receiving Special Education services, the campus is intentionally reviewing individual student schedules, services, and instructional needs to increase opportunities for students to receive grade-level instruction alongside their peers in the least restrictive environment. Collaboration between general education and special education staff continues to strengthen inclusive practices and ensure students receive appropriate accommodations, modifications, and specialized support while maintaining access to rigorous grade-level content.

The campus also benefits from its Title I Schoolwide Program and State Compensatory Education (SCE) resources, which allow Red Oak Elementary to provide supplemental instructional materials, intervention opportunities, additional academic supports, and resources aligned to identified student needs. With 61.4% of students identified as Economically Disadvantaged, these resources are strategically used to increase access and reduce barriers to student success.

Red Oak Elementary continues to strengthen systems that support its Emergent Bilingual population, which represents approximately 10.4% of students, through targeted language supports, differentiated instruction, and opportunities for students to access grade-level content while developing English language proficiency.

Another campus strength is the emphasis on family and community engagement. Red Oak Elementary intentionally creates multiple opportunities throughout the year for families to participate in the school community, celebrate student learning, and build relationships with campus staff. These partnerships strengthen communication between home and school and contribute to a welcoming campus culture.

Overall, Red Oak Elementary's diverse student body, commitment to inclusive practices, strategic use of supplemental resources, and strong emphasis on family and community partnerships provide a strong foundation for addressing achievement gaps and ensuring that every student has access to the academic, social, and emotional supports needed to be successful.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Student achievement at the Meets and Masters performance levels remains an area of need across RLA, mathematics, and science. On the 2026 STAAR, 66% of students achieved Approaches Grade Level or above, while 45% achieved Meets Grade Level or above and 17% achieved Masters Grade Level. Increasing the percentage of students demonstrating grade-level mastery and higher levels of academic achievement	Tier 1 instruction does not yet consistently provide the level of rigor, higher-order questioning, student discourse, academic vocabulary, and application necessary for students to demonstrate grade-level mastery. Formative assessment and instructional response are not consistently aligned to the depth and complexity of grade-level standards.
2 ★	Students receiving Special Education services demonstrate significant achievement gaps compared with overall campus performance. Across all 2026 STAAR subjects, students receiving Special Education services achieved 39% Approaches, 20% Meets, and 3% Masters compared with overall campus performance of 66% Approaches, 45% Meets, and 17% Masters.	Students receiving Special Education services have not consistently had access to grade-level Tier 1 instruction alongside their general education peers in the least restrictive environment. Collaboration between general education and Special Education teachers also requires greater consistency in planning, implementation of accommodations and specially designed instruction, and monitoring.
3 ★	Achievement gaps persist among students represented within campus accountability groups. On the 2026 STAAR, High Focus students achieved 53% Approaches, 33% Meets, and 11% Masters compared with overall campus performance of 66%, 45%, and 17%, respectively. Economically Disadvantaged students also demonstrate achievement gaps compared with Non-Economically Disadvantaged students.	Instructional planning and intervention systems have not consistently identified and responded to the specific academic needs of individual students represented within accountability groups. PLCs need increased intentionality in disaggregating student-level data, identifying students requiring intervention or acceleration, and planning differentiated instruction based on skill and TEKS.
4	BOY data indicates that a significant portion of students in the primary grades are performing below grade-level expectations. Foundational literacy and numeracy gaps limit students' ability to successfully access grade-level content and can compound as students progress into upper elementary grades.	Foundational skill gaps are not consistently identified and addressed early enough through a cohesive system of Tier 1 instruction, small-group instruction, intervention, and progress monitoring. Greater consistency is needed in the frequency of targeted instruction, use of student data to form groups, and adjustment of intervention based on student response.

5	Implementation of curriculum, high-quality Tier 1 instructional practices, intervention, and data-driven decision-making is not yet consistent across classrooms and grade levels.	Teachers are at varying levels of curriculum internalization and implementation of campus instructional expectations. Differences in instructional practice and comfort with data analysis contribute to variability in how student data is used to plan instruction, intervention, and acceleration. Consistent systems for PLC analysis, coaching, walkthrough feedback, and follow-up are needed.
6	While multiple communication systems are available, consistent two-way communication and meaningful family engagement in student learning are not yet evident across all classrooms and families.	Campus communication has often focused on providing information to families rather than establishing consistent opportunities for families to respond, provide feedback, and actively participate in supporting student learning. Expectations for Parent Communication Folders and documentation of two-way communication have not previously been standardized campus-wide.
7	Campus systems for intentionally strengthening student belonging, positive behavior, attendance, leadership, and school connectedness are still developing, and consistent measures are needed to determine the impact of these systems on student outcomes.	The campus is in the early stages of implementing the RCA House System, and common expectations and measures for evaluating its impact on student attendance, behavior, participation, belonging, and school community have not yet been fully established.

★ = Priority

Student Learning

Summary

Red Oak Elementary continues to focus on increasing student achievement, accelerating academic growth, and closing performance gaps among student groups. Current 2026 STAAR data indicates that across all tested subjects, 66% of students performed at Approaches Grade Level or above, 45% achieved Meets Grade Level or above, and 17% achieved Masters Grade Level. These results demonstrate that while a majority of students are accessing grade-level standards, continued instructional focus is needed to increase the number of students demonstrating grade-level mastery and advanced achievement.

Performance varies by content area. In Reading/Language Arts, 68% of students achieved Approaches Grade Level or above, 50% achieved Meets, and 19% achieved Masters. In Mathematics, 67% achieved Approaches, 45% achieved Meets, and 17% achieved Masters. Science represents a significant area for continued improvement, with 55% of students achieving Approaches, 32% achieving Meets, and 12% achieving Masters.

Analysis of student-group performance also identifies achievement gaps requiring intentional attention. Across all subjects, students identified as High Focus performed at 53% Approaches, 33% Meets, and 11% Masters, compared with campuswide performance of 66%, 45%, and 17%, respectively. Economically Disadvantaged students achieved 55% Approaches, 35% Meets, and 12% Masters, compared with Non-Economically Disadvantaged students at 73% Approaches, 52% Meets, and 20% Masters.

Special Education represents a significant area of focus for the campus. Across all tested subjects, students receiving Special Education services achieved 39% Approaches, 20% Meets, and 3% Masters. These results demonstrate the need to strengthen access to grade-level Tier 1 instruction, specially designed instruction, targeted intervention, progress monitoring, and inclusive instructional opportunities in the least restrictive environment.

Campus BOY data and stakeholder analysis further indicate that foundational literacy and numeracy skills remain areas of need, particularly in the primary grades. Campus team leaders identified that students are entering the year below grade-level expectations and established a goal for 75% of PreK–2 students to reach the EOY grade-level literacy benchmark, while also emphasizing individual BOY-to-EOY growth. Students performing below benchmark will be progress monitored every two to three weeks to support timely instructional adjustments.

Overall, student learning data demonstrates both areas of progress and clear opportunities for improvement. Red Oak Elementary will prioritize increasing Meets and Masters performance, closing achievement gaps for Special Education and High Focus students, strengthening foundational literacy and numeracy, and ensuring consistent implementation of rigorous Tier 1 instruction, intervention, progress monitoring, and data-driven PLC practices. Through early identification of student needs and intentional instructional response, the campus will work to accelerate growth and increase grade-level mastery for all learners.

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**70**	**C**	
Student Achievement		**72**	**C**	**70%**
STAAR Performance	43	72		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**71**	**C**	**0%**
Academic Growth	64	71	C	✓

Relative Performance (Eco Dis: 61.4%)		70	C	
Closing the Gaps	**26**	**66**	**D**	**30%**

Strengths

Red Oak Elementary demonstrates several student learning strengths within the current 2026 achievement data. Across all STAAR-tested subjects, 66% of students achieved Approaches Grade Level or above, 45% achieved Meets Grade Level or above, and 17% achieved Masters Grade Level. Compared with the previous year's campus wide STAAR results of 69% Approaches, 40% Meets, and 14% Masters, the campus demonstrated an increase in the percentage of students achieving the higher performance levels of Meets and Masters, indicating positive movement toward greater grade-level mastery.

Reading/Language Arts represents a relative strength for the campus, with 68% of students achieving Approaches Grade Level or above, 50% achieving Meets, and 19% achieving Masters. Hispanic students demonstrated particularly strong RLA performance, with 71% Approaches, 54% Meets, and 22% Masters. Additionally, students identifying as two or more races achieved 80% Approaches, 60% Meets, and 40% Masters, although this represents a smaller student population.

The data also demonstrates strong performance among several additional student groups. Gifted and Talented students achieved 100% Approaches, 93% Meets, and 78% Masters across all tested subjects. Emergent Bilingual students achieved 68% Approaches, 50% Meets, and 18% Masters, with their Meets and Masters performance exceeding the overall campus rates of 45% and 17%, respectively. This indicates that instructional and linguistic supports are contributing to meaningful access to grade-level content for many Emergent Bilingual students.

There are also positive indicators among students who have transitioned from Special Education services. Former Special Education students achieved 88% Approaches and 68% Meets across all tested subjects. While this group is smaller and should be interpreted accordingly, the results provide an encouraging indicator of students successfully accessing and demonstrating mastery of grade-level content following their transition from Special Education services.

Campus data also reflects the importance of instructional continuity. Students continuously enrolled at Red Oak Elementary achieved 70% Approaches and 48% Meets, compared with 53% Approaches and 39% Meets among students who were not continuously enrolled. This provides positive evidence that sustained access to campus instructional systems and supports is associated with stronger academic outcomes, while also reinforcing the importance of quickly identifying and supporting students who enter the campus during the school year.

Another campus strength is the intentional use of student-level data to guide instructional decisions. Campus team leaders have established common expectations for PLCs, including a 3/6/9 assessment review cycle, analysis of common assessment results within 24–48 hours when applicable, use of standards/mastery trackers and student work, and adjustment of intervention groups as students demonstrate mastery or require additional support. In the primary grades, the campus has also established a goal for 75% of students to reach the EOY grade-level literacy benchmark while monitoring individual BOY-to-EOY growth and progress monitoring students below benchmark every two to three weeks.

Overall, current student learning data demonstrates positive movement toward higher levels of academic mastery, relative strength in RLA, successful performance among Emergent Bilingual students, and strong outcomes among Gifted and Talented students. These strengths provide a foundation for the campus's continued focus on accelerating growth, increasing Meets and Masters performance, strengthening foundational skills, and closing achievement gaps among student groups.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	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.	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.
2 ★	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.	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.
3 ★	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.	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.
4 ★	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.	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.

★ = Priority

School Processes & Programs

Summary

Red Oak Elementary continues to strengthen instructional systems, campus processes, and programs to ensure all students have access to rigorous, grade-level learning in a safe, supportive, and engaging environment. Campus systems emphasize high-quality Tier 1 instruction, collaborative planning, data-driven decision-making, early intervention, inclusive practices, positive behavior, attendance, student belonging, family engagement, and continuous improvement.

District-adopted high-quality instructional materials serve as the foundation for Tier 1 instruction in reading, mathematics, science, and social studies. The campus continues to focus on curriculum internalization and consistent implementation across grade levels while using supplemental instructional resources strategically to address identified student needs. In grades 3–5, Lowman's may be used to support spiral review, intervention, acceleration, and targeted practice without replacing district-adopted curriculum. Science Penguin supplements the adopted HMH science curriculum through standards-aligned vocabulary, spiral review, small-group instruction, intervention, labs, and opportunities for increased rigor. Student assessment data is used to determine when supplemental resources are appropriate and which specific skills or TEKS require additional support.

The campus has established Fundamental Five as a common instructional framework to strengthen the quality and consistency of Tier 1 instruction. Professional learning, coaching, PLCs, and administrative walkthroughs are used to support implementation and provide teachers with timely feedback. Professional learning is informed by student achievement data, walkthrough trends, teacher needs, district initiatives, and campus priorities. Instructional coaches, administrators, teacher leaders, and staff members contribute to professional learning and share effective practices to build collective capacity across the campus.

Professional Learning Communities (PLCs) serve as a primary structure for collaborative planning, data analysis, intervention, and instructional decision-making. Campus teams utilize an established 3/6/9 assessment-data review cycle, with common assessment results analyzed within 24–48 hours when applicable. Teachers bring evidence such as exit tickets, writing samples, TEKS/standards data, standards/mastery trackers, student work samples, intervention plans, and assessment results to support instructional decisions. Intervention groups are adjusted as students demonstrate mastery or when data indicates that students are not making adequate progress. Classroom teachers, case managers, instructional coaches, and administrators share responsibility for monitoring student progress and ensuring appropriate instructional responses occur.

Red Oak Elementary is strengthening its MTSS and early intervention systems, with particular attention to foundational literacy in PreK–2. Heggerty is incorporated into daily phonemic-awareness and phonics routines, and students participate in differentiated teacher-led small-group instruction based on identified skill needs. Students performing below grade level receive increased opportunities for targeted small-group instruction, while students performing at or above grade level continue to receive differentiated instruction based on identified needs. Instructional groups remain flexible and are adjusted as students demonstrate mastery or new learning needs emerge. i-Ready, GRA, classroom assessments, and other grade-appropriate measures are used to identify needs, establish instructional priorities, and monitor student growth.

The campus is also intentionally strengthening Special Education service delivery and access to grade-level instruction. Administrators, Special Education staff, case managers, and general education teachers collaborate to review individual student schedules and services to ensure students receive services in the least restrictive environment while maintaining fidelity to each student's IEP. When appropriate based on individual student needs and IEP decisions, the campus seeks to maximize opportunities for students receiving Special Education services to participate in grade-level Tier 1 instruction alongside their general education peers with inclusion support from a Special Education teacher. Students continue to receive accommodations, modifications when applicable, specially designed instruction, targeted intervention, and other supports required by their individual IEPs.

Campus decision-making occurs through multiple collaborative leadership structures designed to promote shared ownership and data-driven decision-making. The Instructional Leadership Team analyzes student achievement, instructional implementation, intervention needs, walkthrough trends, and campus priorities. Grade-level team leaders and other teacher leaders provide additional opportunities for staff voice and shared leadership. The Campus Advisory Committee provides broader stakeholder representation, including staff, parents, and community members. Student achievement data, stakeholder feedback, behavior and attendance trends, campus needs, and district priorities are considered when making decisions and evaluating programs.

Staff communication occurs through multiple systems designed to provide consistent and timely information. The ROE BUZZ provides staff with campus reminders, coverage information, instructional expectations, upcoming events, celebrations, and other important updates. Staff meetings, PLCs, targeted emails, and campus communication platforms provide additional opportunities

for immediate and targeted communication.

Red Oak Elementary continues to strengthen family communication and academic engagement through a consistent emphasis on two-way communication. Parent Communication Folders are sent home daily and include grade-level calendars, conduct information, academic/content resources, graded work, flyers, and other relevant information. Families are encouraged to acknowledge folder communication at least three times per week. ParentSquare, conferences, phone calls, folder responses, and other documented contacts also provide opportunities for two-way communication. Teachers maintain communication documentation and continue outreach when families do not initially respond. PreK–2 family communication also connects with the campus home-literacy/book-bag initiative to provide families with books, reading logs, grade-level questions, and resources that support literacy development at home.

The master schedule is developed annually based on student needs, instructional priorities, intervention requirements, specialized services, and staff input. Particular attention is given to ensuring students receiving specialized services have equitable access to grade-level instruction and that schedules support appropriate service delivery, intervention, enrichment, and collaborative instructional opportunities. Student schedules and service-delivery models are reviewed to identify opportunities to increase access to inclusive learning environments while ensuring individual student needs are met.

Red Oak Elementary has established proactive systems to support student attendance, positive behavior, and school connectedness. Attendance and tardy patterns are monitored so that campus staff can identify concerns, communicate with families, recognize positive attendance, and provide additional support when patterns of concern emerge. The campus utilizes consistent behavior expectations, classroom management systems, positive reinforcement, administrative and counselor support, relationship-building, and recognition of positive student choices. The campus has experienced significant improvement in student behavior, reflecting the impact of consistent expectations, proactive supports, strengthened relationships, and an increased emphasis on recognizing and reinforcing positive behaviors.

The RCA House System further supports attendance, behavior, belonging, leadership, teamwork, recognition, participation, and school community. Campus teams will review House-related outcomes each grading period, including attendance, discipline/referrals, positive office referrals, House points, student participation, and student belonging/connectedness. House points and student engagement will be monitored over time to determine opportunities for additional recognition, interventions, or targeted initiatives. For example, attendance or on-time House challenges may be implemented when attendance or tardy data indicates an area of need.

Students also have opportunities to develop leadership, teamwork, and academic interests beyond the core instructional program. Enrichment and leadership opportunities include Flag Helpers, Library Helpers, Spelling Bee, UIL events, campus performances, House activities and rallies, student recognition opportunities, and other campus-sponsored activities. These experiences provide students with additional opportunities to develop confidence, leadership, responsibility, collaboration, and a sense of belonging within the school community.

Technology continues to support instruction, intervention, assessment, communication, and student engagement. Students have access to campus technology appropriate to their grade level, and digital instructional tools are integrated with classroom learning to support academic practice, assessment, research, creativity, and the development of technology skills.

Overall, Red Oak Elementary's school processes and programs are centered on a comprehensive system of high-quality Tier 1 instruction, collaborative planning, frequent assessment, targeted intervention, progress monitoring, inclusive practices, positive behavior supports, attendance monitoring, student belonging, leadership opportunities, and family partnership. Campus systems are designed to respond to the needs of the whole child while maintaining high expectations for academic achievement. Through intentional instructional practices, proactive attendance and behavior systems, strong relationships, and opportunities for student leadership and recognition, Red Oak Elementary continues to build a safe, supportive, inclusive, and academically focused learning environment where all students can grow and succeed.

Strengths

Yes. I would revise the School Processes & Programs Strengths so they align with the updated narrative and highlight what is currently working well at ROE—especially your instructional systems, PLC structures, leadership, Special Education inclusion work, communication, behavior improvement, and House System.

School Processes & Programs — Strengths

Red Oak Elementary has established strong instructional systems centered on high-quality Tier 1 instruction, collaborative planning, data-driven decision-making, and continuous improvement. District-adopted curriculum provides a consistent foundation for instruction across content areas, while professional learning, instructional coaching, and administrative walkthroughs support teachers in strengthening implementation. The campus's continued focus on the Fundamental Five provides a common

instructional framework and shared language for effective teaching practices across classrooms.

Professional Learning Communities (PLCs) are a significant strength of the campus. Teachers collaborate regularly to analyze student performance, plan instruction, identify students requiring intervention or acceleration, and respond to student needs. The campus has strengthened this process through an established 3/6/9 assessment-data review cycle and expectations for teams to use exit tickets, student work, standards/mastery trackers, assessments, and intervention documentation when making instructional decisions. Teams also established an expectation to analyze common assessment results within 24–48 hours when applicable, allowing teachers to respond to student needs in a timely manner.

Professional learning is intentionally connected to campus needs and provides opportunities for both staff learning and teacher leadership. Administrators, instructional coaches, and teacher leaders support professional development, coaching, modeling, and feedback. Teachers are also provided opportunities to share effective practices and learning from district training, conferences, and other professional experiences. Staff feedback and walkthrough trends are considered when determining professional learning priorities, creating a culture in which professional growth is responsive to both teacher and student needs.

Another campus strength is its collaborative leadership structure. Administrators, instructional leaders, grade-level team leaders, teachers, parents, and community representatives have opportunities to contribute to campus decision-making. Student achievement data, instructional trends, behavior and attendance data, and stakeholder feedback are used to identify needs and establish priorities. This shared-leadership approach promotes collective responsibility for campus improvement and provides multiple avenues for stakeholder voice.

Red Oak Elementary has also strengthened systems for early intervention and differentiated instruction. In PreK–2, daily foundational literacy practices, Heggerty, flexible small groups, and frequent progress monitoring provide a systematic approach to addressing early literacy needs. Small-group instruction is differentiated according to student performance, with students below grade level receiving increased instructional frequency and groups changing as students demonstrate growth. These systems allow teachers to identify learning gaps earlier and respond with targeted instruction rather than waiting for gaps to become more significant.

The campus is committed to providing students receiving Special Education services increased access to grade-level instruction in the least restrictive environment. Collaboration among administrators, case managers, Special Education teachers, and general education teachers supports intentional review of student schedules, services, accommodations, and instructional needs. The campus continues to identify appropriate opportunities for students to participate in grade-level Tier 1 instruction alongside their peers with Special Education inclusion support while maintaining fidelity to individual IEP requirements.

Communication and family partnership are additional campus strengths. Staff receive consistent information through the ROE BUZZ, email, meetings, PLCs, and campus communication platforms. Families receive information through ParentSquare, Parent Communication Folders, conferences, phone calls, campus events, and other communication systems. The campus has strengthened expectations for two-way communication, including regular family acknowledgment of Parent Communication Folders and teacher documentation of family contacts. In the primary grades, the home-literacy/book-bag initiative further connects classroom instruction with family involvement by providing students with appropriately selected texts and families with resources to support reading at home.

Red Oak Elementary has also demonstrated strength in its behavior systems and positive school culture. The campus has experienced significant improvement in student behavior as a result of consistent expectations, proactive behavior supports, relationship-building, positive reinforcement, and increased recognition of students demonstrating positive choices. The RCA House System further strengthens school connectedness by providing students with opportunities for belonging, teamwork, leadership, recognition, and positive competition. The campus has identified attendance, discipline/referrals, positive office referrals, House points, participation, and student belonging as measures for monitoring the continued effectiveness of these systems.

The campus master schedule is intentionally developed around student instructional needs, intervention, inclusion, specialized services, and equitable access to learning. Scheduling decisions consider the services and supports students need throughout the instructional day while also protecting opportunities for intervention, enrichment, collaboration, and grade-level instruction.

Students also benefit from a variety of leadership, enrichment, and engagement opportunities beyond core academics. UIL, Spelling Bee, Flag Helpers, Library Helpers, performances, House activities and rallies, student recognition programs, and other campus opportunities allow students to develop leadership, responsibility, teamwork, confidence, and stronger connections to their school community.

Finally, technology access supports instruction and student learning across grade levels. Campus devices and digital instructional resources provide opportunities for students to engage in academic practice, assessment, research, creativity, and technology-based learning while developing digital skills that support future academic success.

Overall, Red Oak Elementary's greatest process strengths are its collaborative culture, increasingly consistent instructional

systems, strong PLC structures, responsive professional learning, proactive intervention practices, shared leadership, strengthened family communication, improving behavior systems, and commitment to student belonging and engagement. Together, these systems provide a strong foundation for the campus's continued work to increase student achievement, accelerate academic growth, and close performance gaps.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Curriculum implementation and instructional practices are not yet consistent across grade levels, limiting the full impact on student achievement.	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.
2 ★	PLC structures exist and meet regularly, but the effective use of data and collaboration to drive instruction is uneven across grade levels.	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.
3 ★	Professional development opportunities are offered through Base Camp, external PD, and teacher-led learning, but transfer of knowledge into daily classroom practice is inconsistent.	Systems for accountability, coaching, and ongoing follow-up are not yet fully embedded to ensure professional learning is applied and sustained in instruction.
4 ★	While multiple communication systems are in place, both internal and family communication still leaves gaps in ensuring clarity and meaningful engagement.	Communication tends to be one-way and information-heavy. Opportunities for two-way dialogue, family feedback, and parent engagement in student learning remain limited.

★ = Priority

Perceptions

Summary

Red Oak Elementary is committed to cultivating a culture of family, belonging, high expectations, and continuous growth. The campus believes that every student is capable of growth and that academic achievement is strengthened when students feel safe, valued, connected, and supported. Staff members share a collective responsibility for helping students make progress toward their individual goals while intentionally increasing the number of students who demonstrate grade-level mastery and are prepared for success in middle school.

The campus mission reflects this commitment:

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.

The campus vision further emphasizes the development of the whole child:

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 and positive contributors to society.

A defining characteristic of Red Oak Elementary is the strong sense of relationships and community among students, staff, and families. The campus intentionally works to create an environment where students know they are cared for while also understanding that adults maintain high expectations for their academic achievement, behavior, effort, and personal growth. Success is viewed not only through academic outcomes but also through the development of the 4 Talons of a Hawk, which represent the qualities and characteristics students need to become successful learners, leaders, and members of their community.

Student behavior and school climate have demonstrated significant improvement. Consistent classroom expectations, proactive behavior supports, positive reinforcement, relationship-building, administrative and counselor support, and increased recognition of positive student choices have contributed to a more productive learning environment. The campus continues to emphasize recognizing and reinforcing expected behaviors rather than relying solely on reactive disciplinary practices.

The RCA House System provides an additional structure for strengthening student belonging, relationships, leadership, teamwork, recognition, and positive behavior. Campus stakeholders identified student attendance, behavior, school community, and connectedness as intended outcomes of the House System. Attendance, discipline/referrals, positive office referrals, House points, participation, and student belonging will be monitored to determine its continued impact and guide future activities and recognition.

Student voice and belonging remain important components of the campus culture. Students are provided opportunities to demonstrate leadership and contribute positively to their school through House activities, UIL, Flag Helpers, Library Helpers, performances, student recognition, and other campus programs. These experiences allow students to develop confidence, responsibility, perseverance, teamwork, and stronger connections to the school community.

Red Oak Elementary also values family and community partnership. Families are welcomed as active partners in their children's education through parent-teacher conferences, campus events, volunteer opportunities, ParentSquare, Parent Communication Folders, phone calls, newsletters, social media, and other communication systems. The campus is intentionally moving beyond one-way communication toward greater two-way family engagement. Current expectations include regular Parent Communication Folder use, family acknowledgment of communication, documentation of family contacts, and continued outreach when families do not initially respond.

Staff perceptions and campus observations reflect a culture of collaboration and shared responsibility. Teachers work together through PLCs, team structures, professional learning, and shared leadership opportunities. Staff members are encouraged to contribute ideas, provide feedback, share effective practices, and participate in campus decision-making. Administrators, instructional leaders, team leaders, teachers, families, and community members contribute different perspectives to campus improvement efforts.

Classroom walkthroughs demonstrate several positive cultural and instructional practices, including established classroom routines, positive student-teacher relationships, clear expectations, effective classroom management, and teachers actively monitoring student learning. These practices contribute to safe and productive classrooms where instructional time is protected and students are expected to participate actively in their learning.

At the same time, campus perception and instructional data identify opportunities for continued growth. The campus will continue strengthening student ownership of learning, academic discourse, rigorous questioning, differentiation, and opportunities for students to demonstrate their thinking. The goal is for students not only to be compliant and engaged but also to understand what they are learning, know their individual goals, articulate their progress, and take greater ownership of their academic growth.

Family engagement also presents an opportunity for continued growth. While Red Oak Elementary benefits from supportive families and an active core group of parents and volunteers, the campus seeks to broaden participation so that family voice and engagement represent the diversity of the entire school community. Communication systems will continue to emphasize meaningful two-way interaction and provide families with practical strategies for supporting learning at home.

Overall, perceptions of Red Oak Elementary reflect a campus grounded in relationships, family, belonging, high expectations, and a shared commitment to student growth. Significant improvement in student behavior, strong relationships, collaborative staff structures, increasing opportunities for student leadership, and continued family involvement provide a strong foundation for the campus. Moving forward, Red Oak Elementary will continue strengthening student voice and ownership, family engagement, positive attendance and behavior, and a culture in which every student feels connected while being challenged and supported to reach grade-level mastery and achieve individual success.

Strengths

Red Oak Elementary is characterized by a strong sense of family, relationships, and shared commitment to students. A core group of returning teachers provides continuity and stability while helping maintain the traditions and relationships that are important to the campus community. Staff members demonstrate a strong commitment to students and frequently extend their involvement beyond classroom instruction through campus events, student activities, leadership opportunities, and family engagement. This consistency contributes to a welcoming environment where students and families can develop lasting relationships with campus staff.

A significant campus strength is the positive improvement in student behavior and overall school climate. Consistent expectations, proactive behavior supports, relationship-building, positive reinforcement, and increased recognition of students making positive

choices have contributed to noticeable improvement in student behavior. Established classroom routines and expectations support safe, orderly learning environments and allow teachers to protect instructional time while maintaining positive relationships with students.

The implementation of the RCA House System has provided an additional structure for strengthening belonging, teamwork, leadership, recognition, and positive behavior. The House System creates opportunities for students and staff to build relationships across grade levels, celebrate accomplishments, participate in positive competition, and develop a stronger sense of connection to the campus. Campus stakeholders have identified attendance, behavior, school community, and student connectedness as important outcomes of the system and will monitor attendance, discipline/referrals, positive office referrals, House points, participation, and student belonging to evaluate its continued impact.

Family and community engagement continues to be a strength of Red Oak Elementary. The PTA provides opportunities for families to participate in campus activities and helps strengthen relationships between home and school. WATCH D.O.G.S., volunteers, family events, parent-teacher conferences, performances, and other campus activities provide additional opportunities for families and community members to be actively involved in the school experience. These partnerships contribute to the campus's family-oriented culture and reinforce the shared responsibility for student success.

The campus also benefits from established communication systems that keep families connected to the school. Parent Communication Folders, ParentSquare, phone calls, conferences, newsletters, social media, and campus events provide families with multiple avenues for receiving information and communicating with staff. The campus has strengthened its emphasis on two-way communication by establishing expectations for regular family acknowledgment of Parent Communication Folders and documentation of family contacts. These systems promote transparency and help families remain informed about student learning, behavior, campus expectations, and upcoming opportunities.

Another strength is the campus's commitment to developing the whole child. Students have opportunities to participate in leadership, service, academic, and enrichment experiences such as UIL, Spelling Bee, Flag Helpers, Library Helpers, House activities and rallies, performances, and student recognition programs. Staff members willingly sponsor and support these opportunities, allowing students to discover interests, develop leadership skills, build confidence, and establish meaningful connections beyond the classroom.

Red Oak Elementary also maintains a strong emphasis on student recognition and celebration. Students are recognized for academic achievement, growth, attendance, leadership, character, and positive behavior. These opportunities reinforce campus expectations while communicating to students that growth, effort, positive choices, and contributions to the school community are valued alongside academic performance.

Safety and security are also important strengths of the campus environment. Established safety procedures and the presence of a School Resource Officer contribute to a secure learning environment for students, staff, and families. The SRO's presence also provides opportunities for positive relationship-building with students and supports the campus's broader commitment to maintaining a safe and welcoming school community.

Finally, Red Oak Elementary benefits from a staff culture of collaboration, shared leadership, and collective responsibility. Teachers, team leaders, instructional leaders, administrators, families, and community representatives have opportunities to contribute to campus decisions and improvement efforts. Staff voice and stakeholder feedback are valued as the campus continues to refine its systems and respond to student needs.

Overall, Red Oak Elementary's greatest perception strengths are its family-oriented culture, strong relationships, improving student behavior, commitment to student belonging, active family partnerships, consistent communication, student recognition, leadership opportunities, and emphasis on safety. These strengths provide a strong foundation for creating a campus where students feel known, valued, supported, and connected while being held to high expectations for academic and personal growth.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Although Red Oak Elementary benefits from strong family support, an active PTA, WATCH D.O.G.S., and well-attended campus events, family participation and engagement are not consistently representative of the entire school community. The campus needs to continue expanding opportunities for a broader range of families to actively participate in their child's learning and the school community.	Family engagement opportunities have historically been concentrated among a consistent core group of parents and volunteers. Work schedules, communication preferences, accessibility, and varying levels of comfort participating in school activities may limit engagement among some families.
2 ★	Red Oak Elementary has multiple systems for communicating with families; however, consistent two-way communication that provides opportunities for families to respond, provide feedback, and actively participate in their child's learning is not yet evident across all classrooms and grade levels.	Campus communication has often focused on distributing information to families through folders, newsletters, digital platforms, and other communication systems. Campus wide expectations for documenting family responses and meaningful two-way communication have not previously been consistently defined or monitored.
3 ★	Red Oak Elementary has established a strong family-oriented culture and has experienced significant improvement in student behavior; however, the campus does not yet have a consistent system for measuring student belonging, connectedness, participation, and the impact of campus culture initiatives over time.	The campus has increased opportunities for recognition, leadership, positive behavior, and belonging through the RCA House System and other student programs, but common measures for evaluating their impact have not previously been consistently established or reviewed.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Student achievement at the Meets and Masters performance levels remains an area of need across RLA, mathematics, and science. On the 2026 STAAR, 66% of students achieved Approaches Grade Level or above, while 45% achieved Meets Grade Level or above and 17% achieved Masters Grade Level. Increasing the percentage of students demonstrating grade-level mastery and higher levels of academic achievement	Tier 1 instruction does not yet consistently provide the level of rigor, higher-order questioning, student discourse, academic vocabulary, and application necessary for students to demonstrate grade-level mastery. Formative assessment and instructional response are not consistently aligned to the depth and complexity of grade-level standards.
2 ★	Students receiving Special Education services demonstrate significant achievement gaps compared with overall campus performance. Across all 2026 STAAR subjects, students receiving Special Education services achieved 39% Approaches, 20% Meets, and 3% Masters compared with overall campus performance of 66% Approaches, 45% Meets, and 17% Masters.	Students receiving Special Education services have not consistently had access to grade-level Tier 1 instruction alongside their general education peers in the least restrictive environment. Collaboration between general education and Special Education teachers also requires greater consistency in planning, implementation of accommodations and specially designed instruction, and monitoring.
3 ★	Achievement gaps persist among students represented within campus accountability groups. On the 2026 STAAR, High Focus students achieved 53% Approaches, 33% Meets, and 11% Masters compared with overall campus performance of 66%, 45%, and 17%, respectively. Economically Disadvantaged students also demonstrate achievement gaps compared with Non-Economically Disadvantaged students.	Instructional planning and intervention systems have not consistently identified and responded to the specific academic needs of individual students represented within accountability groups. PLCs need increased intentionality in disaggregating student-level data, identifying students requiring intervention or acceleration, and planning differentiated instruction based on skill and TEKS.
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.	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.
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.	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.

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.	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.
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.	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.
8 ★	Curriculum implementation and instructional practices are not yet consistent across grade levels, limiting the full impact on student achievement.	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.
9 ★	PLC structures exist and meet regularly, but the effective use of data and collaboration to drive instruction is uneven across grade levels.	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.
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.	Systems for accountability, coaching, and ongoing follow-up are not yet fully embedded to ensure professional learning is applied and sustained in instruction.
11 ★	While multiple communication systems are in place, both internal and family communication still leaves gaps in ensuring clarity and meaningful engagement.	Communication tends to be one-way and information-heavy. Opportunities for two-way dialogue, family feedback, and parent engagement in student learning remain limited.

12 ★

Although Red Oak Elementary benefits from strong family support, an active PTA, WATCH D.O.G.S., and well-attended campus events, family participation and engagement are not consistently representative of the entire school community. The campus needs to continue expanding opportunities for a broader range of families to actively participate in their child's learning and the school community.

Family engagement opportunities have historically been concentrated among a consistent core group of parents and volunteers. Work schedules, communication preferences, accessibility, and varying levels of comfort participating in school activities may limit engagement among some families.

13 ★

Red Oak Elementary has multiple systems for communicating with families; however, consistent two-way communication that provides opportunities for families to respond, provide feedback, and actively participate in their child's learning is not yet evident across all classrooms and grade levels.

Campus communication has often focused on distributing information to families through folders, newsletters, digital platforms, and other communication systems. Campus wide expectations for documenting family responses and meaningful two-way communication have not previously been consistently defined or monitored.

14 ★

Red Oak Elementary has established a strong family-oriented culture and has experienced significant improvement in student behavior; however, the campus does not yet have a consistent system for measuring student belonging, connectedness, participation, and the impact of campus culture initiatives over time.

The campus has increased opportunities for recognition, leadership, positive behavior, and belonging through the RCA House System and other student programs, but common measures for evaluating their impact have not previously been consistently established or reviewed.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**

Student Data: Assessments

- [x] **STAAR current and longitudinal results, including all versions**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Running Records results**
- [x] **Observation Survey results**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Other PreK - 2nd grade assessment data**
- [x] **Grades that measure student performance based on the TEKS**
- [x] **Intervention data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Section 504 data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Mobility/stability rate, including longitudinal data**
- [x] **Discipline records**
- [x] **Enrollment trends**
- [x] **Mobility/stability rate, including longitudinal data**

Employee Data

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

- [x] **Staff mobility/stability**
- [x] **Support structures: mentors**
- [x] **Teacher recruitment/retention rates and other data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

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

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Study of best practices and high yield strategies**
- [x] **Horizontal and vertical team alignments processes**
- [x] **Enrichment course/materials**

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 ☑ Additional Targeted Support Strategy

Red Oak Elementary will strengthen foundational literacy instruction in PreK-2 through explicit, systematic instruction in phonological awareness, phonemic awareness, phonics, decoding, fluency, vocabulary, comprehension, and writing. Teachers will implement Heggerty, differentiated small-group instruction, decodable texts, take-home book bags, and regular progress monitoring to ensure students develop the foundational skills necessary for future reading success.

Evidence that Demonstrates Success: By the end of the 2026-2027 school year, at least 75% of PreK-2 students will meet or exceed the identified end-of-year literacy benchmark, as measured by district-approved literacy assessments and campus progress-monitoring tools.

Evidence/Evaluation: BOY/MOY/EOY literacy assessments; Heggerty implementation evidence; guided/small-group reading documentation; student reading data; progress-monitoring records; PLC data; walkthroughs.

Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, and All Professional Staff

Funding Sources: 211 Title I,

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 2 ☑ Additional Targeted Support Strategy

Red Oak Elementary will strengthen standards-aligned Tier 1 instruction in RLA, mathematics, and science through the implementation of district HQIM, targeted small-group instruction, intervention, reteach, and approved supplemental resources. Teachers will use assessment data to strategically support students in progressing from Approaches to Meets and from Meets to Masters.

Evidence that Demonstrates Success: By the end of the 2026-2027 school year, student performance in Grades 3-5 RLA, mathematics, and science will demonstrate increased achievement from baseline to end-of-year measures, with particular emphasis on increasing the percentage of students achieving Meets and Masters Grade Level.

Evidence/Evaluation: STAAR; district CBAs; common formative assessments; iReady; student work; campus data trackers; PLC documentation, implementation of Tier 1 instruction resources (Lowman's, Science Penguin, etc.)

Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, and All Professional Staff

Funding Sources: 211 Title I,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 3 ☑ Additional Targeted Support Strategy

Red Oak Elementary will intentionally monitor and support identified student groups, including Special Education, Emergent Bilingual, Economically Disadvantaged, At-Risk, Highly Mobile, and accountability student groups, through differentiated instruction, accommodations, targeted intervention, and progress monitoring.

Evidence that Demonstrates Success: By the end of the 2026-2027 school year, identified student groups will demonstrate measurable academic growth from BOY to EOY, and campus data reviews will demonstrate progress toward reducing achievement gaps in RLA and mathematics.

Evidence/Evaluation: STAAR and Domain 3 data; district assessments; iReady; SPED progress data; EB/TELPAS data as applicable; student-group data trackers; intervention documentation.

Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, and All Professional Staff

Funding Sources: 211 Title I,

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 4 ☑ Additional Targeted Support Strategy

Grade-level PLCs will engage in recurring cycles of planning, assessment, data analysis, reteach, intervention, and progress monitoring to identify student misconceptions, determine instructional next steps, and evaluate student response to intervention.

Evidence that Demonstrates Success: By the end of the 2026-2027 school year, PLC documentation will demonstrate consistent analysis of student performance data, identification of students requiring additional support, implementation of targeted interventions, and adjustment of instructional groups based on student progress.

Evidence/Evaluation: PLC agendas/minutes; data-analysis protocols; student work; CFA/CBA results; intervention groups; progress-monitoring documentation.

Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, and All Professional Staff

Funding Sources: 211 Title I,

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 5

Students performing below grade-level expectations will receive targeted academic intervention based on identified root skill deficits. Student response to intervention will be routinely monitored through the campus MTSS/RtI process to determine whether supports should be continued, modified, intensified, or discontinued.

Evidence that Demonstrates Success: By the end of the 2026-2027 school year, students receiving targeted intervention will demonstrate measurable progress on identified skills, as evidenced by progress-monitoring data, common assessments, district assessments, iReady, and/or other appropriate campus measures.

Evidence/Evaluation: Intervention records; progress-monitoring data; iReady; common assessments; MTSS/RtI documentation; student work.

Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, and All Professional Staff

Formative Reviews

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Strategy 6

Red Oak Elementary will ensure students receiving Special Education services have meaningful access to grade-level, standards-aligned general education curriculum through collaboration between general education and Special Education staff, specially designed instruction, and consistent implementation of accommodations, modifications, supplemental aids, and services identified in each student's IEP.

Evidence that Demonstrates Success: Evidence will include lesson plans, classroom walkthrough data, student work, IEP documentation, accommodation implementation, progress-monitoring data, district and campus assessments, and student growth data demonstrating access to and progress within grade-level curriculum.

Staff Responsible for Monitoring: Campus Administrators, Special Education Teachers, General Education Teachers, Case Managers, Instructional Coaches, and Special Education Support Personnel

Formative Reviews

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Strategy 7

Red Oak Elementary will intentionally support students receiving Special Education services in accessing instruction within the general education setting to the greatest extent appropriate, as determined by each student's IEP and individual needs. General education and Special Education staff will collaborate to provide appropriate supports, accommodations, specially designed instruction, and services that promote student participation and success in grade-level learning within the Least Restrictive Environment.

Evidence that Demonstrates Success: ARD/IEP documentation, service schedules, student placement and instructional-setting data, classroom walkthroughs, collaborative planning documentation, and progress-monitoring data will demonstrate that students receive appropriate access to general education settings and grade-level curriculum consistent with their individual IEPs.

Staff Responsible for Monitoring: Campus Administrators, Special Education Teachers, General Education Teachers, Case Managers, Instructional Coaches, and Special Education Support Personnel

Formative Reviews

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Strategy 8

General education and Special Education staff will engage in ongoing collaborative planning, PLCs, and data review to monitor the academic progress of students receiving Special Education services, identify barriers to accessing grade-level curriculum, and adjust instructional supports, interventions, accommodations, and specially designed instruction based on individual student needs.

Evidence that Demonstrates Success: PLC documentation, collaborative planning records, student work, IEP goal progress, formative and benchmark assessment data, progress-monitoring records, accommodation trackers, and STAAR data will demonstrate ongoing review of student performance and instructional response.

Staff Responsible for Monitoring: Campus Administrators, Special Education Teachers, General Education Teachers, Case Managers, and Instructional Coaches

Formative Reviews

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Performance Objective 2

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

Strategy 1

Red Oak Elementary will utilize the RCA House System to strengthen student belonging, positive relationships, teamwork, leadership, service, character, and connectedness across grade levels.

Evidence that Demonstrates Success: By the end of the 2026-2027 school year, student participation and perception data will demonstrate increased student connectedness and belonging, and House data will demonstrate consistent student participation throughout the school year.

Evidence/Evaluation: House participation; House points; student surveys; discipline data; attendance data; student recognition; campus observation.

Staff Responsible for Monitoring: Campus Administrators, Counselor, RCA Committee, House Leaders, and All Professional Staff

Funding Sources: 211 Title I,

Title I: 2.5.3

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Strategy 2 ☑ Results Driven Accountability

Red Oak Elementary will intentionally recognize and reinforce student behaviors aligned to the district's Four Talons through campus celebrations, Talon Rallies, classroom recognition, and opportunities for students to demonstrate leadership, character, academic achievement, and growth.

Evidence that Demonstrates Success: By the end of the 2026-2027 school year, students will receive regular recognition for demonstrating campus and district expectations, with evidence of student participation across grade levels and student groups.

Evidence/Evaluation: Talon Rally recognition; Four Talons awards; student participation records; House recognition; behavior data.

Staff Responsible for Monitoring: Campus Administrators, Counselor, and All Professional Staff

Funding Sources: 211 Title I,

Title I: 2.5.3

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Strategy 3

Red Oak Elementary will implement consistent expectations, positive reinforcement, relationship-building practices, and proactive behavioral supports to maintain a safe, supportive, and inclusive learning environment.

Evidence that Demonstrates Success: By the end of the 2026-2027 school year, campus behavior data will demonstrate progress toward a positive learning environment in which students report feeling safe, supported, connected, and valued.

Evidence/Evaluation: Discipline referrals; student surveys; attendance; walkthrough observations; counselor data; campus climate information.

Staff Responsible for Monitoring: Campus Administrators, Counselor, Discipline Committee, and All Professional Staff

Funding Sources: 211 Title I,

Title I: 2.5.3

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

Formative Reviews

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Performance Objective 3

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

Strategy 1

Red Oak Elementary teachers will consistently implement Fundamental Five instructional practices, including Framing the Lesson, Working in the Power Zone, Frequent Small-Group Purposeful Talk, Recognize and Reinforce, and Write Critically, to increase student engagement, ownership, and academic rigor.

Evidence that Demonstrates Success: By the end of the 2026-2027 school year, walkthrough data will demonstrate increased and consistent implementation of Fundamental Five practices across classrooms throughout the 2026-2027 school year.

Evidence/Evaluation: Fundamental Five walkthroughs; T-TESS walkthroughs; lesson plans; PLC observations; coaching documentation.

Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, and All Professional Staff

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 2

Teachers will intentionally incorporate purposeful student discourse, higher-order questioning, collaborative learning, opportunities for students to explain their thinking, and frequent checks for understanding throughout instruction.

Evidence that Demonstrates Success: By the end of the 2026-2027 school year, walkthrough data will demonstrate increased evidence of students discussing academic content, explaining their thinking, responding to higher-order questions, and actively demonstrating understanding.

Evidence/Evaluation: Walkthrough data; lesson plans; student work; classroom observations; PLC evidence.

Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, and All Professional Staff

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	February	April	June

Strategy 3

Teachers will utilize aggressive monitoring, checks for understanding, formative assessment, exit tickets, and student work analysis to identify misconceptions during instruction and provide immediate feedback, reteach, or extension.

Evidence that Demonstrates Success: By the end of the 2026-2027 school year, walkthrough and PLC evidence will demonstrate that teachers routinely use formative student evidence to adjust instruction and respond to student needs.

Evidence/Evaluation: Exit tickets; student work; walkthroughs; formative assessments; PLC documentation; teacher data trackers and student data binders.

Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, and Teachers

Formative Reviews

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

Performance Objective 1

Attract, engage, and retain top talent through competitive compensation packages.

Strategy 1

Red Oak Elementary will support employee engagement and retention through intentional staff recognition, celebrations, relationship building, and opportunities to recognize staff contributions, professional growth, service, and accomplishments.

Evidence that Demonstrates Success: By the end of the 2026-2027 school year, staff perception and retention data will demonstrate positive trends in employee engagement and staff retention.

Evidence/Evaluation:
Staff retention data; staff surveys/feedback; staff recognition documentation; service awards; campus celebrations; and staff appreciation activities.

Staff Responsible for Monitoring: Campus Administrators

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

Formative Reviews

December	February	April	June

Performance Objective 2

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

Strategy 1

Red Oak Elementary will provide a comprehensive support system for first-year and new-to-campus teachers through trained campus mentors, instructional coaching, collaborative planning, professional learning, and regular check-ins. Partnerships with Teach For America and experienced retired educators will provide additional mentoring, coaching, professional guidance, encouragement, and support for new teachers' overall well-being.

Evidence that Demonstrates Success: By the end of the 2026-2027 school year, 100% of first-year teachers will be assigned a trained mentor and provided ongoing mentoring and/or coaching opportunities throughout the school year.

Evidence/Evaluation:
Mentor assignments; mentor/mentee documentation; coaching logs; Teach For America support documentation; retired educator support documentation; new teacher check-ins; new teacher feedback; and staff retention data.

Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, and Mentor Teachers

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

Formative Reviews

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Strategy 2

Red Oak Elementary will provide training, resources, clear expectations, and ongoing support for campus mentors to strengthen their ability to effectively mentor, coach, encourage, and support first-year and new-to-campus teachers.

Evidence that Demonstrates Success: By the end of the 2026-2027 school year, campus mentors will complete identified mentor training and provide documented ongoing support to assigned new teachers throughout the school year.

Evidence/Evaluation:
Mentor training documentation; mentor/mentee meeting logs; mentor resources; coaching documentation; and mentor/new teacher feedback.

Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Mentor Teachers

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

December	February	April	June

Strategy 3

Red Oak Elementary will foster a supportive and inclusive campus culture through relationship building, consistent communication, staff voice, recognition, collaborative opportunities, celebrations, and intentional practices that support employee belonging and well-being.

Evidence that Demonstrates Success: By the end of the 2026-2027 school year, staff perception data will demonstrate positive trends in belonging, support, campus culture, and overall employee experience, while the campus maintains or increases staff retention from the previous school year.

Evidence/Evaluation:
Staff climate/perception surveys; staff feedback; retention data; campus culture activities; staff recognition throughout the school year; recognition programs; and staff participation.

Staff Responsible for Monitoring: Campus Administrators and All Campus Staff

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	February	April	June

Performance Objective 3

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

Strategy 1

Red Oak Elementary will support district recruitment efforts by identifying and developing prospective educators, promoting campus employment opportunities, participating in recruitment initiatives, and developing current staff through leadership, mentoring, and professional growth opportunities.

Evidence that Demonstrates Success: By the end of the 2026-2027 school year, Red Oak Elementary will participate in district recruitment efforts as opportunities are available and will provide staff opportunities to develop leadership capacity and pursue professional growth.

Evidence/Evaluation:
Recruitment participation; applicant/interview data when available; campus vacancies; leadership opportunities; mentor participation; and staff retention data.

Staff Responsible for Monitoring: Campus Administrators and Instructional Coach

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

December	February	April	June

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

Performance Objective 1

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

Strategy 1

Red Oak Elementary will strategically allocate campus, Title I, State Compensatory Education (SCE), and other allowable funds to purchase and implement supplemental instructional resources aligned to needs identified through the Comprehensive Needs Assessment and Campus Improvement Plan. Resources may include Heggerty for foundational literacy in PreK-2; Lowman's instructional resources to supplement RLA and mathematics instruction in Grades 3-5; Science Penguin to supplement science instruction; decodable texts, Reading A-Z, intervention materials, progress-monitoring resources, and other evidence-based instructional materials necessary to strengthen Tier 1 instruction, intervention, and student achievement.

Evidence that Demonstrates Success: By the end of the 2026-2027 school year, 100% of supplemental instructional expenditures will be connected to an identified campus need and CIP strategy. Implementation and student-performance data will be reviewed throughout the year to determine whether funded resources are contributing to improved instructional practices, student growth, and academic achievement.

Evidence/Evaluation:
Purchase orders; Title I/SCE documentation; CIP/CNA alignment; Heggerty implementation; Lowman's implementation; Science Penguin; PLC documentation; walkthrough data; intervention records; BOY/MOY/EOY assessments; iReady; district assessments; STAAR; and student work.

Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Campus Secretary, and Teachers

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 2

Red Oak Elementary will allocate allowable funds and resources to support implementation of the Ron Clark Academy House System as a campus-wide system for strengthening positive

behavior, student belonging, relationships, leadership, character, teamwork, and school connectedness. Resources may support House implementation, student recognition, incentives, campus-wide activities, leadership opportunities, and other materials aligned to campus culture and behavior needs.

Evidence that Demonstrates Success: By the end of the 2026-2027 school year, The RCA House System will be implemented campus-wide during the 2026-2027 school year, with student behavior, participation, attendance, and perception data reviewed periodically to evaluate its effectiveness in supporting positive behavior and student belonging.

House participation data; House points; student recognition records; discipline/referral data; attendance data; student perception surveys; campus observations; and implementation documentation.

Staff Responsible for Monitoring: Campus Administrators, Counselor, House Leaders, and Campus Secretary

Formative Reviews

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Performance Objective 2

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

Strategy 1

Red Oak Elementary will routinely monitor campus budgets and expenditures to ensure funds are appropriately coded, allowable, reasonable, necessary, and aligned to identified campus needs. Funding sources will be reviewed prior to purchases to ensure appropriate use of local, Title I, SCE, and other available funds.

Evidence that Demonstrates Success: By the end of the 2026-2027 school year, campus expenditures will be appropriately documented, coded, and aligned to approved CIP strategies and applicable funding requirements.

Evidence/Evaluation:
Budget reports; purchase orders; expenditure reports; funding codes; Title I/SCE documentation; CIP documentation; and district financial records.

Staff Responsible for Monitoring: Campus Administrators, Campus Secretary, Instructional Coach, CIP Committee

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	February	April	June

Performance Objective 3

Educate stakeholders about the public education financial system and the funding of Red Oak ISD through regular and transparent communication.

Strategy 1

Red Oak Elementary will provide stakeholders opportunities to review and provide input regarding campus needs, improvement priorities, and the use of available resources through the Comprehensive Needs Assessment, Campus Improvement Plan, Campus Improvement Committee, Title I processes, and other stakeholder engagement opportunities.

Evidence that Demonstrates Success: By the end of the 2026-2027 school year, stakeholder participation and documentation will demonstrate opportunities for families, staff, and community members to provide input regarding campus priorities and understand how available resources are aligned to identified student and campus needs.

Evidence/Evaluation:
CIC agendas/minutes; CNA documentation; Title I meeting documentation; stakeholder surveys/ feedback; CIP reviews; and campus communications.

Staff Responsible for Monitoring: Campus Administrators and Campus Improvement Committee

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	February	April	June

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

Performance Objective 1

Provide facilities to accommodate current and future growth across the District.

Strategy 1

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.

Evidence that Demonstrates Success: By June 2027, campus leadership will review enrollment, program, and facility needs throughout the school year and communicate identified needs to appropriate district departments. Documentation will demonstrate that identified facility and space needs are monitored and addressed as appropriate.

Staff Responsible for Monitoring: Campus Administrators, Office Staff, and District Facilities Personnel

Formative Reviews

December	February	April	June

Performance Objective 2

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

Strategy 1

Red Oak Elementary will conduct all required safety and emergency drills in accordance with district and state requirements and ensure staff and students are prepared to follow established safety procedures and protocols.

Evidence that Demonstrates Success: By June 2027, Red Oak Elementary will complete 100% of required safety and emergency drills within established timelines, with required documentation submitted accurately and on time.

Staff Responsible for Monitoring: Campus Administrators, Campus Safety Team, and District Safety and Security Personnel

Formative Reviews

December	February	April	June

Strategy 2

Red Oak Elementary staff will receive training and ongoing support in the effective use of the Raptor emergency management system to strengthen student and staff accountability during safety drills and emergency situations.

Evidence that Demonstrates Success: By June 2027, 100% of appropriate campus staff will receive required training and/or updates on Raptor emergency procedures and TEA expectations, with drill documentation demonstrating implementation of student and staff accountability procedures.

Staff Responsible for Monitoring: Campus Administrators, Head Custodian, and District Facilities/ Maintenance Personnel

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

December	February	April	June

Performance Objective 3

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

Strategy 1

Red Oak Elementary will routinely monitor classrooms, common areas, instructional spaces, playground areas, and other campus facilities to identify safety, custodial, maintenance, accessibility, and program needs that may impact student learning or participation.

Evidence that Demonstrates Success: By June 2027, identified facility, custodial, maintenance, and safety concerns will be documented and submitted to the appropriate district department, with campus administration monitoring identified concerns through resolution or appropriate district response.

Staff Responsible for Monitoring: Campus Administrators, Head Custodian, and District Facilities/ Maintenance Personnel

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	February	April	June

Goal 5

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

Performance Objective 1

Prioritize and enhance parent and teacher communications.

Strategy 1

Red Oak Elementary will implement a consistent school-wide take-home communication folder system to strengthen communication between school and home. Teachers will use the folder to regularly communicate important academic information, student progress, campus and classroom updates, upcoming events, and resources that support student learning. Families will be encouraged to review the folder consistently and use it as an additional method of two-way communication with the school.

Evidence that Demonstrates Success: Throughout the 2026-2027 school year, 100% of classrooms will implement the school-wide take-home communication folder system. Implementation will be monitored through teacher documentation, campus checks, family feedback, and evidence of materials and communication sent home.

Staff Responsible for Monitoring: Campus Administrators, Teachers, and Team Leaders

Funding Sources: 211 Title I,

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	February	April	June

Strategy 2

Red Oak Elementary will utilize ParentSquare and other district-approved communication methods to provide families with timely information regarding student progress, attendance, campus and classroom expectations, celebrations, upcoming events, and opportunities for involvement. Teachers and staff will maintain two-way communication with families and respond to parent questions and concerns in accordance with campus and district communication expectations.

Evidence that Demonstrates Success: Throughout the 2026-2027 school year, campus communication records will demonstrate consistent communication with families. ParentSquare records, parent contact documentation, conference records, and family feedback will be reviewed to monitor the effectiveness and accessibility of communication.

Staff Responsible for Monitoring: Campus Administrators, Teachers, Counselor, and Office Staff

Funding Sources: 211 Title I,

Formative Reviews

December	February	April	June

Performance Objective 2

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

Strategy 1

Red Oak Elementary will provide meaningful family engagement opportunities that strengthen home-school relationships and equip families with information, strategies, and resources to support student learning. Opportunities may include parent conferences, Title I family engagement activities, academic literacy and mathematics activities, Meet the Teacher, Fine Arts performances, cultural celebrations, Talon Rallies, and other campus events.

Evidence that Demonstrates Success: By May 2027, Red Oak Elementary will provide multiple family engagement opportunities throughout the school year. Sign-in sheets, participation records, communication documentation, and family feedback will be reviewed to evaluate participation and identify opportunities to strengthen family engagement.

Staff Responsible for Monitoring: Campus Administrators, Teachers, Instructional Coaches, Counselor, and Family Engagement Committee

Funding Sources: 211 Title I,

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	February	April	June

Strategy 2

Red Oak Elementary will collaborate with PTA, WATCH D.O.G.S., local businesses, community organizations, volunteers, and other community stakeholders to provide opportunities that support student success, strengthen school-community relationships, increase positive adult involvement, and contribute to a welcoming and connected campus culture.

Evidence that Demonstrates Success: Throughout the 2026-2027 school year, documentation will demonstrate active family and community participation through PTA activities, WATCH D.O.G.S., volunteer opportunities, community partnerships, campus events, and other student and family support initiatives.

Staff Responsible for Monitoring: Campus Administrators, Counselor, PTA Executive Board, and Family Engagement Committee

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	February	April	June

Funding Summary

Funding Summary

211 Title I

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		--	$0.00
1	1	2		--	$0.00
1	1	3		--	$0.00
1	1	4		--	$0.00
1	2	1		--	$0.00
1	2	2		--	$0.00
1	2	3		--	$0.00
5	1	1		--	$0.00
5	1	2		--	$0.00
5	2	1		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$10,000.00
				+/- Difference	**$10,000.00**

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

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

Red Oak Independent School District

Russell P. Schupmann Elementary

Accountability Rating: C

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
October 07, 2026 at 09:44 AM

Mission Statement

The Mission of Red Oak ISD:

4 Talons of the Hawk

Exhibits Academic Readiness: 1% Better Daily & Love Tough

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

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

Leaves a Legacy Through Service: "We Before Me"

Vision

The Vision of Red Oak ISD:

"Realizing Our Individual Students' Dreams”

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

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.

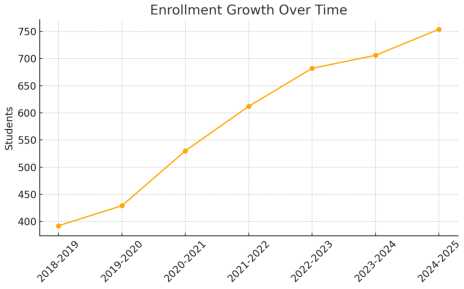
Needs: Raise Meets/Masters; focus on Science and subgroup achievement gaps.

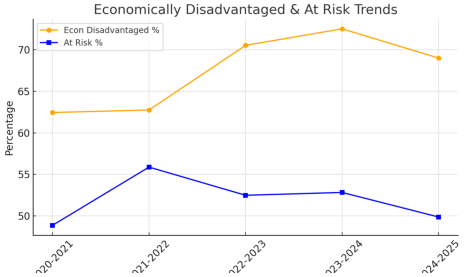
Perceptions
- Students show responsibility, wellbeing, and prosocial behaviors (70s range).
- Staff report strong collective efficacy and positive relationships (74–78).
- Positive climate, belonging, and trust rated 72–77.
- Family partnerships effective (71–75), community engagement lower (66).

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

Summary

Campus Demographics Summary

Russell P. Schupmann Elementary is a Title I campus serving 729 students in Pre-Kindergarten through fifth grade, as of September 23, 2026. The campus has experienced significant growth, with enrollment nearly doubling since 2018. Currently, 60% of students are identified as economically disadvantaged, with additional socioeconomic forms still being collected; 33% are identified as at risk, and the campus mobility rate is 16.8%. Attendance for the first six weeks was 96.9%, slightly below the campus goal of 97%.

The student population is approximately 53% African American, 33% Hispanic, 5% White, 2% Two or More Races, and less than 1% Asian. Schupmann also serves a growing bilingual population, with one bilingual classroom at each grade level from Pre-K through fifth grade. General education sections include two in Pre-K, four each in Kindergarten and first grade, five each in second through fourth grades, and six in fifth grade. The campus also houses the FOCUS program and provides specialized services through special education, dyslexia, speech, and gifted and talented (GT) programming.

All students participate in physical education, music, art, and Leader in Me leadership classes, supporting the development of the whole child while strengthening student leadership, engagement, and ownership of learning.

Current STAAR performance demonstrates both strengths and opportunities for growth. In Reading, 78% of students achieved Approaches, 46% Meets, and 17% Masters. In Math, 67% achieved Approaches, 34% Meets, and 12% Masters, while Science performance was 70% Approaches, 33% Meets, and 15% Masters. Reading is currently the strongest assessed content area, while Math and Science demonstrate a need for strengthened Tier I instruction and targeted intervention and enrichment.

Data also indicate achievement differences among student groups, including African American students performing below Hispanic students in identified areas. For example, 51% of Hispanic students achieved Meets in Reading compared with 42% of African American students. Continued enrollment growth, economic need, mobility, and attendance further reinforce the need for consistent instructional systems, data-driven PLCs, targeted Talon Time, and progress monitoring.

The campus will continue to prioritize rigorous Tier I instruction, student growth from Approaches to Meets and Masters, targeted support for identified student groups, student goal setting and data tracking, and a safe and supportive learning environment to ensure all students have opportunities to achieve at high levels.

Enrollment & Demographics

- Enrollment: 729 (as of September 23)
- Economically Disadvantaged: 60% (waiting for additional forms)
- At Risk: 33%
- Mobility: 16.8%
- Attendance: 96.9 (1st six weeks)
- Ethnicity: 53% African American, 33% Hispanic, 5% White, 2% Two-or-More, less than 1% Asian

STAAR Results – All Students

- Reading: 78% Approaches, 46% Meets, 17% Masters
- Math: 67% Approaches, 34% Meets, 12% Masters
- Science: 70% Approaches, 33% Meets, 15% Masters

Key Findings

1. Growth: Enrollment nearly doubled since 2018.
2. Economic & At-Risk Need: 60% Econ Dis, 33% At Risk.
3. Achievement Gaps: African American subgroup underperforms compared to Hispanic peers.
4. Subject Gaps:
- Reading strongest (51% Hispanic Meets vs 42% African American).
- Math needs stronger Tier 1 instruction (only 34% Meets overall).
- Science is lowest-performing (33% Meets overall).
5. Mobility & Attendance challenge consistency in learning.

Demographic Needs

Area	Need
Economic Disadvantage	60% of students are economically disadvantaged, requiring consistent equity-driven support and family engagement.
At-Risk Population	Nearly 33% 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 96.9% is an improvement from last school year, so we will continue with promoting attendance with incentives and interventions for those who have excessive absences.
Science Outcomes	Only 33% of students meet grade-level in Science. Science achievement lags behind Reading and Math.

Strengths

Demographic Strengths

Area	Strength
Enrollment Growth	Enrollment has nearly doubled since 2018 (392 → 729). Families continue to choose Schupmann as a trusted school.
Student Diversity	A richly diverse campus: 53% African American, 33% Hispanic, 5% White, 3% Asian/Two-or-More. Diversity builds cultural awareness and leadership opportunities.
Emergent Bilinguals	17% of students are Emergent Bilinguals (EBs). Programs in place help students grow biliteracy skills.
Special Services	Strong identification and support for special populations which has increased: 16% SPED, 8.6% Dyslexia, and current GT numbers show a decrease from 4.2% to 2.47%
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	Root Cause
1	Schupmann Elementary has 60% economically disadvantaged, 33% At Risk, and a mobility rate of 16.8%. These factors, along with attendance averages right at the state target of 96%, contribute to subgroup gaps, especially for African American students (largest group).	Increasing rigor, alignment in Tier 1 instruction, and intentional/consistent small group instruction and Talon Time will help close achievement gaps, especially for At-Risk and mobile students.

★ = Priority

Student Learning

Summary

Russell P. Schupmann Elementary is committed to increasing student achievement through data-driven instruction, rigorous Tier I teaching, and targeted support and enrichment. Through collaborative PLCs, teachers will analyze student data, identify learning gaps, plan responsive instruction, and monitor progress toward Meets and Masters Grade Level. Our goal is to grow from a 71- C to a 90-B and have 80% of our students grow by at least one level as evidence by iReady and STAAR data. Campus leadership (principal, AP's, and IC's) will support instructional growth through observations, coaching, feedback, and professional learning which should have a positive impact on student performance and growth. The campus will also maintain a safe, supportive, and respectful environment grounded in high expectations, inspiring relationships, and a growth mindset.

STAAR Results – All Students

- Reading: 78% Approaches, 46% Meets, 17% Masters
- Math: 67% Approaches, 34% Meets, 12% Masters
- Science: 70% Approaches, 33% Meets, 15% Masters

Key Findings

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

Subject Gaps:

- Reading strongest (51% Hispanic Meets vs 42% African American).
- Math needs stronger Tier 1 instruction (only 34% Meets overall).
- Science is lowest-performing (33% Meets overall).

Demographic Needs

Area	Need
Economic Disadvantage	60% of students are economically disadvantaged, requiring consistent equity-driven support and family engagement.
At-Risk Population	Nearly 33% 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 96.9% is an improvement from last year (96%), so we will continue with incentives and interventions.
Science Outcomes	Only 33% of students meet grade-level in Science. Science achievement lags behind Reading and Math.

Strengths

- Reading Performance: 78% of students achieved Approaches on STAAR, with nearly half (46%) meeting grade level. Hispanic subgroup performance in reading (81% Approaches, 51% Meets, 17% Masters) exceeds the campus average.
- Math Gains for Hispanic Students: Hispanic subgroup shows results in math (77% Approaches, 43% 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. Leadership specials class dedicated to student success.
- Use of Interventions: Systems for identifying and supporting Dyslexia, SPED, and At-Risk students are established, helping targeted learners

make measurable progress.

- Instructional planning days in reading and math for K-5 teachers.
- Participation in the LIFT grant to support improvements in math instruction.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	72% of students are performing at Approaches, 39% at Meets, and 14% at Masters Grade Level. This represents a 33-percentage-point gap between Approaches and Meets and a 25-percentage-point gap between Meets and Masters. While the majority of students demonstrate foundational understanding, there is a need to increase the percentage of students achieving at the Meets and Masters level.	Systems and protocols for analyzing student data, responding to identified learning gaps, and monitoring student progress are not implemented consistently across classrooms. Instructional practices need greater alignment around using data to plan targeted reteach and enrichment, differentiate instruction, increase rigor, and consistently challenge students to progress from Approaches to Meets plus

★ = Priority

School Processes & Programs

Summary

Curriculum and Instruction

Russell P. Schupmann Elementary uses district and campus instructional support to ensure curriculum, instruction, and assessment are aligned to the TEKS. With current performance at 72% Approaches, 39% Meets, and 14% Masters, the campus will prioritize rigorous Tier I instruction, student engagement, checks for understanding, writing across content areas, and differentiation to increase performance at Meets and Masters.

Assessment and Data

Multiple data sources, including formative assessments, student work, district assessments, i-Ready, STAAR, and TELPAS, will be used to monitor student progress and guide instruction. Teachers will analyze data by standard and student need to plan targeted reteach, intervention, acceleration, and enrichment.

PLCs and Intervention

Weekly PLCs will focus on lesson internalization, data analysis, student work, collaborative planning, and instructional strategies. Talon Time will provide targeted intervention and enrichment based on individual student needs. Data will be reviewed following assessments to determine next instructional steps.

Coaching and Professional Learning

Professional learning will be aligned to campus data, classroom observations, and identified teacher needs. Administrators and instructional coaches will provide ongoing observation, coaching, feedback, modeling, and rehearsal. Identified teachers will receive additional support through extended PLCs and side-by-side coaching and planning.

All instructional programs, professional learning, and campus practices will be aligned to the Campus Improvement Plan and monitored for their impact on student growth and achievement.

Strengths

Teachers utilize district-developed, TEKS-aligned lessons to ensure students have consistent access to rigorous, grade-level instruction. Professional learning focuses on high-impact instructional practices that increase student discourse, engagement, checks for understanding, and student ownership of learning.

Teachers collaborate through weekly PLCs and team planning to analyze assessment data, monitor student growth, identify learning gaps, and plan targeted instruction. Data-driven decisions are used to provide intervention, acceleration, and enrichment based on individual student needs.

Key instructional systems include:

- Data Analysis Protocols and Student Profile Sheets
- Weekly PLCs and Collaborative Team Planning
- Vertical Alignment Opportunities
- Talon Time for Targeted Intervention and Enrichment
- Observation, Coaching, and Feedback Cycles
- Modeling and Rehearsal of High-Impact Instructional Practices

Leader in Me is integrated into the campus improvement strategy to strengthen student leadership, social-emotional skills, positive behavior, and ownership of learning. The program supports Title I goals by providing resources for students, staff, and families and strengthening home-school partnerships. Leader in Me data and assessment tools will be used to monitor implementation, identify areas of need, and guide targeted academic, behavioral, and social-emotional supports. These systems work together to ensure all students, particularly those at risk of not meeting state standards, receive the support and challenge necessary to demonstrate continuous growth and academic success.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Student goal setting, data tracking, and reflection practices are not yet consistently implemented across all grade levels. Students need structured opportunities to understand their academic performance, set measurable goals, monitor progress, and identify next steps for growth, with an increased emphasis on early literacy in grades K-2.	Campus-wide systems and expectations for student goal setting and data tracking have not been consistently established or monitored across grade levels. In K-2 reading, students need developmentally appropriate processes and tools to understand their reading progress, celebrate growth, and take ownership of individual literacy goals.
2	Teachers effectively collect and analyze student data; however, there is a need to strengthen the use of data to differentiate instruction for all levels of student performance.	Inconsistent implementation of differentiated instructional practices and intentional, data-driven small-group instruction during Talon Time.
3	Talon Time needs to be utilized consistently to provide targeted, skill-based intervention and enrichment based on student needs.	Teachers need increased support in identifying skill gaps, forming targeted groups, and progress monitoring to adjust instruction.
4	Discipline data must be consistently monitored across all student groups to identify trends and ensure equitable practices.	A need for intentional analysis of SPED discipline data and consistent, data-informed responses to student infractions.
5	Maintain consistent systems for reporting and responding to incidents of violence and student safety concerns.	Identifying individuals who are in need of assistance and interventions to assist with counseling services.
6	Student attendance fluctuates sometimes dipping below the state average. Attendance is not consistently monitored to maintain and exceed the campus attendance goal of 97%.	Increased parent awareness and engagement are needed regarding the impact of absences and lost instructional time on student achievement.

★ = Priority

Perceptions

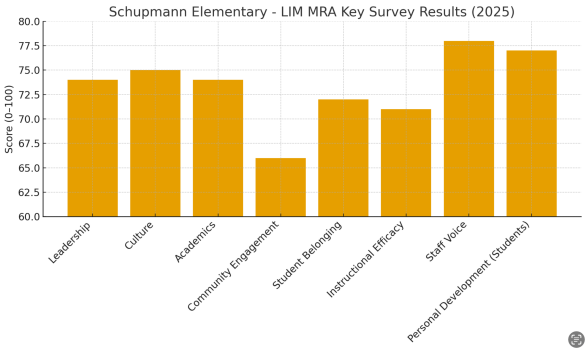
Summary

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.



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	Root Cause
1	Russell P. Schupmann Elementary needs to continue to find innovative ways to increase parental and community involvement at the campus.	Community Engagement (66) - Limited partnerships and service-learning opportunities.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Accountability Distinction Designations**

Student Data: Assessments

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

Student Data: Student Groups

- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Dyslexia data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**

Employee Data

- [x] **Professional learning communities (PLC) data**

- [x] **Staff surveys and/or other feedback**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**

Parent/Community Data

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

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **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

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.

Evidence that Demonstrates Success: Evidence that Demonstrates Success
* Leader in Me Training and Curriculum Supports
* Reach Council
* Red Ribbon Week
* Classroom Observations
* Guidance Lessons
* Assemblies
* Talon Announcements
* Leader in Me Lessons (7 Habits Focus)
* Action Teams
* Classroom Mission Statements
* Student-Led Conferences (highlighting 7 Habits language and goals)

Staff Responsible for Monitoring: Staff Responsible for Monitoring
* Counselor
* Teachers
* Leader in Me Lighthouse Coordinator/Committee
* Designated Action Teammate

Title I: 2.5.1, 2.5.2

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	February	April	June

Strategy 2

Continue with year 2 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.

Evidence that Demonstrates Success: 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.

Staff Responsible for Monitoring: * 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)

Title I: 2.5.1, 2.5.2

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

Formative Reviews

December	February	April	June

Performance Objective 2

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

Strategy 1

Schupmann Elementary will provide students with opportunities to engage in service projects, leadership roles, and extracurricular activities that promote character develop me. 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.

Evidence that Demonstrates Success: Students will complete service projects and extra curricular activities during the school year. For example;
Toys for Tots
Announcement Team
UIL
Choir
Spirit Crew/Greeters
School-wide Events
Grade Level Performances
Safety Patrol
Flag Patrol
Spelling Bee

Staff Responsible for Monitoring: Counselor
Teachers
Committee

Title I: 2.5.1, 2.5.2

Formative Reviews

December	February	April	June

Strategy 2

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. WIG- Start to provide Leader In Me instruction daily to teach and internalize the 7 Habits of Highly Effective People.

Evidence that Demonstrates Success: Positive LEADER Referrals - positive communication
Habit 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
Walk-throughs with Shout-Outs
Ribbons for E in Conduct

Staff Responsible for Monitoring: Campus Administrators
Discipline, Attendance, and Lighthouse team
Teachers LH Team

Formative Reviews

December	February	April	June

Strategy 3

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.

Evidence that Demonstrates Success: Leadership Portfolios
Empowering Learners Action Team Agendas
Student Goal Setting Trackers

Staff Responsible for Monitoring: Lighthouse Team
Empowering Learners Action Team
Lighthouse Coodinators

Formative Reviews

December	February	April	June

Performance Objective 3

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

Strategy 1

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.

Evidence that Demonstrates Success: Local and State Assessments
Leadership Portfolios

Staff Responsible for Monitoring: Campus Administrators
Achieving Goals Action Team
Instructional Coaches
Teachers

Title I: 2.5.3

Formative Reviews

December	February	April	June

Strategy 2

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.

Evidence that Demonstrates Success: 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
Tutoring-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

Staff Responsible for Monitoring: Campus Administrators
Instructional Coaches
Teachers

Title I:

TEA Priorities: Build a foundation of reading and math

Formative Reviews

December	February	April	June

Strategy 3

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.

Evidence that Demonstrates Success: 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
Rockin- Review Conference

Staff Responsible for Monitoring: Campus Administrators
Instructional Coaches
Teachers

Title I:

TEA Priorities: Build a foundation of reading and math

Formative Reviews

December	February	April	June

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

Performance Objective 1

Attract, engage, and retain top talent through competitive compensation packages.

Strategy 1

Maintain a welcoming 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.

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

Staff Responsible for Monitoring: Campus Administrators
Culture Action Team
Lighthouse Team

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

Formative Reviews

December	February	April	June

Performance Objective 2

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

Strategy 1

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.

Evidence that Demonstrates Success: 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.
Leader in Me Symposium Conference

Staff Responsible for Monitoring: Campus Administrators

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	February	April	June

Strategy 2

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.

Evidence that Demonstrates Success: Think Up and IReady
Science Penguin
Engagement Kits
Curriculum-Based Assessments
Benchmarks/Interim Assessments
STAAR Testing
Staff Development Reports
Usage of Science Penguin

Staff Responsible for Monitoring: Campus Administrators
Instructional Coaches
Teachers

Formative Reviews

December	February	April	June

Strategy 3

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.

Evidence that Demonstrates Success: 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
Leader In Me Symposium Conference
Think Up and IReady
Saxon Phonics
Textbook resources
Engagement Kits
Benchmark/Interim Assessments
STAAR Testing
Staff Development Report

Staff Responsible for Monitoring: Campus Administrators
Instructional Coaches
Reading Specialist

Formative Reviews

December	February	April	June

Strategy 4

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.

Evidence that Demonstrates Success: Use of manipulatives
STEMscopes
Benchmarks/Interim Assessment
STAAR Testing
TTESS
Staff Development Reports

Staff Responsible for Monitoring: Campus Administrators
Instructional Coaches
Teachers

Formative Reviews

December	February	April	June

Performance Objective 3

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

Strategy 1

Conduct employee incentives/recognition Heart of a Teacher and employee of the month recognition.

Evidence that Demonstrates Success: Employee Incentives
Heart of a Teacher
Employee of the Month
Anchored in Excellence
Level Up for teachers

Staff Responsible for Monitoring: Campus Administrators

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	February	April	June

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

Performance Objective 1

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

Strategy 1

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

Evidence that Demonstrates Success: Focus on Reading, Math, and Science
Student Sign-up Sheets
Tutorial Letters
Goal Setting
Parent informational letters
HB1416
Academic Programs (Stemscopes, IReady, Hand2Mind, RAZ-Kids, IXL)
Accelerated Learning Plans
Read Live
Literacy Footprints

Staff Responsible for Monitoring: Campus Administrators
Instructional Coaches
Teachers

Formative Reviews

December	February	April	June

Performance Objective 2

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

Strategy 1

Monitor the usage of funds and anticipated yearly spending using prior record for analysis.

Evidence that Demonstrates Success: Skyward Financial Records

Staff Responsible for Monitoring: Secretary
Principal

Formative Reviews

December	February	April	June

Performance Objective 3

Educate stakeholders about the public education financial system and the funding of Red Oak ISD through regular and transparent communication.

Strategy 1

Monitor student attendance to 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.

Evidence that Demonstrates Success: Attendance meetings, contracts, and plans with parents
Attendance phone calls
Classroom attendance incentives (ADA)
Celebrations

Staff Responsible for Monitoring: Counselor
Assistant Principal and Administrative Intern
Registrar
Teachers

Formative Reviews

December	February	April	June

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

Performance Objective 1

Provide facilities to accommodate current and future growth across the District.

Strategy 1

Review the campus crisis plans and ensure that various drills are conducted in accordance with city and state requirements.

Evidence that Demonstrates Success: Drill Schedule and Reports
After-action reports
Crisis team
Weekly door audits
RAPTOR
Ultra 3M Film Protectant

Staff Responsible for Monitoring: ROISD Chief of Police
Campus Administration

Formative Reviews

December	February	April	June

Performance Objective 2

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

Strategy 1

Counselor led guidance lessons, Counselor sponsored assemblies, Counselor led/sponsored small groups etc.; Including Cyber Safety Harassment Bullying.

Evidence that Demonstrates Success: 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

Staff Responsible for Monitoring: Counselor
Teachers
Campus Administrators

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	February	April	June

Performance Objective 3

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

Strategy 1

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

Evidence that Demonstrates Success: Janitors
Maintenance and Upkeep

Staff Responsible for Monitoring: Secretary
Assistant Principal
Teachers

Formative Reviews

December	February	April	June

Goal 5

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

Performance Objective 1

Prioritize and enhance parent and teacher communications.

Strategy 1

Communicate with parents on a regular basis through student folders, calendars, newsletters, and lesson plans on teacher websites, positive phone calls, the district website and scheduled parent conferences.

Evidence that Demonstrates Success: student folders
calendars
newsletters
positive phone calls
district website
scheduled parent conferences
Parent Square
Social Media
Sunshine log
Attendance phone calls
Flyers
Marquee
RPS 101
Open House
Parent Nights
Donuts with Grown Ups

Staff Responsible for Monitoring: Campus Administrators
Instructional Coaches
Teachers

Formative Reviews

December	February	April	June

Performance Objective 2

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

Strategy 1

Provide 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.

Evidence that Demonstrates Success: Sign-in sheets, agendas, and photos from family engagement events (RPS 101, Literacy Night, Book Fairs, Fall Festival, Parent Nights, PTA Meetings).
* Leader in Me Input Survey results reflecting family and student feedback on engagement opportunities and campus culture.
* Leadership Portfolios maintained by students across grade levels with goal-setting, progress monitoring, and academic reflections.
* Student-Led Conference artifacts (student presentations, parent feedback forms, and teacher reflections).
* Volunteer logs and rosters documenting parent and community participation.
* PLC notes and action plans showing integration of family input into instructional decisions.
* Campus WIG trackers for attendance and academics, demonstrating student ownership of goals.

Staff Responsible for Monitoring: Campus Administrators
Instructional Coaches
Teachers

Formative Reviews

December	February	April	June

Strategy 2

Provide opportunities for community members to participate in school events.

Evidence that Demonstrates Success: Family Nights
Student Performances
Spelling Bee
Hispanic Heritage EXPO
RPS 101
Open House

Staff Responsible for Monitoring: Campus Administrators
Instructional Coaches
Teachers

Formative Reviews

December	February	April	June

Strategy 3

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.

Evidence that Demonstrates Success: Assemble a behavior committee
Create a school-wide PBIS system

Staff Responsible for Monitoring: PBIS Committee
Campus Administrators
Teachers

Formative Reviews

December	February	April	June

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Griselda Hernandez	Instructional Coach	Title I	0.25
Irene Gomez	Instructional Coach	Title I	0.5
Kristen Knight	Instructional Coach	Title I	0.5
Lakendra Stovall	Reading Support	Title 1	0.5

Committees

Committees

Campus Leadership Team

Members

First Name	Last Name	Position	Committee Role
Martha	Forney	Admin Intern	Admin. Intern
Griselda	Hernandez	Bilingual IC	District-level Professional
Kristen	Knight	Math IC	Non-classroom Professional
Ashley	Jackson	Principal	Administrator
Matt	Northcutt	Assistant Principal	Administrator
Irene	Gomez	ELAR IC	Non-classroom Professional
Angela	Bartels	Counselor	Non-classroom Professional

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

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

Red Oak Independent School District

Donald T. Shields Elementary

Accountability Rating: B

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

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
October 07, 2026 at 09:37 AM

Mission Statement

The Mission of Red Oak ISD:

4 Talons of the Hawk

Exhibits Academic Readiness: 1% Better Daily & Love Tough

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

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

Leaves a Legacy Through Service: "We Before Me"

Vision

The Vision of Red Oak ISD:

"Realizing Our Individual Students' Dreams”

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

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

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

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

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

Demographics

Summary

Overview

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

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

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

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

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

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

2025-2026 School Year Information

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

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

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

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

Strengths

Demographic Strengths

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

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

Special Education Trends

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

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

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

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Early childhood grades (EE: 83.4%, PK: 88.3%) show significantly lower attendance rates, which can negatively impact early literacy and readiness for Kindergarten, compounding achievement gaps over time.	A likely root cause of low attendance in early grades is that families of younger students may not view early childhood education as critical for academic success, combined with transportation, childcare, or health-related barriers that disproportionately affect low-income households.
2	With 34.34% of students receiving special education services, a substantial portion of the student population requires additional academic and/or behavioral support, placing demand on staffing, scheduling, and instructional planning.	It is important to note that Shields Elementary serves as a centralized campus for specialized programming, including four self-contained Special Education units that provide services for students from multiple campuses requiring more intensive support. This organizational structure contributes to a higher concentration of students receiving Special Education services on this campus.
3	Over half of the student population (61.8%) is identified as economically disadvantaged.	Students from economically disadvantaged backgrounds may experience limited access to enrichment opportunities outside of school, contributing to vocabulary gaps, reduced background knowledge, and inconsistent readiness for grade-level expectations. These challenges can directly influence performance and engagement, particularly in early literacy and numeracy.

★ = Priority

Student Learning

Summary

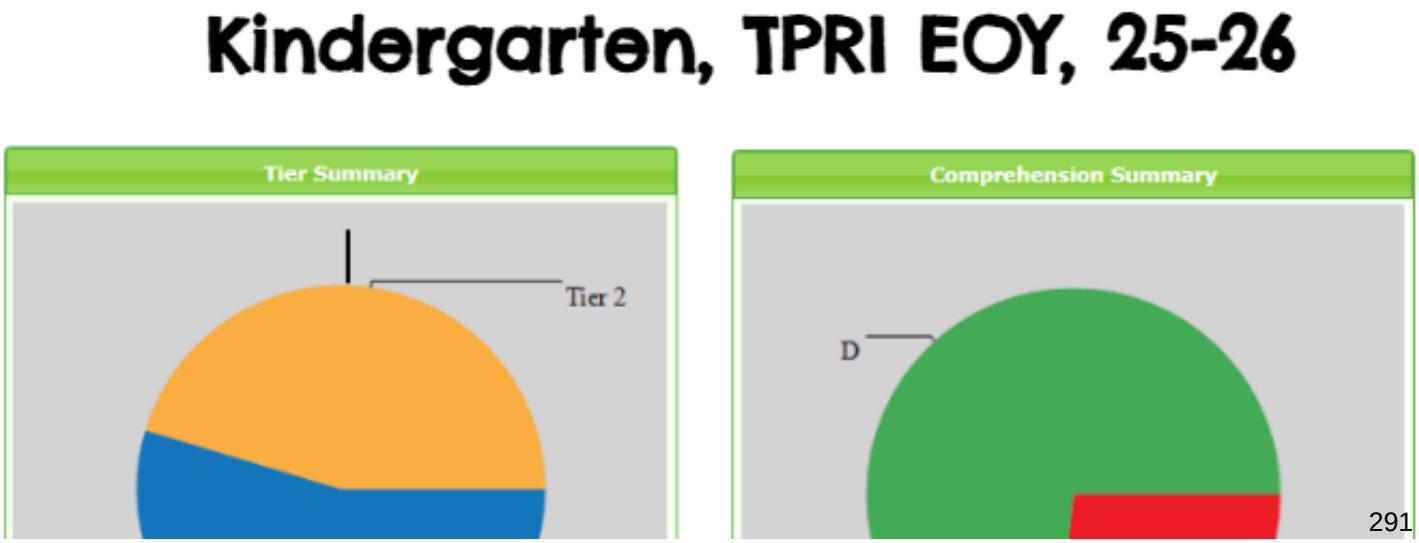
Shields Elementary is committed to providing a safe and supportive learning environment for each of our students every day of the school year. The use of data helps teachers collaborate in Professional Learning Communities (PLC) to design quality instruction based on the needs of individual students.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

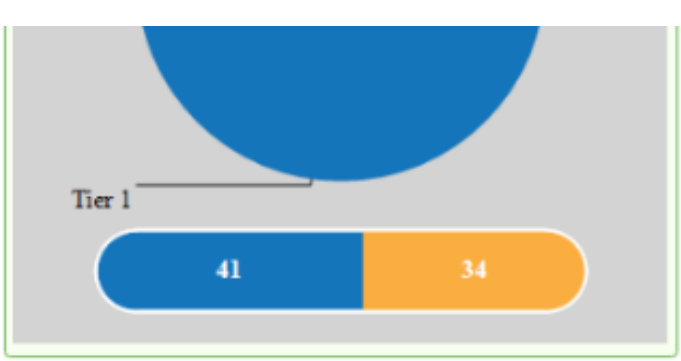
New curriculum was implemented this year district wide, this transition was an adjustment for all stakeholders as teachers learned to use the new resources through professional development, PLC teams, and through practice. After implementation of the new curriculum, gains were noted across assessment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

The following curriculum was implemented in the 2024-2025 school year:
Math K-5, Stemscopes
ELAR 2-5, Pearson My View/Savvas
Science K-5, HMH

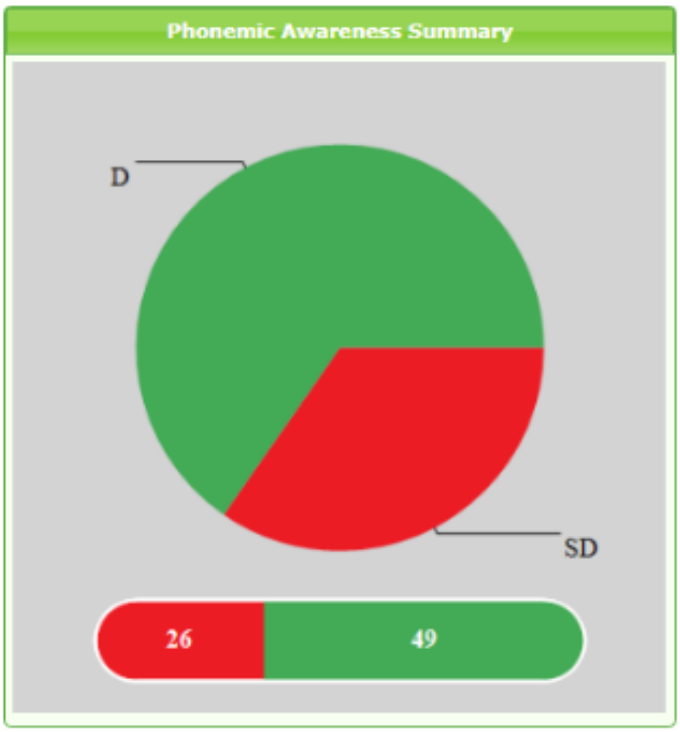
The following curriculum was implemented in the 2025-2026 school year:
ELAR K-1, Pearson My View/Savvas
Social Studies K-5, Pearson/Savvas

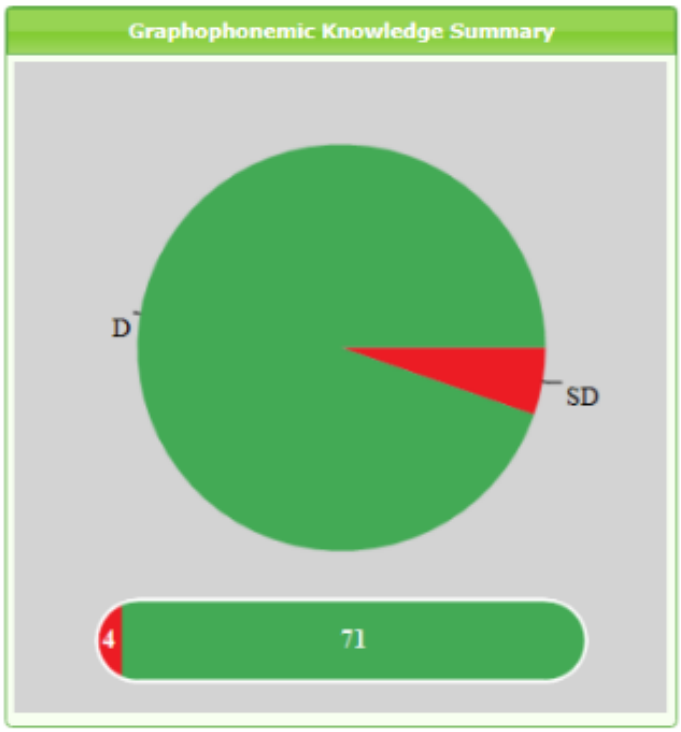
The district continues to use Saxon Phonics for reading fundamentals for K-2nd grades. The campus monitors reading through TPRI reading inventory and Guided Reading Assessments (GRA) in primary grade levels at the beginning, middle, and end of the year. The data is as follows:



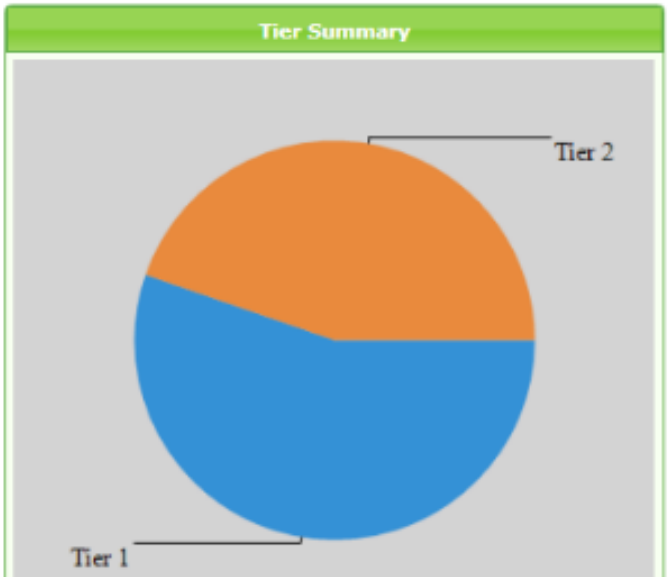


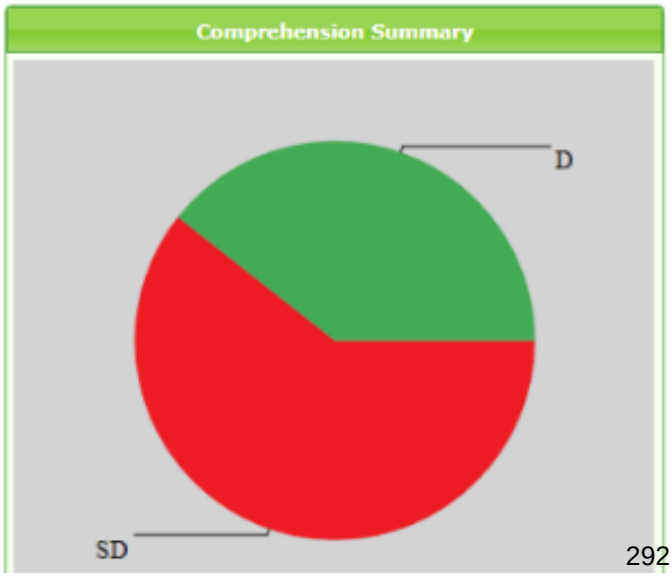






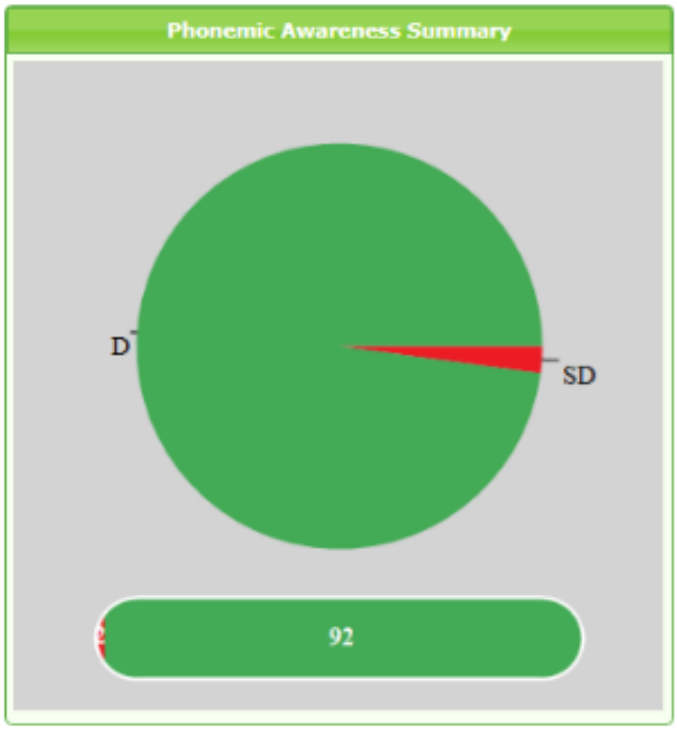
1st Grade, TPRI EOY, 25-26

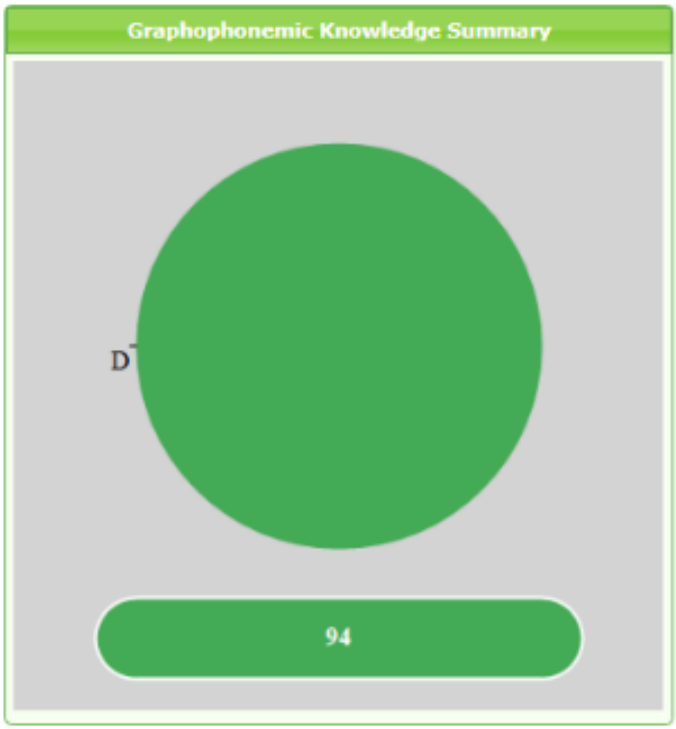




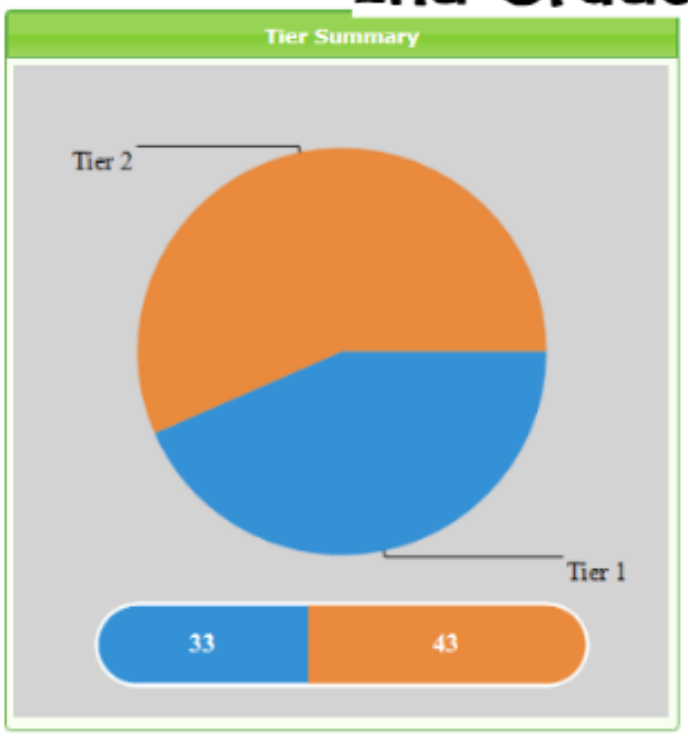


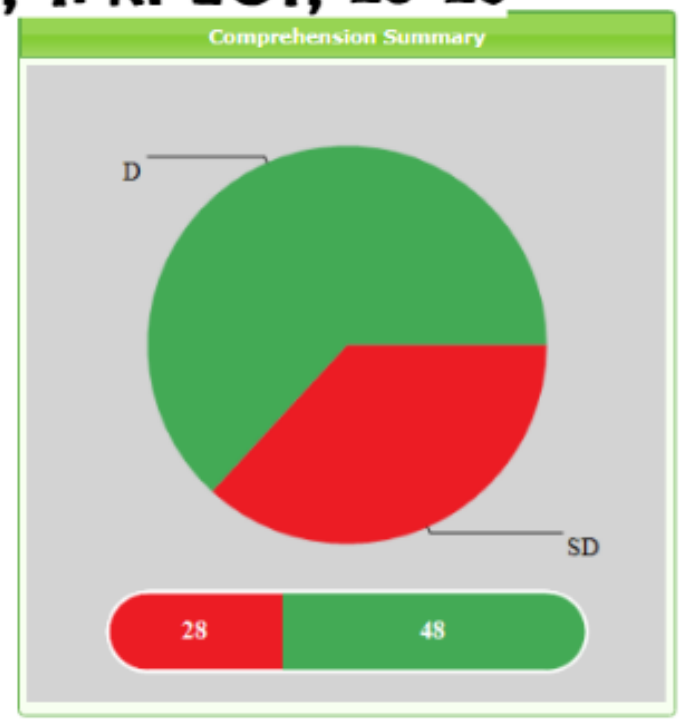


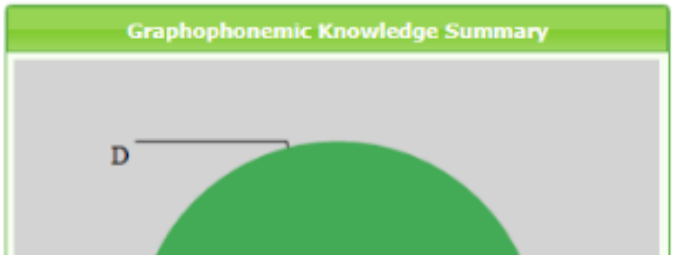


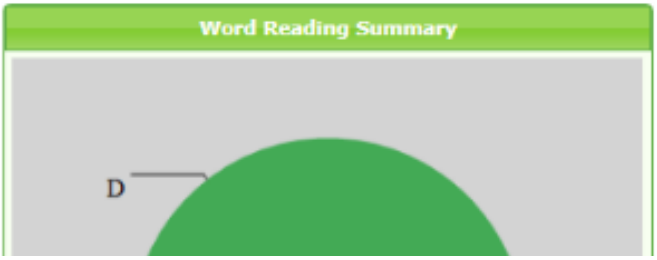


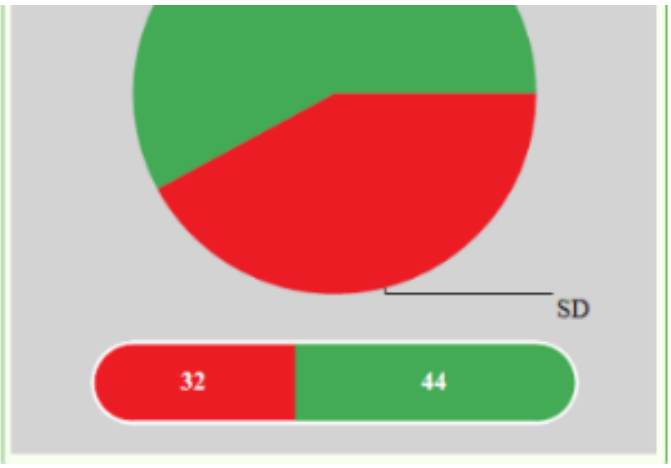
2nd Grade, TPRI EOY, 25-26

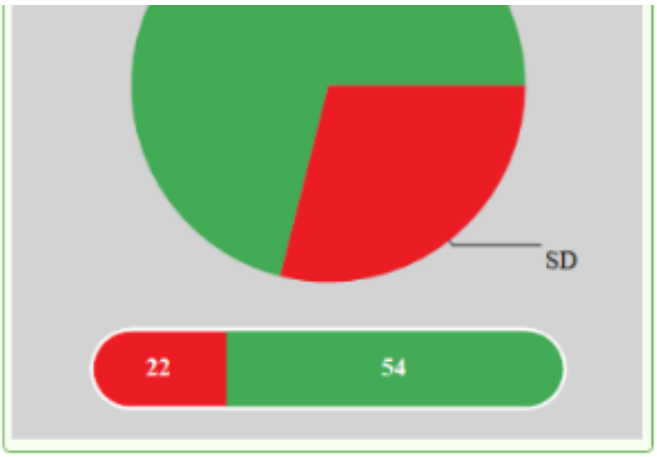












2025-2026 GRA EOY Data

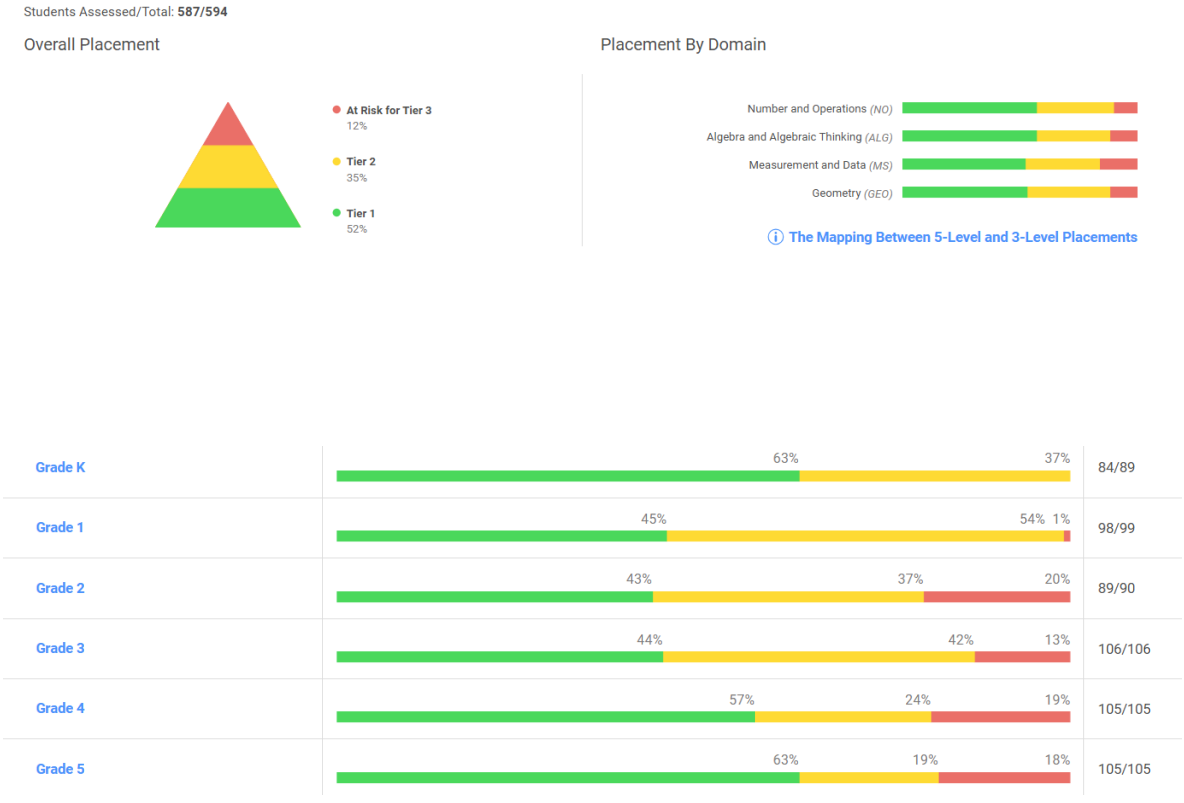
Grade	Teacher	Total Students	Approaching or Above Level	Below Level
Kindergarten Level C	A	19	15	4
Kindergarten Level C	B	16	16	0
Kindergarten Level C	C	20	15	5
Kindergarten Level C	D	19	19	0
Kindergarten Total		74	65 (88%)	9 (12%)
1st Grade Level J	A	21	16	5
1st Grade Level J	B	19	12	7
1st Grade Level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

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

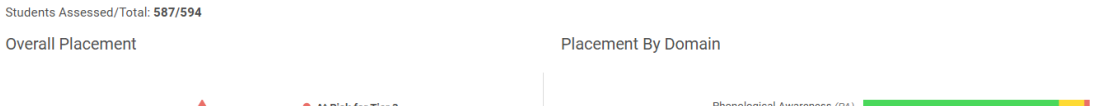
Along with the new core curriculum in math, reading, and science; the district also implemented the use of iready diagnostics and intervention pathways. Students consistently worked on individualized math and reading pathways for 45 minutes a week, and were assessed at the beginning, middle, and end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

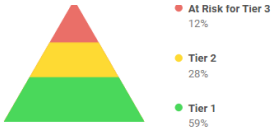
Campus iReady Data 2025-2026

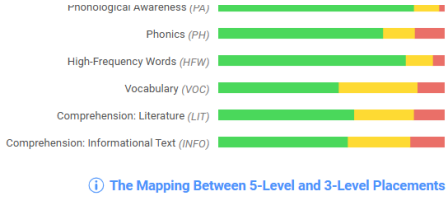
Math



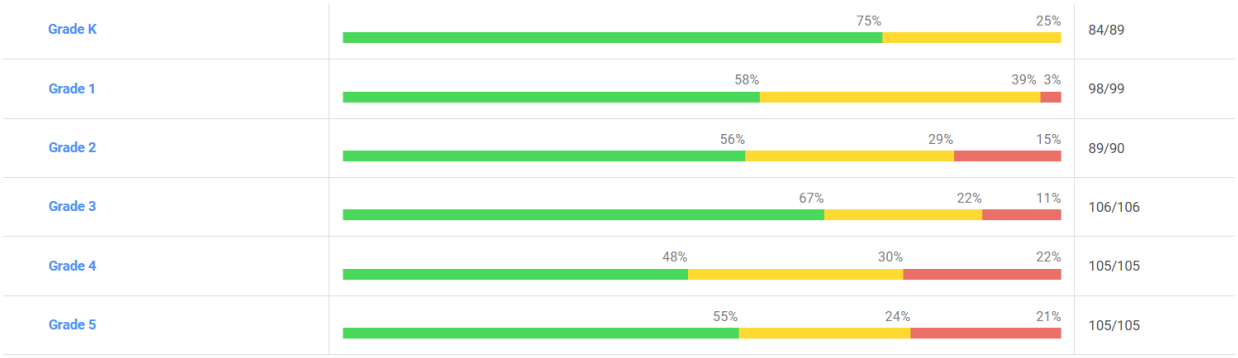
Reading







The Mapping Between 5-Level and 3-Level Placements



Preliminary STAAR Scores, Domain 1 25-26

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

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

Strengths

Summary of Strengths

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

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

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

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

Problem Statements Identifying Student Learning Needs

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

★ = Priority

School Processes & Programs

Summary

Curriculum & Instruction

The district implemented new curriculum during the 2024-2025 school year in reading, math, and science. The implementation process provided training for curriculum usage and resources, including developing lesson plan structures to be internalized by campus PLC teams. During the 2025-2026 school year, new curriculum was introduced for social studies, along with Kindergarten and first grade reading, to align with the curriculum used in grades 2-5. The campus focus continues to be refining curriculum implementation through collaborative planning, data analysis, and targeted instructional support to improve overall student achievement.

Professional Development

Campus professional development is led by the campus instructional leadership team as well as campus teacher leaders. Staff members turn around learning from campus visits, conferences, and professional development opportunities such as TEPSA, Ron Clark Academy, Get Your Teach On, Lead4Ward, CAMT, and Learning Forward Texas. The campus evaluates student achievement data, walkthrough/powerwalk trends, and campus needs assessment data to determine priority areas for professional learning. During the 2025-2026 school year, staff participated in professional development focused on MTSS Tier I best practices, trauma-informed practices, STAAR testing security, i-Ready student growth monitoring, TELPAS administration and verification procedures, and campus needs assessment review. The district's "Base Camp" professional learning model continues to provide opportunities for staff members to attend and facilitate professional learning based on individual and campus needs.

Leadership and Decision-Making Processes

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

Communication

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

Organization and Scheduling

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

Extracurricular and Enrichment Activities

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

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

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

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

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

Technology

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

Strengths

Curriculum & Instruction

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

Professional Development

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

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

Leadership and Decision-Making Processes

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

Communication

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

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

Organization and Scheduling

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

Extracurricular and Enrichment Activities

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

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

Family and Community Engagement

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

Technology

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

Problem Statements Identifying School Processes & Programs Needs

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

★ = Priority

Perceptions

Summary

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

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

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

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

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

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

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

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

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

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

Strengths

Staff Perceptions

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

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

Family Perceptions

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

Student Perceptions and Campus Culture

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

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

Community Perceptions

- Enrollment growth from approximately 400 students to more than 650+ students over the past five years reflects the confidence families place in the educational opportunities and supportive environment at Shields Elementary.
- Strong partnerships between the campus, PTA, families, and community stakeholders contribute to a positive perception of the school within the community.
- The campus is recognized as a welcoming, student-centered environment that prioritizes communication, safety, and student success.
- The presence of a School Police Officer supports a safe learning environment through safety drills, security monitoring, and positive interactions with students, staff, and families.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Rapid enrollment growth presents challenges in maintaining personalized connections with all families and ensuring consistent student access to enrichment and leadership programs.	Growth may have outpaced infrastructure, staffing ratios, and systems for individual student recognition and involvement, leading to stretched resources and reduced visibility for some students.
2	While parents report high levels of satisfaction with family engagement opportunities, some families have expressed a desire for additional STEM-focused events and student enrichment opportunities.	Current family engagement and extracurricular offerings have primarily focused on schoolwide events and leadership activities, resulting in limited STEM-specific opportunities for students and families.
3	Although staff survey results indicate a 93% overall satisfaction rate, only 80% of staff reported satisfaction with campus discipline support systems.	Increased student behavioral and social-emotional needs have created a need for continued refinement of campus discipline processes, staff support systems, and behavior intervention practices.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Running Records results**
- [x] **Texas approved PreK - 2nd grade assessment data**

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Student surveys and/or other feedback**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

Performance Objective 1 ☑ High Priority

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

Strategy 1

All teachers; including Special Education, Literacy Strategists, Dyslexia Therapists, and administrators will implement and maintain a systematic and continual data cycle of assessing students and analyzing multiple sources of data, while identifying student groups (Title I, ESL, 504, GT, SPED) and their related performance.

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

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

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

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	February	April	June

Strategy 2

English Language Arts and Reading instruction is guided and supported by research-based resources approved by the district. Balanced Literacy components, including guided reading/ writing, and shared reading/writing are addressed across grade levels. The major activities used to support this strategy include:
GRA, iReady, Reading/Writing Journaling, Word Wall Activities/Genre Wall, Guided Reading, Writing Stations, Targeted professional development, Think Up! (iReady), Saxon Phonics, word mapping resources, and Pearson My View, Countdown to STAAR.

In addition, reading enrichment opportunities will be implemented on campus to increase a love of reading in students through Battle of the Books and book vending machine.

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

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

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

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	February	April	June

Strategy 3 ☑ Targeted Support Strategy

Math instruction is guided and supported by research-based resources approved by the district.
The major activities used to support this strategy include:
Think Up! (iReady)
Number Talks
Reflex: Daily Math Fluency
Guided Math
Use of Math Manipulatives
Targeted Professional Development

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

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

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	February	April	June

Strategy 4

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

The major activities used to support this strategy include:
Weekly PLC internalization meetings, Gifted/Talented/SPED Push-in, Literacy Intervention, PLC extensions, Increased Higher Level Thinking activities, Talon Time, Collaboration with ICs, GT

Teacher, Librarian, Dyslexia, SPED and Reading Support, contract interventionists, and data driven Talon Time (intervention/acceleration) planning each six weeks.

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

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

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	February	April	June

Strategy 5 ☑ Targeted Support Strategy

Shields elementary will work to increase the academic growth in targeted sub-populations through effective PLCs and planning, formative assessments, aggressive monitoring, and specialized acceleration using state compensatory education. Teachers will be trained on engagement strategies and supplied with necessary resources such as timers, engagement kits, and other tools to utilize engagement training.

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

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

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

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	February	April	June

Strategy 6

School wide communication folders will continue this school year to provide frequent feedback

to parents, academic resources to families, and information to connect families to school communities such as district yearly calendar and school monthly calendar with academic testing, assessment windows, engagement nights/activities, and campus events/programs.

Grade 2-5 will include math grow journals with parent/student resources and activities to support learning in each math unit of instruction. Needs, composition books.

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

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

Staff Responsible for Monitoring: Campus Administrators
Classroom Teachers
Team Leads

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

Formative Reviews

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Strategy 7

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

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

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

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

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	February	April	June

Performance Objective 2

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

Strategy 1

Meet with student groups/organizations to allow the opportunity for students to provide feedback to administrators on ways to improve the campus through character guidance lessons, Hawk helpers, Amazing Shake, House System; promote 4 Talons characteristics

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

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

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	February	April	June

Strategy 2

Provide opportunities for students to do service projects:
Safety Patrol
Hawk Helpers
Partner PE
Flag Patrol
Shields Houses
GT

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

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

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	February	April	June

Strategy 3

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

Evidence that Demonstrates Success: Attendance in activities
Fitness Gram Data

Staff Responsible for Monitoring: Principal
PE Teacher
School Nurse
PTA

Formative Reviews

December	February	April	June

Strategy 4

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

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

Staff Responsible for Monitoring: GT Teacher
Classroom Teachers

Formative Reviews

December	February	April	June

Strategy 5

Implement a "House System" where the entire campus body is divided into four sub-units based on the four talons to facilitate healthy competition and teamwork.

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

Staff Responsible for Monitoring: Campus Administrators
House Committee
Leadership Team

Formative Reviews

December	February	April	June

Strategy 6

Create a campus culture that understands and celebrates students of students considered economically disadvantaged on campus through staff training, and reflection. Implement the house system to create sense of belonging on campus for ALL students.

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

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

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	February	April	June

Performance Objective 3 ☑ High Priority

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

Strategy 1

Campus staff will be trained throughout the year in using data to drive instructional decisions and promote growth both in the students and in themselves. Staff will participate in focused Professional Learning Communities (PLCs) and in Content Area Vertical Alignment Teams.
GRA
Literacy Specialist (50% funded with Title I funds)
TPRI
MTSS
Number Talks
Daily Math Fluency
Guided Math
StarFall
iReady
Eduphoria Aware
Benchmarks
Curriculum Based Assessments
TELPAS

Think it Up!
Science Penguin
Previous STAAR data
Heggerty
Lowman

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

Staff Responsible for Monitoring: All Professional Staff

Formative Reviews

December	February	April	June

Strategy 2

Plans for assisting Pre-Kindergarten students in the transition from early childhood programs.
The following activities will be used to support this strategy:
Implement Pre-Kindergarten Guidelines
Coordinate transition plan with PreK and Kindergarten teachers
in the spring for PreK students to visit kinder classrooms
Coordinate with Specials Teachers to provide a tour of the gym, music room, and art room

Evidence that Demonstrates Success: TTESS
Pre-Kindergarten Report Card
Teacher Feedback
Frog Street Pre-Assessment
CLI Assessment
ESGI Assessment

Staff Responsible for Monitoring: Campus Administrators
Instructional Coaches
Teachers
Specials Teachers

Formative Reviews

December	February	April	June

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

Performance Objective 1

Attract, engage, and retain top talent through competitive compensation packages.

Strategy 1

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

Evidence that Demonstrates Success: Meeting Notes
Mentor log

Staff Responsible for Monitoring: Campus Administrators
Instructional Coaches

Formative Reviews

December	February	April	June

Strategy 2

Provide opportunities for teacher leaders to present best practices and research-based strategies they are using successfully in their classrooms with the entire staff. Teacher leaders will attend specialized staff development sessions to share best practices with campus including Ron Clark Academy, Get Your Teach on, and TEPSA.

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

Staff Responsible for Monitoring: Campus Administrators
Instructional Coaches

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

Formative Reviews

December	February	April	June

Performance Objective 2

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

Strategy 1

Staff development on this campus in Reading/English Language Arts (ELAR) includes the following:
Lead4ward Rocking Review
Literacy Footprints
Saxon Phonics
GRA
TPRI
Strategies for EB Learners, Ellevation
Supporting struggling learners
Collaborate/Plan with Instructional Coach, Reading Support, Dyslexia Therapists, and Librarian
Gretchen Bernabei (RACE writing strategy)
Jeff Anderson (writing strategy)
WINK: ELAR comprehension question strategy used campus wide
Region 10 training and conferences

Evidence that Demonstrates Success: Curriculum Based Assessments
Pre-Assessments
STAAR Testing
T-TESS
Staff Development Sign in Sheets

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

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	February	April	June

Strategy 2

Staff development on this campus in Math includes the following:
Lead4ward Rocking Review
Professional development in math content area
Math Team Meetings
Use of manipulatives
Supporting struggling learners
Campus/District math planning/training

Evidence that Demonstrates Success: Curriculum Based Assessments
Pre-Assessments
STAAR Testing
T-TESS
Staff Development Logs
MAP testing

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

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	February	April	June

Strategy 3

Sustained and ongoing professional development will be aligned to campus needs identified in the Comprehensive Needs including summer staff development such as Get Your Teach On, Region 10 trainings, Educator Summit, and Leadership development.

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

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

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

Staff Responsible for Monitoring: Campus Administrators
Instructional Coaches
Teachers

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

December	February	April	June

Strategy 4

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

Science Penguin

Evidence that Demonstrates Success: Curriculum Based Assessments
Pre-Assessments
STAAR Testing
T-TESS
Staff Development Logs

Staff Responsible for Monitoring: Campus Administrators
Instructional Coach
Science Teachers

Funding Sources: Science Penguin 211 Title I, $400

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	February	April	June

Strategy 5

Staff development on this campus in Social Studies includes the following:
Academic Vocabulary
Collaboration/Planning with Instructional Coach, Literacy
Strategist, Librarian, and ELAR Team
Supporting struggling learners
Social Studies weekly (paper and online)
Graphic organizers

Evidence that Demonstrates Success: Pre-Assessments
T-TESS
Staff Development Logs
lesson plans

Staff Responsible for Monitoring: Campus Administrators
Instructional Coach
Social Studies Teachers

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	February	April	June

Strategy 6

Integrate technology into the daily curriculum. Technology will be utilized to improve and offer varied instruction in all classrooms. The following activities will be used to support this strategy:
Seesaw (K-2)
Canvas (3-5)
Professional Development on integrating technology in the

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

Evidence that Demonstrates Success: Walkthroughs
Lesson Plans
Computer lab
Student work samples

Staff Responsible for Monitoring: Campus Administrators
Instructional Coaches
Campus Lab Specialist
District Technology Specialists
Campus Technology Trainer
Librarian

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	February	April	June

Performance Objective 3

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

Strategy 1

Recruit from teacher certification programs, advertisements to ensure avenues for attracting highly qualified teachers.

Evidence that Demonstrates Success: Highly Qualified Staff Report
Successfully filled staff vacancies

Staff Responsible for Monitoring: HR Department
Principal

Formative Reviews

December	February	April	June

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

Performance Objective 1

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

Strategy 1

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

Evidence that Demonstrates Success: Focus on Reading, Math, and Science
Student Sign-up Sheets
Tutorial Letters
Goal Setting
Parent informational letters

Staff Responsible for Monitoring: Campus Administrators
Instructional Coaches
Teachers

Formative Reviews

December	February	April	June

Performance Objective 2

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

Strategy 1

Monitor the usage of funds and anticipated yearly spending using prior record for analysis.

Evidence that Demonstrates Success: Skyward Financial Records

Staff Responsible for Monitoring: Secretary
Principal

Formative Reviews

December	February	April	June

Performance Objective 3

Educate stakeholders about the public education financial system and the funding of Red Oak ISD through regular and transparent communication.

Strategy 1

Monitor student attendance to attain targeted 97% campus attendance rate. Monitor student attendance to attain targeted 97% campus attendance rate and provide engaging academic experiences to incentivize perfect attendance and excellent attendance (1 absence/tardy per grading period)

Evidence that Demonstrates Success: Incentives
Attendance Awards
Classroom celebrations

Staff Responsible for Monitoring: Campus Administration
Registrar
Teachers/staff

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	February	April	June

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

Performance Objective 1

Provide facilities to accommodate current and future growth across the District.

Strategy 1

Review and analyze student programs and facility needs

Evidence that Demonstrates Success: Full utilization of available facilities

Staff Responsible for Monitoring: Principal

Formative Reviews

December	February	April	June

Performance Objective 2

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

Strategy 1

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

Evidence that Demonstrates Success: Campus Safety Reports
Campus Safety Plan
RAPTOR reporting

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

Formative Reviews

December	February	April	June

Strategy 2

Campus staff are trained in the safety management plan.

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

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

Formative Reviews

December	February	April	June

Performance Objective 3

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

Strategy 1

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

Evidence that Demonstrates Success: Janitors
Maintenance and Upkeep

Staff Responsible for Monitoring: Secretary
Assistant Principal
Teachers

Formative Reviews

December	February	April	June

Goal 5

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

Performance Objective 1

Prioritize and enhance parent and teacher communications.

Strategy 1

Communicate with parents on a regular basis through calendars, Title I surveys, newsletters, Parent Square, Facebook, positive phone calls, the district website and scheduled parent conferences.

Evidence that Demonstrates Success: Skyward
Campus Website
District Website
Positive E-mails

Staff Responsible for Monitoring: Campus Administration
Counselors
PTA
All Staff

Formative Reviews

December	February	April	June

Strategy 2

Participate in PTA-sponsored activities, Red Oak Education Foundation programs, and community activities; Title I Family Literacy and Math Nights; Title I Spring Open House; Work with area businesses to promote pportunities to support students. Invite community members to support various programs such as Amazing Shake, House assemblies, fire department for fire safety week, etc.

Evidence that Demonstrates Success: Campus attendance/participation
Sign-in sheets

Staff Responsible for Monitoring: Campus Administration
Instructional Coach

Formative Reviews

December	February	April	June

Performance Objective 2

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

Strategy 1

Provide multiple opportunities for activities promoting trust, participation, and positive relationships with parents and community including:
PTA Activities
Parent Conferences
Meet the Teacher
Fine Arts Programs
DADs (Dads at Duty)
House Program (family sorting night)
Title 1 Parent Nights (Family Literacy and Math Nights)
Districtwide Coffee Talk with the Superintendent
Social Media communications

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

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

Formative Reviews

December	February	April	June

Strategy 2

Family Engagement Math/Literacy/STAAR Information Nights

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

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

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

Formative Reviews

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Title I Summary

Title I Personnel

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

Committees

Committees

Campus Site-Based Committee

Members

First Name	Last Name	Position	Committee Role
Lauren	Macik	Secretary/Parent	Parent
Lachandra	Robinson	Parent	Parent
Antoinette	Johnson	Parent	Parent
Kendra	Morris	Parent	Parent
Meghan	Kellis	Parent	Parent
Sarah	Jeffers	Community Member	Community Member
Elizabeth	Haugh	Parent	Parent
Joshua	Crutchfield	ROISD Technology	District-Level Professional
Jessica	Whitfill	Kindergarten Teacher	Teacher
Josie	Prachyl	SPED Teacher	Teacher
Claudia	Davis	Assistant Principal	Administrator
Christie	Hajovsky	5th Grade Teacher	Teacher
Rebekah	Rittimann	4th Grade Teacher	Teacher
Alissa	Gonsoulin	Parent	Parent
Rachel	Rangel	Nurse	Non-classroom Professional
Dorthea	Herndon	PE/Crisis team lead	Classroom Teacher
Emily	Pape	Librarian	Non-classroom Professional
Rebekah	Rittimann	4th Grade Teacher	Classroom Teacher
Sonya	Rivera	2nd Grade Teacher	Classroom Teacher
Adriann	Windom	3rd Grade Teacher	Classroom Teacher
Melody	Hawkins	Student and Family Services	District-level Professional
Tyler	Tucker	Counselor	Non-classroom Professional
Amanda	Simone	ECSE Assistant Principal	Administrator
Samantha	Miller	Principal	Administrator

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

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

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

Red Oak Independent School District

H.A. Wooden Elementary School

Accountability Rating: B

Distinction Designation:
Academic Achievement in English Language Arts/Reading, Academic Achievement in Mathematics, Top 25 Percent: Comparative Academic Growth, Top 25 Percent: Comparative Closing the Gaps, Postsecondary Readiness

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
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Mission Statement

The Mission of Red Oak ISD:

4 Talons of the Hawk

Exhibits Academic Readiness: 1% Better Daily & Love Tough

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

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

Leaves a Legacy Through Service: "We Before Me"

Vision

The Vision of Red Oak ISD:

"Realizing Our Individual Students' Dreams”

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Demographics

Summary

Wooden Elementary is a Title I campus currently serving 490 students from PK to 5th grade. In the 2025-2026 school year, Wooden housed a Functional Living specialized classroom, two resource teachers, and 1 special education para-professional. Additionally, Wooden Elementary had 12 bilingual classrooms with 5 bilingual para-professionals. There were 32 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 TCMPC, Savvas, StemScopes and HMH. 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	2020-202	2021-2022	2022-202	2023-2024	2024-202	2025-202
	African American	5.9%	8.4%	9.1%	8.0%	7.1%	7.5%	6.57%
	Hispanic	57.2%	55.8%	56.3%	61.8%	65.5%	66.4%	70.84%
	White	33.0%	32.2%	30.4%	26.3%	23.5%	23.7%	20.53%
	American Indian	0.5%	0.0%	0.0%	0.0%	0.2%	0.0%	0.0%
	Asian	0.4%	0.4%	0.6%	0.4%	0.4%	0.2%	0.0%
	Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Two or More Races	3.0%	3.3%	3.6%	3.6%	3.4%	2.2%	2.05%

	Student Enrollment							
		2019-202	2020-202	2021-202	2022-202	2023-202	2024-202	2025-202
	Total Students	**561**	**491**	**503**	**502**	**524**	**508**	**487**
	Female	**269**	**233**	**239**	**230**	**239**	**245**	**229**
	Male	**292**	**258**	**264**	**272**	**285**	**263**	**258**
	Early Education							**3**
	Pre-	**0**	**25**	**37**	**26**	**44**	**29**	**43**

	Kindergarten							
	Kindergarten	93	54	71	80	60	69	59
	Grade 1	84	88	61	79	90	64	75
	Grade 2	81	80	83	60	82	89	59
	Grade 3	94	72	73	88	68	84	87
	Grade 4	97	85	82	77	98	75	84
	Grade 5	112	87	96	92	82	97	77

	Attendance Rate (Lagging Indicator)							
		2019-202	2020-202	2021-202	2022-202	2023-202	2024-202	2025-2026
	Attendance Rate	98.6%	96.8%	94.4%	95.0%	95.4%	95.7%	95.72%

	Student Profile - Special Programs							
		2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
	Economically Disadvantaged	52.6%	51.5%	55.3%	63.5%	66.8%	64.2%	63.7%
	Section 504	9.3%	9.0%	10.3%	8.0%	5.9%	3.6%	3.3%
	EB Students	33.9%	31.0%	33.4%	36.5%	39.7%	41.3%	45.4%
	At-Risk	54.0%	54.6%	57.1%	58.0%	61.8%	63.4%	66.1%
	Gifted and Talented	9.8%	8.1%	9.5%	7.0%	6.7%	6.3%	4.3%
	Special Education	10.9%	11.2%	13.7%	14.9%	16.8%	15.6%	21.8%
	Mobility (for the prior year)	7.7%	10.8%	9.4%	8.3%	12.1%	13.8%	9.7%

	Staff Profile - Teachers by Years of Experience							
		2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
	Beginning Teachers	11.4%	11.5%	2.8%	8.6%	5.2%	0.0%	5.30%
	1-5 Years Experience	28.4%	31.5%	33.5%	25.9%	27.7%	25.7%	28.90%

	6-10 Years Experience	**18.6%**	**16.8%**	**19.0%**	**15.9%**	**19.5%**	**23.1%**	**28.70%**
	11-20 Years Experience	**17.1%**	**11.5%**	**14.0%**	**20.7%**	**14.5%**	**25.7%**	**18.40%**
	21-30 Years Experience	**24.5%**	**17.2%**	**14.0%**	**14.4%**	**22.6%**	**15.2%**	**16.10%**
	Over 30 Years Experience		**11.5%**	**16.8%**	**14.4%**	**10.5%**	**10.3%**	**2.60%**

Strengths

Strengths

- Balanced staff experience distribution across multiple experience bands supports a mix of instructional knowledge, fresh perspectives, and veteran leadership.
- Increase in early-career teachers (1–10 years) in recent years (2024–2026) reflects a growing pipeline of developing educators who can be coached and molded to campus expectations.
- Strong representation in the 1–10 year range (over 55% combined in 2025–2026) provides flexibility, adaptability, and openness to instructional shifts, PLC structures, and district initiatives.
- Presence of mid-career teachers (11–20 years) supports instructional stability, team leadership, and mentoring opportunities.
- Continued presence of experienced teachers (21+ years) provides institutional knowledge, campus culture continuity, and leadership within grade levels and PLCs.
- Decrease in “Beginning Teachers” (0–1 years) in 2024–2025 suggests improved retention and stability from prior years.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Consistency of Instructional Practices with staff turnover; growing teachers: Although systems such as PLCs, curriculum alignment, and intervention structures are in place, inconsistent implementation of rigorous, differentiated, and student-centered instructional practices across classrooms is impacting student outcomes. Focus on acceleration in PLC & remediation	Turnover rates; staff retirements, promotions, etc reflect a need increased for consistency in PLCs to differentiate instruction.
2	Intervention & Acceleration Systems While intervention supports are contributing to student growth, current systems are more effective at remediation than acceleration, resulting in students progressing toward approaches but not consistently advancing to higher performance levels.	Data trends indicate that students receiving additional support (intervention groups, bilingual services, etc.) are demonstrating growth over time, particularly in foundational skills. Bilingual program data reflects positive gains in comprehension and language development, indicating effective alignment of instruction. Students receiving targeted intervention support growth.

★ = Priority

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			2025-2026		
	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	Approaches or Above	Meets or Above	Masters
3rd Reading	80%	55%	27%	83%	54%	20%	74%	53%	18%	63%	31%	18%	74%	57%	29%
3rd Math	83%	56%	25%	72%	42%	12%	76%	47%	12%	61%	31%	9%	68%	50%	21%
4th Reading	73%	52%	21%	85%	52%	16%	84%	53%	23%	88%	65%	25%	71%	47%	16%
4th Math	74%	49%	20%	85%	52%	16%	78%	54%	23%	76%	59%	29%	69%	44%	33%
5th Reading	85%	62%	38%	81%	57%	31%	81%	52%	16%	82%	53%	20%	84%	68%	43%
5th Math	89%	69%	39%	94%	67%	27%	89%	70%	22%	92%	51%	30%	96%	71%	41%
5th Science	76%	48%	23%	73%	38%	9%	69%	26%	6%	69%	23%	6%	77%	55%	17%

- **Overall STAAR Trends**
    - The most recent STAAR results demonstrate **significant improvement in multiple tested areas**, with gains in 3rd Grade Reading and Math, 5th Grade Reading and Math, and 5th Grade Science.
    - The strongest gains occurred at the **Meets and Masters levels**, which represents an important shift from previous years when a larger percentage of students reached Approaches but did not consistently progress to higher levels of achievement.
    - **Five of the seven tested areas increased at Meets or Above** compared with the previous year.
    - **Six of the seven tested areas increased at Masters**, demonstrating improved performance at the highest level of rigor.
    - Grade 5 demonstrated the strongest overall performance, with substantial increases across **Reading, Math, and Science**.
    - Grade 3 showed recovery from the significant declines experienced the previous year, although Math Approaches remains below earlier historical performance.
    - **Grade 4 Reading and Math declined at Approaches and Meets**, making Grade 4 the most significant current area of concern.
    - Results continue to vary considerably by grade level and content area, indicating that **strong performance is not yet consistently sustained from one grade level to the next**
- **Reading/RLA Trends**

- **3rd Grade Reading demonstrated significant recovery**, increasing from 63% to 74% Approaches, 31% to 57% Meets, and 18% to 29% Masters.
- The increase of **26 percentage points at Meets** in 3rd Grade Reading is particularly significant and reverses the previous downward trend.
- **5th Grade Reading demonstrated the strongest performance in the five-year data set at the Meets and Masters levels**, reaching 68% Meets and 43% Masters.
- 5th Grade Reading Masters increased from **20% to 43%**, a 23-point gain.
- In contrast, **4th Grade Reading declined across all three performance levels**, from 88% to 71% Approaches, 65% to 47% Meets, and 25% to 16% Masters.
- Reading data therefore reflects strong performance in Grades 3 and 5 but indicates a need to determine why those outcomes are **not consistent in Grade 4**.

- **Math Trends**

- **3rd Grade Math improved at all three performance levels**, increasing from 61% to 68% Approaches, 31% to 50% Meets, and 9% to 21% Masters.
- Despite this improvement, 3rd Grade Math Approaches remains below the 83% achieved in 2021–2022, indicating that foundational proficiency continues to warrant attention.
- **5th Grade Math is a significant campus strength**, reaching 96% Approaches, 71% Meets, and 41% Masters.
- 5th Grade Math achieved its **highest Approaches and Masters performance of the five-year period** and exceeded 70% at Meets.
- **4th Grade Math declined at Approaches and Meets**, from 76% to 69% Approaches and 59% to 44% Meets.
- However, 4th Grade Math Masters increased from **29% to 33%**, the highest Masters performance for this grade across the five years.
- The combination of declining Approaches/Meets and increasing Masters in Grade 4 Math suggests a **wide range of student performance and a need to strengthen support for students below the highest-performing group**.

- **Science Trends**

- **5th Grade Science demonstrated substantial improvement** after several years of declining or stagnant performance.
- Approaches increased from **69% to 77%**, Meets increased from **23% to 55%**, and Masters increased from **6% to 17%**.
- The **32-point increase at Meets** represents one of the strongest gains in the campus STAAR data.
- Although Masters increased substantially, the current 17% remains below the 23% achieved in 2021–2022, indicating an opportunity to continue strengthening advanced scientific reasoning and application.
- The improvement suggests that recent instructional efforts are having a positive impact, but continued monitoring will be necessary to determine whether the gains can be sustained.

Strengths

- Significant improvement occurred in **five of seven tested areas at Meets or Above**.
- **Six of seven tested areas increased at Masters**, reflecting stronger achievement at higher levels of rigor.
- **5th Grade Reading and Math are significant campus strengths**, with strong performance across Approaches, Meets, and Masters.
- 5th Grade Reading reached **84% Approaches, 68% Meets, and 43% Masters**.
- 5th Grade Math reached **96% Approaches, 71% Meets, and 41% Masters**.
- **5th Grade Science demonstrated substantial recovery**, particularly at Meets, which increased from 23% to 55%.
- **3rd Grade Reading demonstrated strong recovery**, particularly at Meets, increasing from 31% to 57%.
- 3rd Grade Math improved at **all three performance levels**, reversing the previous year's decline.
- Growth at the **Meets and Masters levels** suggests that increased rigor and attention to higher-level performance are producing positive results in several areas.
- Current Grade 5 results demonstrate that **high levels of achievement are attainable at Wooden** and provide an opportunity to identify instructional practices and systems that can be replicated across grade levels.

Priority Need Areas

- Address the decline in **4th Grade Reading**, which decreased at Approaches, Meets, and Masters.
- Address the decline in **4th Grade Math Approaches and Meets**, while examining practices that contributed to increased Masters performance.
- Strengthen **consistency of student achievement across grade levels**, since performance varies substantially from Grades 3 through 5.
- Continue improving **3rd Grade Math foundational proficiency**, despite gains at Meets and Masters.
- Sustain and build upon the significant gains in **5th Grade Science**, particularly by increasing Masters performance.

- Identify and replicate the **instructional practices, intervention/acceleration strategies, and planning processes associated with strong Grade 5 and improving Grade 3 outcomes**.
- Strengthen **vertical alignment** so that successful instructional practices and student learning are sustained as students move from one grade level to the next.
- Continue increasing the percentage of students reaching **Meets and Masters**, while ensuring that improvement at higher performance levels does not occur without also increasing overall Approaches performance.
- Use student-level and TEKS-level data to identify the specific standards contributing to **Grade 4 performance declines** and determine targeted instructional responses.
- Monitor current gains over time to determine whether improvements represent **sustained achievement rather than single-year performance changes**.

STAAR Progress					
	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
4th Reading	70%	55%	79%	87%	63%*
4th Math	82%	73%	80%	73%	72%
5th Reading	90%	71%	63%	64%	75%
5th Math	93%	87%	82%	76%	89%

STAAR Progress / Growth Analysis

- **4th Grade Reading** showed considerable variability across the five-year period. Progress declined from 70% in 2021–2022 to 55% in 2022–2023, then improved substantially to 79% and 87% over the next two years. The **2025–2026 Annual Growth Score is 63**, the lowest current growth score among the four tested grade/subject areas. When considered alongside the decline in 4th Grade Reading STAAR achievement, this identifies **4th Reading as a priority area for both achievement and growth**.
- **4th Grade Math** has been more stable but shows an overall downward pattern from its high of 82% in 2021–2022. Results were 73%, 80%, and 73% over the next three years, with a **2025–2026 Annual Growth Score of 72**. Although stronger than 4th Reading, the growth data combined with the decline in 4th Math Approaches and Meets performance indicates a need to strengthen **consistent growth for students who are not yet demonstrating grade-level proficiency**.
- **5th Grade Reading** declined for several consecutive years, from 90% in 2021–2022 to 71%, 63%, and 64%. The **2025–2026 Annual Growth Score of 75** reflects stronger current growth. This improvement aligns with the significant increase in 5th Reading achievement to **84% Approaches, 68% Meets, and 43% Masters**, indicating that current instructional practices are producing stronger achievement and growth.
- **5th Grade Math** historically demonstrated strong growth but declined from 93% in 2021–2022 to 87%, 82%, and 76%. The **2025–2026 Annual Growth Score increased to 89**, the strongest current growth result. This aligns with STAAR achievement of **96% Approaches, 71% Meets, and 41% Masters**, making 5th Grade Math a significant campus strength.

Strengths

- **5th Grade Math is the strongest area for student growth**, with a 2025–2026 Annual Growth Score of 89 and strong achievement across all STAAR performance levels.
- **5th Grade Reading demonstrates improved growth**, with a current Annual Growth Score of 75 following several years of lower progress.
- Grade 5 demonstrates a strong combination of **growth and achievement**, suggesting instructional practices and systems in Grade 5 should be examined for practices that can be replicated across the campus.
- Current growth results indicate that a substantial percentage of students are demonstrating year-to-year academic progress, particularly in Grade 5.

Priority-Need Areas

- **4th Grade Reading is the clearest growth priority**, with an Annual Growth Score of 63 coupled with declining STAAR achievement.
- **4th Grade Math requires continued attention**, particularly for students performing below Meets, as the Annual Growth Score of 72 accompanies declines at Approaches and Meets.
- Strengthen **vertical alignment between Grades 3, 4, and 5** to reduce variability in achievement and growth as students progress through grade levels.

- Identify and replicate effective **Grade 5 instructional, PLC, intervention, and acceleration practices** across other grade levels.
- Monitor student-level growth to ensure students at **all performance levels** are progressing, rather than relying solely on overall achievement percentages.

	0326 TELPAS Kindergarten						0326 TELPAS Grade 1					
		TELPAS Composite Rating						TELPAS Composite Rating				
	TELPAS Composite Score	No Rating	Beginning	Intermediate	Advanced	Advanced High	TELPAS Composite Score	No Rating	Beginning	Intermediate	Advanced	Advanced High
Wooden Elementary	1.68	0%	42.31%	42.31%	15.38%	0%	1.93	0%	44.83%	31.03%	13.79%	10.34%

0326 TELPAS Grade 2						0326 TELPAS Grade 3					
	TELPAS Composite Rating						TELPAS Composite Rating				
TELPAS Composite Score	No Rating	Beginning	Intermediate	Advanced	Advanced High	TELPAS Composite Score	No Rating	Beginning	Intermediate	Advanced	Advanced High
2.10	0%	17.24%	58.62%	24.14%	0%	2.66	0%	11.11%	36.11%	30.56%	22.22%

0326 TELPAS Grade 4						0326 TELPAS Grade 5					
	TELPAS Composite Rating						TELPAS Composite Rating				
TELPAS Composite Score	No Rating	Beginning	Intermediate	Advanced	Advanced High	TELPAS Composite Score	No Rating	Beginning	Intermediate	Advanced	Advanced High
2.45	0%	17.65%	26.47%	55.88%	0%	2.71	0%	5%	25%	70%	0%

Strengths

- **English proficiency generally increases across the grade levels.** Composite scores rise from **1.68 in Kindergarten to 2.71 in Grade 5**, indicating stronger English proficiency among students in the upper grades.
- **Grade 5 is a significant strength**, with **70% of students rated Advanced** and only 5% at Beginning.
- **Grade 4 also demonstrates strong performance**, with **55.88% Advanced** and a composite score of 2.45.
- **Grade 3 has the greatest percentage reaching Advanced High (22.22%)**, with an additional 30.56% Advanced. More than half of Grade 3 students are therefore at Advanced or Advanced High.
- By Grades 3–5, the percentage of students at Beginning decreases substantially compared with the primary grades.
- The upper-grade TELPAS results, when considered with the strong Grade 5 STAAR Reading and Math results, provide evidence of positive academic outcomes among students as they progress through the elementary grades.

Priority-Need Areas

- **Early language development is the clearest need.** In Kindergarten, **84.62%** of students remain at Beginning or Intermediate; in Grade 1, **75.86%** are Beginning or Intermediate.
- **Grade 1 warrants particular attention**, with **44.83% at Beginning**, the highest percentage of any grade level.
- **Grade 2 represents an important transition point.** Although only 17.24% are Beginning, **58.62% remain Intermediate**

meaning approximately three-fourths of students are still below Advanced.
- The data supports continued emphasis on **intentional language development within Tier 1 instruction**, particularly in K–2.
- Opportunities for structured speaking, listening, reading, and writing should be consistently embedded across content areas to accelerate movement from **Beginning → Intermediate → Advanced**.
- Continued monitoring is needed to ensure students who reach Intermediate and Advanced levels continue progressing toward **Advanced High**, particularly since Grades 2, 4, and 5 currently show 0% at Advanced High.

Strengths

- Student achievement improved across multiple STAAR-tested areas, with notable increases at the Meets and Masters performance levels.
- Grade 5 Reading and Math demonstrate strong achievement and growth, with 5th Grade Math emerging as a significant campus strength.
- 5th Grade Science demonstrated substantial improvement across all STAAR performance levels, particularly at Meets.
- Grade 3 Reading and Math demonstrated improved achievement, reversing declines from the previous year.
- i-Ready data indicates students are demonstrating academic growth across grade levels, including students who have not yet reached grade-level proficiency.
- TELPAS data demonstrates increasing English-language proficiency across grade levels, with particularly strong Advanced performance among Emergent Bilingual students in Grades 3–5.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Student achievement and growth are not consistently sustained across grade levels, with Grade 4 Reading and Math showing weaker outcomes compared with the stronger performance seen in Grades 3 and 5.	Inconsistent vertical alignment of instructional expectations, rigor, and priority TEKS across grade levels. Effective instructional practices are not yet consistently replicated across teams. Student misconceptions and unfinished learning are not always addressed early enough to prevent gaps from carrying forward.
2	Although many students are demonstrating growth and reaching Approaches, performance at Meets and Masters remains inconsistent across grade levels and content areas.	Variability in the rigor of daily student tasks, questioning, problem solving, and written responses. Inconsistent opportunities for students to justify thinking, engage in academic discourse, and apply learning in complex contexts. Formative assessment and instructional response are not always tightly aligned to the level of rigor required by priority standards.
3	Emergent Bilingual students in the primary grades are concentrated at the Beginning and Intermediate TELPAS proficiency levels, indicating a need to accelerate academic language development in K-2.	Academic language opportunities are not yet consistently embedded across all content areas in the early grades. Students need more structured opportunities for speaking, listening, reading, and writing using grade-level academic vocabulary. Language-development supports are not always implemented with enough consistency or intensity to accelerate movement from Beginning/Intermediate to Advanced.

★ = Priority

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 Quaver 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

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	102%	51%	75%	35%	67%	55/58
Grade 1	78%	38%	56%	22%	54%	74/76
Grade 2	105%	54%	72%	19%	60%	57/59
Grade 3	105%	52%	63%	31%	63%	86/87
Grade 4	115%	52%	62%	29%	49%	83/85
Grade 5	100%	56%	52%	21%	51%	75/78

Data Trends / Patterns

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%	33%	17%
3rd Math	83%	56%	25%	72%	42%	12%	76%	47%	12%	62%	33%	9%
4th Reading	73%	52%	21%	85%	52%	16%	84%	53%	23%	89%	66%	34%
4th Math	74%	49%	20%	85%	52%	16%	78%	54%	23%	77%	60%	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%

Identified

Data from STAAR, i-Ready diagnostics, PLC documentation, classroom walkthroughs, common assessments, and curriculum planning processes indicate that Wooden Elementary has continued to strengthen systems related to TEKS alignment, collaborative planning, and instructional internalization. Staff participation and preparedness during PLCs improved throughout the year, resulting in stronger alignment between curriculum resources, instructional delivery, and classroom assessments. Evidence from i-Ready growth data demonstrates strong student growth across grade levels, particularly in annual typical growth measures, indicating that intervention systems and instructional supports positively impacted student progress.

While growth measures remained strong, STAAR data revealed inconsistencies in overall achievement performance across grade levels and content areas, particularly in upper-level performance measures such as Meets and Masters. Reading performance in Grade 4 showed notable growth, while Grade 3 Reading and Math reflected significant declines in Approaches and Meets performance over time. Although we have seen significant growth, Science still remains an area of focus. These trends indicate a continued need for increased rigor, stronger alignment between instruction and assessment practices, targeted intervention systems, and consistent implementation of higher-order thinking and writing opportunities across content areas.

The campus demonstrated increased collaboration between bilingual and English instructional teams, particularly in aligning reading instruction and maintaining consistency in math instruction across language programs. PLC feedback also indicated a shift from simply locating activities within curriculum resources toward deeper lesson planning conversations focused on student needs, rigor, assessment development, and instructional delivery.

- The transition to walkthroughs aligned more closely with the T-TESS rubric created increased consistency between observations, feedback, and teacher expectations.
- A high number of walkthroughs and observations (38 formal observations and 361 PLC/classroom walkthroughs) provided administrators with frequent opportunities to monitor instruction, provide timely feedback, and support teacher growth.
- Increased administrator presence in classrooms allowed instructional leaders to identify campus-wide trends and respond with targeted coaching and PLC support.
- Walkthrough data supported stronger alignment between classroom instruction, PLC planning, and district instructional expectations.
- Teachers received more consistent feedback connected to Domains 2 and 3 of T-TESS, helping strengthen instructional practices, classroom management, student engagement, and differentiation.
- Follow-up conferences for identified areas of weakness provided opportunities for reflective conversations, coaching support, and professional growth.
- Walkthrough observations allowed instructional coaches and administrators to tailor PLC conversations and campus professional development based on observed instructional needs.
- Increased classroom observations contributed to improved teacher preparedness, stronger lesson internalization during PLCs, and greater awareness of instructional expectations.

Parent, Family and Community Engagement

Evidence of family and community involvement includes high participation rates in campus events, student performances, awards programs, literacy and cultural celebrations, field trips, volunteer opportunities, and family engagement activities. Families regularly attended events connected to student learning and campus culture, while community organizations provided support through donations, partnerships, staff appreciation activities, and student incentives.

Support services for students in special programs include bilingual education services, dyslexia support, special education services, counseling support, intervention programs, tutorials, small group instruction, GT services, and targeted academic interventions. Students receiving support services demonstrated academic growth through progress monitoring tools, classroom performance, and diagnostic assessment data, though continued support remains necessary to address achievement gaps and ensure long-term success.

Curriculum Based Assessment Data Grades 2-5: Reading and RLA data across Grades 2–5 indicate that students demonstrated overall academic growth throughout the school year, particularly in comprehension, vocabulary development, fluency, and response-to-text skills. Collaborative PLC structures, TEKS internalization, intervention systems, and increased focus on writing integration positively impacted student achievement trends across grade levels. Students demonstrated increasing success with comprehension-based TEKS and evidence-based responses as instructional alignment strengthened throughout the year. Across multiple CBAs and grade levels, students demonstrated strengths in foundational comprehension, vocabulary acquisition, and literary analysis TEKS. Reading PLCs evolved over the course of the year from primarily reviewing curriculum resources to collaboratively developing assessments, analyzing TEKS, and integrating writing activities aligned to STAAR expectations. Small group instruction, intervention cycles, and targeted push groups contributed to positive student growth trends across all performance levels. Data trends also revealed that students demonstrated stronger performance at the Approaches level than at Meets and Masters performance levels. As rigor increased, students continued to struggle with inferencing, analytical reading, extended constructed responses, synthesis of text, and higher-order comprehension tasks. Performance data indicates a continued need to strengthen rigorous instruction, writing integration, academic discourse, and alignment between classroom instruction and advanced STAAR expectations. Bilingual instructional alignment positively impacted student growth across grade levels. Spanish RLA data reflected growth in comprehension, vocabulary development, and fluency skills throughout the year, demonstrating that aligned bilingual instruction and intervention systems supported student achievement.

Math data across Grades 2–5 reflects strong overall student growth throughout the school year, particularly in foundational number concepts, procedural fluency, and problem-solving skills. Collaborative PLC structures, TEKS-aligned instructional planning, intervention systems, and small group instruction positively impacted student achievement trends across grade levels. Students consistently demonstrated stronger performance on foundational and procedural TEKS than on higher-level application and reasoning standards.

Math PLCs focused on lesson internalization, prior-tested TEKS analysis, rigor discussions, and identifying instructional activities aligned to student needs. Multiple grade levels shifted toward increased small group instruction and rigorous station work based on data trends and student performance needs. Students demonstrated increasing confidence with mathematical reasoning and computation throughout the year.

Across grade levels, students consistently demonstrated strong performance at the Approaches level. However, data trends revealed that performance decreased as rigor increased and students were required to apply concepts through multi-step problem solving, mathematical reasoning, and advanced application tasks. Meets and Masters performance levels remained an area for continued growth campus-wide.

Push groups and intervention systems positively impacted student growth, particularly for students targeted for Approaches and Meets performance levels. Students receiving targeted intervention support demonstrated movement across proficiency levels throughout the year. Spanish Math data also reflected positive growth trends within bilingual classrooms, particularly in mathematical vocabulary and conceptual understanding.

Strengths

- Curriculum resources, pacing guides, and instructional materials are aligned to the TEKS and district expectations.
- Weekly PLC structures supported teacher collaboration, lesson internalization, and increased staff preparedness.
- Instructional coaches utilized classroom walkthrough trends, administrator feedback, and student performance data to guide PLC conversations and instructional support.
- Math PLCs incorporated prior-tested TEKS, rigor analysis, ePLC supports, and discussion of instructional activities aligned to student needs.
- Reading PLCs evolved to include collaborative assessment development, writing integration, and deeper TEKS analysis.
- Bilingual and English teachers collaborated to ensure instructional alignment across language programs.
- i-Ready data reflects strong student growth trends across grade levels, with multiple grade levels exceeding 100% typical growth in Reading and Math.
- Small group instruction and station rotations were implemented in multiple grade levels based on student data and instructional need.
- Intervention systems, tutorials, targeted small groups, and progress monitoring supported student academic growth and improved placement levels in i-Ready.
- Increased teacher participation and preparedness during PLCs improved instructional conversations and lesson planning processes campus-wide.

- The transition to walkthroughs aligned more closely with the T-TESS rubric created increased consistency between observations, feedback, and teacher expectations.
- A high number of walkthroughs and observations (38 formal observations and 361 PLC/classroom walkthroughs) provided administrators with frequent opportunities to monitor instruction, provide timely feedback, and support teacher growth.
- Increased administrator presence in classrooms allowed instructional leaders to identify campus-wide trends and respond with targeted coaching and PLC support.
- Walkthrough data supported stronger alignment between classroom instruction, PLC planning, and district instructional expectations.
- Teachers received more consistent feedback connected to Domains 2 and 3 of T-TESS, helping strengthen instructional practices, classroom management, student engagement, and differentiation.
- Follow-up conferences for identified areas of weakness provided opportunities for reflective conversations, coaching support, and professional growth.
- Walkthrough observations allowed instructional coaches and administrators to tailor PLC conversations and campus professional development based on observed instructional needs.
- Increased classroom observations contributed to improved teacher preparedness, stronger lesson internalization during PLCs, and greater awareness of instructional expectations.

- Strong parent participation in campus events, celebrations, performances, awards programs, and family engagement activities.
- Frequent communication through newsletters, social media, phone calls, text messaging systems, teacher communication, and bilingual outreach.
- Consistent bilingual communication in English and Spanish to support accessibility for families.
- High visibility of family and community volunteers supporting campus events, celebrations, and student programs.
- Strong community partnerships that support staff appreciation, student incentives, family engagement activities, and campus initiatives.
- Parent involvement in attendance initiatives, student recognition programs, and academic celebrations.
- Family engagement opportunities connected to student learning, literacy, culture, and school climate.
- Positive relationships between school staff and families contributed to a welcoming campus culture.
- The campus implemented safety procedures, pre-registration systems, and communication protocols to maintain safe and organized family engagement events.

Reading / RLA Strengths

- Students demonstrated overall growth in reading comprehension, vocabulary, fluency, and literary analysis skills across grades 2–5.
- PLC structures increasingly focused on TEKS alignment, writing integration, assessment development, and instructional planning.
- Guided reading, small group instruction, and intervention systems positively impacted literacy growth.
- Students demonstrated strengths in comprehension-based TEKS and evidence-based response skills.
- Teachers increasingly aligned instruction to STAAR rigor through close reading, analytical thinking, and writing opportunities.
- Push groups and intervention systems supported targeted acceleration and movement across performance levels.
- Students demonstrated increased confidence and stamina with reading and writing tasks throughout the year.
- Bilingual instructional alignment supported growth in Spanish reading comprehension, vocabulary, and fluency.
- Teachers utilized student data and formative assessments to guide reteach opportunities and instructional adjustments.
- Students demonstrated growth in academic vocabulary and text analysis skills over time.

Math Strengths

- Students demonstrated overall growth in foundational math skills, procedural fluency, and problem-solving abilities across grades 2–5.
- Math PLCs increasingly focused on TEKS alignment, rigor analysis, and targeted instructional planning.
- Small group instruction and intervention systems positively impacted student achievement and growth.

- Students demonstrated strengths in computation, number relationships, and foundational math concepts.
- Teachers increasingly incorporated math discourse, collaborative problem solving, and rigorous station activities into instruction.
- Push groups supported targeted acceleration and movement across performance levels.
- Students demonstrated increased confidence with mathematical reasoning and application tasks over time.
- Teachers utilized data analysis and formative assessments to guide reteach opportunities and instructional adjustments.
- Bilingual students demonstrated growth in mathematical vocabulary and conceptual understanding in Spanish math classrooms.
- Collaborative PLC structures improved instructional alignment and TEKS prioritization across grade levels.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Alignment & Rigor of Systems There is a need for modification in PLC agendas to help teachers create and implement activities that strengthen TEKS rigor and differentiation to ensure consistent implementation of high-level learning experiences across classrooms.	PLC structures and agendas have not consistently prioritized collaborative planning around TEKS depth, instructional rigor, differentiation, and the development of aligned learning tasks, resulting in variability in the level of rigor and differentiation implemented across classrooms.
2	Effectiveness of Intervention Systems While intervention programs and supports are contributing to student growth, current processes are not consistently accelerating students to higher performance levels, indicating a need to refine systems to better support both remediation, average and advancement.	Intervention processes have primarily focused on remediation and have not consistently included systematic progress monitoring and differentiated pathways for students at all performance levels, limiting opportunities for students to accelerate from their current level of performance.

★ = Priority

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,, Student Council, and STEM club. Throughout the 2025-2026 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.

School Climate & Culture Trends

- Data from family engagement participation, campus events, communication practices, and overall campus culture indicates that **Wooden Elementary maintains a positive, supportive, and student-centered school environment**.
- Strong attendance at campus events, celebrations, and programs reflects that **students and families feel connected, welcomed, and valued within the school community**.
- Staff and student interactions, as reflected through campus systems and practices, indicate a culture built on **relationships, support, and high expectations for behavior and engagement**.
- Students are provided with structured routines and clear expectations through consistent schedules, which supports **predictability, safety, and a positive learning environment**.
- Communication systems, including bilingual outreach, newsletters, and events, support **accessibility and inclusiveness for families**, particularly multilingual households.

School Context & Organization Trends

- The master schedule reflects a **structured and intentional organization of the school day**, including dedicated time for:
  - Core instruction (RLA, Math, Science)
  - Intervention/acceleration (Talon Time)
  - Specials and enrichment
  - Recess and student breaks
- Talon Time provides a built-in structure for **targeted intervention and student support**, indicating a system designed to address diverse academic needs.
- Instructional time allocations (e.g., **90+ minutes for RLA, 60–90 minutes for Math**) reflect a commitment to prioritizing core academic areas.
- Scheduling of specials, recess, and transitions demonstrates a balance between **academic learning and student well-being**.
- PLC structures and collaborative planning indicate that teachers have **opportunities for input, reflection, and shared decision-making regarding instruction**.

Strengths

Strengths (Climate & Culture)

- Strong **sense of belonging and positive relationships** among students, staff, and families.
- High levels of **family participation in campus events and activities**.
- Clear and consistent **behavioral and academic expectations** supported through structured daily schedules.
- Positive **student engagement through enrichment opportunities, specials, and structured learning blocks**.
- Effective **communication systems** that keep families informed and connected to the campus.
- Campus culture supports **student safety, routines, and consistency across the school day**.

Strengths (School Organization)

- Master schedule is **well-structured and maximizes instructional time** across content areas.
- Built-in intervention block (Talon Time) supports **targeted instruction and differentiation**.
- Balanced schedule supports both **academic rigor and student well-being**.
- Systems allow for **collaboration among teachers (PLCs)** and alignment of instruction.
- Organizational structures support **consistency and predictability for students and staff**.
- Time allocation reflects **prioritization of high-need academic areas** (Reading and Math).

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Consistency of Expectations & Engagement Although campus-wide systems and expectations are established, inconsistent implementation of academic and behavioral expectations across classrooms impacts student engagement, ownership of learning, and overall academic outcomes.	While strong relationships and family engagement are evident, campus culture practices have not been consistently connected to academic goals and student ownership, limiting the impact of positive school culture on academic achievement.
2	Academic Family Engagement While families are actively engaged in campus events and activities, there is a need to increase meaningful, academic-focused family engagement that directly supports student learning, academic progress, and understanding of grade-level expectations.	Campus family engagement systems have not consistently included intentional structures for communicating grade-level expectations, student progress, and academic support strategies, limiting families' ability to actively support learning at home.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Accountability Distinction Designations**

Student Data: Assessments

- [x] **STAAR current and longitudinal results, including all versions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**

Employee Data

- [x] **Staff surveys and/or other feedback**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment 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

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.

Early intervention in grades K-2 to address foundations gaps in math and reading. Targeted Tier 2/Tier 3 interventions using iReady data. Intervention also needed in grades 3-5.

Evidence that Demonstrates Success: 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 (MTSS). TELPAS Growth; Fast Focus, Reflex/

Staff Responsible for Monitoring: Campus Administrators
Leadership Team
Professional Staff
Math Tutor

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Reading Language Arts and Spanish Reading Language Arts instruction will be guided by district-approved, TEKS-aligned resources and high-quality instructional materials. PLCs will emphasize lesson internalization, priority TEKS, text complexity, vocabulary, inferencing, written response, academic discourse, and the level of rigor required for student mastery.

Special attention will be given to:

Strengthening Grade 5 Reading achievement and growth
Maintaining and replicating successful practices evident in Grades 3 and 5
Explicit vocabulary and inferencing instruction K-5
Constructed response and evidence-based writing

Foundational literacy and language development in K-2
Differentiated instruction for EB, SpEd, dyslexia, At-Risk, and advanced learners
Vertical alignment of reading and writing expectations across grade levels

Resources and activities may include SAVVAS, i-Ready Reading, Saxon Phonics/Heggerty, Estrellita, guided/small-group reading, Patterns of Power, Lowman, writing stations, district resources, and targeted professional development.

Evidence that Demonstrates Success: Increase in RLA/SLAR CBA and formative assessment performance; increased Grade 5 STAAR Reading achievement from the 2026 baseline of 71% Approaches, 47% Meets, and 16% Masters; improvement in Grade 5 Reading Annual Growth from the 2026 score of 63; continued strong achievement and growth in Grades 3 and 5; increased quality of student constructed responses and written evidence.

Staff Responsible for Monitoring: Campus Administrators
RLA/SS Instructional Coach
RLA/SLAR Teachers, including SpEd
Dyslexia Therapist
Reading Interventionist/Support Staff
Bilingual Staff

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Math instruction will be guided by district-approved, TEKS-aligned resources with an emphasis on conceptual understanding, mathematical fluency, problem solving, academic discourse, and application of learning.

PLCs will intentionally analyze:

Priority and readiness TEKS
Student misconceptions
Rigor of instructional tasks and stations
Mathematical reasoning and written justification
Formative assessment results
Students requiring remediation, acceleration, or enrichment
Vertical alignment of mathematical concepts and expectations across grade levels

Special emphasis will be placed on improving Grade 5 Math Approaches and Meets performance while maintaining and increasing Masters performance, and on continuing the strong achievement and growth demonstrated in Grade 5 Math.

Resources may include i-Ready Math, district math resources, guided/small-group math, manipulatives, ePLCs, Lead4Ward, Lowman, and targeted professional development.

Evidence that Demonstrates Success: Increase in Math CBA and formative assessment performance; increased Grade 4 STAAR Math achievement from the 2026 baseline of 69% Approaches and 44% Meets while maintaining/increasing the 33% Masters level; improvement in Grade 4 Annual Growth from the 2026 score of 72; continued high achievement and growth in Grade 5 Math; increased student performance on multi-step reasoning and application tasks.

Staff Responsible for Monitoring: Campus Administrators
Math Instructional Coach
Leadership Team
Math Teachers, including SpEd
Intervention/Support Staff
Tutors

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 4

Wooden Elementary will increase the percentage of students performing at the Meets and Masters levels across all STAAR-tested grade levels and content areas through intentional differentiation, acceleration, enrichment, and rigorous Tier 1 instruction.

Instruction will include:

PLC internalization focused on the rigor of priority TEKS
Flexible acceleration groups during Talon Time
Approaches-to-Meets and Meets-to-Masters targeted groups
GT clustering and enrichment
High-level questioning and student discourse
Constructed response and justification of thinking
Differentiated tasks for advanced learners
Collaboration among classroom teachers, instructional coaches, GT, SpEd, Reading Support, and intervention staff

The campus will work toward at least 30% Masters across STAAR-tested content areas, while ensuring that growth at Masters does not occur at the expense of Approaches and Meets performance.

Evidence that Demonstrates Success: Increase in the percentage of students achieving Meets and Masters on STAAR, CBAs, interim/benchmark assessments, and formative assessments; increased movement from Approaches to Meets and Meets to Masters; maintenance of high-performing students; progress toward 30% Masters in each tested content area.

Staff Responsible for Monitoring: Campus Administrators
Instructional Coaches
Content Teachers
GT Teacher
SpEd/Support Staff
Intervention Staff/Tutors

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Strategy 5

All teachers, including Special Education, Reading Support, Dyslexia Therapists, Instructional Coaches, intervention staff, and administrators, will implement and maintain a systematic and continuous data cycle to assess students, analyze multiple sources of data, identify student groups (Title I, EB, 504, GT, SpEd, At-Risk, Economically Disadvantaged), and determine appropriate instructional responses.

Evidence that Demonstrates Success: Student growth on CBAs, formative/summative assessments, STAAR, STAAR Academic Growth, i-Ready Reading and Math, CLI, TELPAS, and MTSS progress-monitoring data; reduction in students requiring intensive Tier 2/Tier 3 intervention; movement of students from Approaches to Meets and Meets to Masters.

Data cycles will include:

STAAR and STAAR Academic Growth
District and campus CBAs
i-Ready Reading and Math
K-2 foundational literacy assessments
CLI
TELPAS
Formative and summative classroom assessments
MTSS progress-monitoring data

Data PLCs and MTSS meetings will be used to identify students requiring remediation, intervention, acceleration, and enrichment. Student groups will be flexible and adjusted based on current data.

Staff Responsible for Monitoring: Campus Administrators
Instructional Coaches
Leadership Team
Professional Staff
Intervention/Support Staff
Tutors

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Strategy 6

Wooden Elementary will strengthen vertical alignment across grade levels to improve consistency in student achievement and academic growth.

Vertical alignment work will include:

TEKS progression and prerequisite skills
Expectations for rigor and student work
Writing and constructed response expectations
Math problem-solving and reasoning expectations
Common academic vocabulary
Review of student work and assessment trends
Identification of instructional practices producing strong achievement and growth
Replication of effective practices demonstrated in Grades 3 and 5 across other grade levels

Vertical alignment will occur through content committees, PLC collaboration, instructional coach support, and scheduled campus professional learning.

Evidence that Demonstrates Success: Reduced variability in achievement and growth across Grades 3-5; improved Grade 4 performance; increased alignment of student tasks and expectations across grade levels; PLC/vertical alignment documentation; improved STAAR Academic Growth and CBA trends.

Staff Responsible for Monitoring: Campus Administrators
Instructional Coaches
Content Committees
Team Leaders
Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Strategy 7

Wooden Elementary will strengthen foundational literacy and mathematics instruction in K-2 through explicit, systematic instruction, frequent progress monitoring, and targeted intervention based on TPRI, i-Ready, CLI, classroom formative assessments, and other district-approved measures.

Evidence that Demonstrates Success: Instruction will emphasize:

phonological awareness, phonics, fluency, vocabulary, and comprehension;
number sense, place value, fact fluency, and mathematical reasoning;
small-group instruction based on student need;
early identification of students requiring intervention;
progress monitoring and regrouping within MTSS/Talon Time;
collaboration among classroom teachers, intervention staff, bilingual teachers, SpEd, and instructional coaches.

Staff Responsible for Monitoring: Increase in K-2 students meeting grade-level expectations on TPRI, i-Ready, CLI, and campus/district assessments; reduction in students performing one or more grade levels below; improved i-Ready placement and growth; decreased need for intensive Tier 2/Tier 3 support over time.

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 2

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

Strategy 1

Provide students opportunities to develop leadership, service, collaboration, and responsibility through campus and community service activities.

Opportunities may include:

Student Council
Safety/Flag Patrol
Partner PE
Campus food drives
Community service projects
Nursing home/community outreach
Other student-led service opportunities aligned to "We Before Me"

Evidence that Demonstrates Success: Student participation in service opportunities; completion of campus/community service projects; student reflections and leadership participation.

Staff Responsible for Monitoring: Campus Administrators
Counselor
Teachers
SRO

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

Continue to build a campus culture that recognizes and celebrates the academic, behavioral, social, and personal growth of all students.

Recognition may include:

Wooden Warrior celebrations
Positive classroom referrals
Kindness recognition
Mathematicians/Readers of the Month
Academic growth recognition
Personal Best recognition
Attendance incentives
Book vending machine/Talon Tags
Clubs and student leadership opportunities

Recognition systems will emphasize both growth and high levels of achievement, reinforcing student ownership, effort, persistence, and academic success.

Evidence that Demonstrates Success: Student participation and recognition data; attendance data; discipline data; academic growth; student engagement; club participation; positive referrals.

Staff Responsible for Monitoring: Campus Administrators
Counselor
Teachers

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 3

Implement proactive behavioral supports, restorative practices, social-emotional learning, and targeted interventions to maintain a safe, respectful, and productive learning environment.

Supports may include:

Classroom social contracts
QUAVER
Counselor small groups
Restorative practices
De-escalation/cool-down strategies
Discipline data reviews
Targeted behavioral interventions
Attendance and behavior problem-solving teams

Evidence that Demonstrates Success: Reduction or maintenance of low discipline referral rates; reduction in out-of-placement instructional days; student attendance; student/staff perception data; successful completion of targeted interventions.

Staff Responsible for Monitoring: Campus Administrators
Counselor
Teachers
SRO

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 3

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

Strategy 1

Weekly PLCs will move beyond identification of curriculum resources to intentional lesson internalization and instructional planning. Teachers will collaboratively analyze upcoming TEKS, determine the expected level of rigor, anticipate misconceptions, identify appropriate formative assessments, and plan differentiated learning experiences.

PLC expectations will include:

Identification of the learning target and TEKS
Analysis of rigor and exemplar student responses
Anticipated misconceptions
Formative checks for understanding
Small-group/differentiated plans
Intervention and acceleration groups
Academic discourse and student response opportunities
Review of student work and prior assessment data

Instructional coaches will use classroom observations, student data, and administrator feedback to guide PLC support.

Evidence that Demonstrates Success: PLC agendas and artifacts; lesson internalization documentation; formative assessment data; student work samples; increased alignment between planned and delivered instruction; improved CBA, i-Ready, STAAR, TELPAS, and growth outcomes.

Staff Responsible for Monitoring: Campus Administrators
Instructional Coaches
Team Leaders
All Professional Staff

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 2

Teachers will provide consistent opportunities for students to engage in rigorous, student-centered learning through academic discourse, collaborative problem solving, writing, inquiry, hands-on learning, and application of knowledge.

Instructional practices will emphasize:

Higher-order questioning
Evidence-based responses
Student justification of thinking
Productive academic struggle
Structured student discourse
Writing across content areas
Multi-step problem solving
Hands-on and inquiry-based Science
Purposeful use of instructional technology and interactive learning panels

Evidence that Demonstrates Success: Student work samples; formative assessments; improved constructed responses and problem-solving; increased student engagement; improved performance at Meets and Masters; evidence of rigorous student tasks during classroom observations.

Staff Responsible for Monitoring: Campus Administrators
Instructional Coaches
Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 4

Ensure that all students can access an engaging instructional environment that promotes high levels of achievement.

Strategy 1

Wooden Elementary will provide targeted intervention and acceleration for students based on identified need through Talon Time, MTSS, small-group instruction, tutorials, support staff, and other targeted services.

Intervention and acceleration will:

Be directly connected to current student data
Address prerequisite skills without replacing grade-level instruction
Include grade-level rigor and application
Provide acceleration for students near the next performance level
Provide enrichment for students demonstrating mastery
Be monitored frequently for effectiveness
Be adjusted as students demonstrate progress

State Compensatory Education and Title I resources may be utilized, as allowable, to provide tutoring, intervention personnel, instructional resources, and accelerated learning opportunities for identified students.

Evidence that Demonstrates Success: i-Ready growth and placement; CBA/formative assessment growth; STAAR achievement and Academic Growth; movement among performance levels; reduction in students requiring intensive intervention; closing of identified student-group gaps.

Staff Responsible for Monitoring: Campus Administrators
Instructional Coaches
Teachers
Intervention/Support Staff
Tutors

Funding Sources: 211 Title I,

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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December	February	April	June

Strategy 2

Wooden Elementary will enhance instruction in reading, math, science, and social studies through the integration of multi-sensory, technology-supported learning experiences designed to meet the needs of targeted student populations. The implementation of interactive flat panels will allow teachers to deliver dynamic, visually rich, and hands-on instruction that supports the development of abstract concepts through real-time modeling, student interaction, and immediate feedback. Teachers will leverage PLC collaboration, formative assessment data, and ongoing progress monitoring to design scaffolded lessons that break complex skills into manageable components. Interactive flat panels will further support this work by enabling teachers to model thinking processes, annotate text, manipulate virtual tools, and engage students in collaborative problem-solving, ensuring access to rigorous content and accelerating student mastery of foundational skills.

Evidence that Demonstrates Success: Increased student performance on benchmarks and STAAR, including growth across Approaches, Meets, and Masters levels Improved mastery of priority TEKS as shown through formative assessments, exit tickets, and PLC data cycles Reduction in achievement gaps among EB, SPED, and economically disadvantaged students Increased student engagement, academic discourse, and rigor observed through walkthroughs and TTESS data Higher quality student work, including stronger constructed responses and problem-solving Consistent teacher implementation of interactive flat panels to support modeling, annotation, and student interaction

Staff Responsible for Monitoring: Teachers and administrators

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

Formative Reviews

December	February	April	June

Strategy 3

Wooden Elementary will intentionally accelerate academic language development for Emergent Bilingual students, with particular focus on K-2 students performing at Beginning and Intermediate TELPAS proficiency levels.

Teachers will embed language development across content areas through:

Explicit academic vocabulary
Structured speaking and listening
Sentence stems/frames as appropriate
Reading and writing opportunities across content areas
Collaborative student discourse
Language objectives connected to grade-level TEKS
Bilingual/English teacher collaboration
Progress monitoring using TELPAS descriptors and classroom evidence

K-2 support will focus on accelerating movement from Beginning and Intermediate toward Advanced proficiency while maintaining rigorous grade-level content expectations. In grades 3-5 the focus will be on students performing at the advanced or advanced-high level.

Evidence that Demonstrates Success: Increased TELPAS composite scores and annual language growth; decreased percentages of K-2 students at Beginning; increased percentages of students reaching Advanced/Advanced High in grades 3-5; improved classroom language samples and academic performance of EB students.

Staff Responsible for Monitoring: Campus Administrators
Bilingual Instructional Coach
RLA/SS Instructional Coach
Bilingual Teachers
General Education Teachers
Intervention Staff

Funding Sources: Title 1/Title 3 resources as allowable 211 Title I,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	February	April	June

Strategy 4

Wooden Elementary will sustain and build upon the significant improvement demonstrated in Grade 5 Science by providing TEKS-aligned, hands-on, inquiry-based Science instruction and strengthening vertical alignment of Science concepts across grades.

Instruction will emphasize:

Scientific reasoning
Academic vocabulary
Hands-on investigations
Data analysis
Evidence-based explanations
Application of concepts
Previously tested prerequisite TEKS
Alignment between classroom assessment and STAAR rigor

The campus will work to maintain/increase the 2026 Grade 5 Science performance of 77% Approaches and 55% Meets while increasing the percentage of students achieving Masters beyond the 2026 level of 17%.

Evidence that Demonstrates Success: Science CBA/formative assessment performance; Grade 5 STAAR Science results; student work/lab products; increased Masters performance; demonstrated mastery of priority and prerequisite Science TEKS.

Staff Responsible for Monitoring: Campus Administrators
Instructional Coaches
Science Teachers
SpEd/Support Staff

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	February	April	June

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 Source: Suite360 Lessons on strengths/weaknesses and creating steps to help students achieve their goals
Career Day in Fall 2025.

Strategy 1

Implement campus-wide career awareness and goal-setting activities appropriate for elementary students, including a school-wide Career Day and classroom activities that connect student strengths, interests, academic learning, and future opportunities.

Activities may include:

Career Day
Pre- and post-event activities
Career-focused reading/writing prompts
College and career awareness activities
Student interest and strength exploration
SMART goal setting
Family/community participation
Community volunteers representing a variety of careers

Evidence that Demonstrates Success: Career Day participation; student reflection journals; goal-setting artifacts; classroom discussions/activities; family and community participation; student surveys.

Staff Responsible for Monitoring: Counselor
Classroom Teachers
Campus Administrators

Title I:

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	February	April	June

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

Performance Objective 1

Attract, engage, and retain top talent through competitive compensation packages.

Strategy 1

Wooden Elementary will provide differentiated support for beginning teachers, teachers new to the campus or assignment, and developing teachers through mentoring, coaching, PLC support, modeling, observation, feedback, and targeted professional learning.

Support will include:

Mentor assignment and regular mentor check-ins
Instructional coach support
Administrator walkthrough feedback
Opportunities to observe effective instruction
Targeted professional development based on individual need
Support with classroom management, curriculum implementation, lesson internalization, and differentiation
Additional support for teachers assuming new grade-level, content, bilingual, or special-program assignments

Evidence that Demonstrates Success: Teacher retention; mentor documentation; walkthrough and observation data; coaching documentation; teacher feedback; improvement in identified T-TESS areas; student performance data.

Staff Responsible for Monitoring: Campus Administrators
Instructional Coaches
Mentors
Team Leaders

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

December	February	April	June

Strategy 2

Wooden Elementary will implement intentional staff retention and recognition practices that promote a positive professional culture, staff belonging, collaboration, and commitment to the campus.

Activities may include:

Employee of the Month and Heart of a Teacher recognition
Staff celebrations and appreciation
Leadership opportunities for teachers and paraprofessionals
Staff feedback opportunities
Team-building and campus culture activities
Recognition of professional growth and contributions to student success

Evidence that Demonstrates Success: Staff retention and turnover data; staff survey/feedback data; participation in recognition programs; exit feedback when available; increased retention of effective staff.

Staff Responsible for Monitoring: Campus Administrators; Leadership Team

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

December	February	April	June

Strategy 3

Professional development will be determined through analysis of student achievement data, TELPAS, i-Ready, CBA/formative assessment results, walkthrough/observation trends, PLC needs, teacher feedback, and campus improvement priorities.

Professional learning may address:

Lesson internalization and PLC effectiveness
RLA/SLAR and Math instructional practices
K-2 foundational literacy and mathematics
Academic language development for Emergent Bilingual students
Differentiation for SpEd, EB, GT, At-Risk, and other student groups
Rigor, questioning, academic discourse, and written response
Science instruction
Classroom management and student engagement

Implementation will be monitored through PLCs, walkthroughs, coaching, student work, and student performance.

Evidence that Demonstrates Success: PD participation; PLC artifacts; walkthrough/observation data; implementation of learned practices; teacher feedback; improved student achievement and growth.

Staff Responsible for Monitoring: Campus Administrators; Instructional Coaches; Leadership Team

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	February	April	June

Performance Objective 2

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

Strategy 1

Provide meaningful leadership opportunities through team leaders, content committees, mentoring, PLC facilitation, campus committees, vertical teams, and other formal and informal leadership roles.

Evidence that Demonstrates Success: Staff participation in leadership roles; committee/PLC documentation; staff feedback; increased teacher ownership of campus initiatives and instructional improvement.

Staff Responsible for Monitoring: Campus Administrators
Leadership Team

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

December	February	April	June

Strategy 2

Staff development on this campus in Reading Language Arts (RLA) includes the following:
- Literacy Footprints
- Saxon Phonics/Heggerty Estrellitas
- GRA/Benchmark
- Strategies for EB Learners/Ellevation
- Collaborate/Plan with Instructional Coaches, Reading Support, Dyslexia Therapists, and LMS
-Carlin Liboria - (RACE writing strategy)
- Region 10 Training and Conferences
- Patterns of Power
- SAVVAS

Evidence that Demonstrates Success: CBAs
PreAssessments
STAAR Testing
T-TESS
Sign in Sheets

Staff Responsible for Monitoring: Instructional Coaches
Librarian
Literacy Specialist
Dyslexia Therapist
RLA Teachers(SpEd included)

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	February	April	June

Strategy 3

Staff development on this campus in Math includes the following:
- Math Committee Meetings
- StemScopes
- Collaborate/Plan with Instructional Coaches
- Use of manipulatives
- Region 10 Training and Conferences

Evidence that Demonstrates Success: CBAs
PreAssessments
STAAR Testing
T-TESS
Sign in Sheets
iReady Math
math and science ePLCs

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	February	April	June

Strategy 4

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.

Evidence that Demonstrates Success: Staff development logs
certificates

Staff Responsible for Monitoring: Campus administrators
instructional coaches
teachers

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

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

Strategy 5

Staff development on this campus in Science includes the following:
- Science interactive journaling
- New HMH curriculum
- Lead4Ward Science
- Hands on labs
- Science Penguin
- PebbleGo

Evidence that Demonstrates Success: Pre-Assessments
STAAR testing
T-TESS
Staff Development Logs

Staff Responsible for Monitoring: Instructional Coaches
Science teachers

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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

Strategy 6

Staff development on this campus in Social Studies includes the following:
- Academic vocabulary
- Collaboration/Planning with RLA Instructional Coach
- RLA Committee
- Supporting struggling learners
- SAVVAS
- PebbleGo

Evidence that Demonstrates Success: T-TESS
Staff development logs

Staff Responsible for Monitoring: Instructional Coach
Social Studies Teachers

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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

Strategy 7

Integrate technology into the daily curriculum. Technology will be utilized to improve and offer varied instruction in all classrooms. The following activities will be used to support this strategy:
Seesaw (K-2)
Canvas (3-5)
Professional development on integrating technology in the classroom
Collaborate with campus/district technology specialists
Typing.com
Starfall
Epic
iReady
PebbleGo
Quaver

Evidence that Demonstrates Success: Computer lab
Student work samples

Staff Responsible for Monitoring: Instructional Coaches
Computer lab teachers

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	February	April	June

Performance Objective 3

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

Strategy 1

Recruit from teacher certification programs, National Board Region 10 Cohort, advertisements to ensure avenues for attracting highly qualified teachers.

Evidence that Demonstrates Success: Highly qualified staff report
successfully filled staff vacancies

Staff Responsible for Monitoring: HR Department
Principal

Formative Reviews

December	February	April	June

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

Performance Objective 1

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

Strategy 1

Campus, Title I, State Compensatory Education, and other allowable funds will be prioritized according to CNA-identified needs and student data.

Resources may support:

Tier 1 instructional materials
Intervention and acceleration
Tutoring
K-2 foundational literacy and mathematics
RLA/SLAR and Math resources
Science resources
Emergent Bilingual supports
SpEd and other identified student groups
Instructional technology
Professional learning
Family engagement activities connected to student learning

Evidence that Demonstrates Success: Budget expenditures aligned to CNA/CIP strategies; implementation of funded programs/resources; student participation; progress-monitoring data; improved student outcomes.

Staff Responsible for Monitoring: Campus Principal; Campus Secretary; Instructional Coaches; District Federal Programs/Finance staff as applicable

Funding Sources: 211 Title I,

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

December	February	April	June

Strategy 2

Monitor Effectiveness of Funded Resources

Campus leadership will routinely review expenditures to determine whether purchased programs, materials, staffing, tutoring, and professional development are being implemented and

are positively impacting identified student needs.

Funding decisions will be adjusted when data indicates a resource or strategy is not producing the intended outcome.

Evidence that Demonstrates Success: Budget reviews; purchase/expenditure documentation; program usage; student performance data; intervention/tutoring results; implementation evidence.

Staff Responsible for Monitoring: Campus Principal; Campus Secretary; Instructional Coaches

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

December	February	April	June

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

Monitor student attendance to attain targeted 97% campus attendance rate.
Help to inform parents of how attendance affects funding.

Evidence that Demonstrates Success: Attendance Incentives and Awards
Increase in attendance rates.
Movie night attendance
Lunch with leadership
DREAMS classes for Parent

Staff Responsible for Monitoring: Campus Administrators
Counselor
Registrar
Teachers
Attendance Committee

Formative Reviews

December	February	April	June

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

Performance Objective 1

Provide facilities to accommodate current and future growth across the District.

Strategy 1

Review and analyze student programs and facility needs.

Evidence that Demonstrates Success: Full utilization of available facilities

Staff Responsible for Monitoring: Campus Administrators

Formative Reviews

December	February	April	June

Performance Objective 2

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

Strategy 1

Campus Safety and Security

Wooden Elementary will consistently implement district and campus safety procedures and provide ongoing training to staff and students.
Procedures will include, as applicable:

Weapons Detection System procedures
Clear bag procedures
Visitor management
Emergency drills and response procedures
Staff supervision and duty assignments
Arrival and dismissal procedures
Safety training
Coordination with the SRO and district safety personnel
Review of campus safety concerns and data

Evidence that Demonstrates Success: Safety drill documentation; staff training records; safety audit results; discipline/safety data; visitor compliance; timely response to identified safety concerns.

Staff Responsible for Monitoring: Campus Administrators; SRO; Campus Safety Team; District Safety Personnel

Formative Reviews

December	February	April	June

Strategy 2

Master Schedule and Student Support

The master schedule will be reviewed and adjusted as needed to protect required instructional minutes and provide consistent access to:

Core instruction
Talon Time/intervention and acceleration
Special education and related services
Dyslexia services
Bilingual/EB support
GT services
Counseling
Specials
Recess and other required programming

Scheduling decisions will consider student achievement data and identified areas of need.

Evidence that Demonstrates Success: Master schedule; intervention/service schedules; instructional minutes; student access to required services; progress-monitoring data; reduced loss of core instructional time.

Staff Responsible for Monitoring: Campus Administrators; Instructional Coaches; Special Program Staff

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	February	April	June

Performance Objective 3

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

Strategy 1

Facility Monitoring

Campus leadership will routinely monitor classrooms, common areas, playgrounds, arrival/dismissal areas, and other campus spaces to identify safety, maintenance, accessibility, or instructional-environment needs and communicate concerns through district processes.

Evidence that Demonstrates Success: Work orders; safety inspections; facility walkthroughs; staff/family feedback; timely correction of identified concerns.

Staff Responsible for Monitoring: Campus Administrators; Lead Custodian; Campus Secretary; District Operations Personnel

Formative Reviews

December	February	April	June

Goal 5

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

Performance Objective 1

Prioritize and enhance parent and teacher communications.

Strategy 1

Consistent Family Communication

Wooden Elementary will maintain multiple methods of communication to ensure families have timely access to campus information.

Communication may include:

ParentSquare
Weekly campus newsletter
Campus and district websites
Social media
Teacher/classroom communication
Phone, email, and text communication
Parent conferences
Planners
Flyers and event communication
New Marquee

Communication will be provided in English and Spanish as appropriate to support the needs of campus families.

Evidence that Demonstrates Success: ParentSquare engagement/analytics; newsletter distribution; family participation; communication records; parent feedback; social media/website engagement as available.

Staff Responsible for Monitoring: Campus Administrators; Campus Secretary; Teachers; Staff responsible for communication

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	February	April	June

Performance Objective 2

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

the community.

Strategy 1

Academic Family Engagement

Provide family engagement opportunities that equip parents and caregivers with information and strategies to support learning at home.

Activities may include:

Literacy/Math/Science family events
Curriculum and assessment information
STAAR information
i-Ready/academic progress information
TELPAS/EB information as appropriate
Parent conferences
Family Engagement Library/resources
Grade-level learning resources
Strategies families can use at home

Evidence that Demonstrates Success: Participation data; parent feedback; ParentSquare engagement; event evaluations; distribution/use of family resources; student achievement and growth data.

Staff Responsible for Monitoring: Campus Administrators; Instructional Coaches; Teachers; Counselor; Family Engagement Staff/Committee

Funding Sources: 211 Title I,

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	February	April	June

Strategy 2

Create opportunities for families and staff to socialize and connect outside of school hours.

Evidence that Demonstrates Success: Social Media
Family Nights
PTA Nights
Sweetheart Dance
Math/Science family night
Literacy family night
Meet the Teacher
Open House
Other Family Engagement Activities

Staff Responsible for Monitoring: Campus Administrators
Team Leaders
Counselor

Formative Reviews

December	February	April	June

Performance Objective 3

Strengthen community partnerships that provide resources, services, experiences, and support for students and families.

Strategy 1

Community Partnerships

Maintain and expand partnerships with PTA, local businesses, churches, community organizations, district departments, volunteers, and other stakeholders to support identified student and family needs.

Partnerships may provide:

Student incentives and recognition
Academic resources
Family support
Volunteers
Career awareness
Attendance support
Community service opportunities
Staff/student appreciation
Resources for families experiencing need

Evidence that Demonstrates Success: Number/type of partnerships; volunteer participation; donated resources/services; family/student participation; partnership documentation and feedback.

Staff Responsible for Monitoring: Campus Administrators; Counselor; PTA; Campus Staff

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	February	April	June

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Andrea Swords	Reading Support	Title I	0.5
Christy Thorman	Instructional Coach	Title I	0.5
Rhonda Bennett	Instructional Coach	Title I	0.5

Committees

Committees

Campus Improvement Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
August 31, 2026 @ 3:45 PM	Learning Commons	--	--

Members

First Name	Last Name	Position	Committee Role
Jessica	Trezza	Principal	Administrator
Emily	Martinez	Assistant Principal	Administrator
Jenna	Vick	Counselor	Counselor
Rhonda	Bennett	Instructional Coach	Teacher
Monserrat	Jimenez	5th grade	Teacher
Kimberly	Olson	4th grade	Teacher
Amy	Weatherford	3rd grade	Teacher
Magaly	Esquivel	2nd grade	Teacher
Deborah	Austell	1st grade	Teacher
Miranda	Mullins	Kindergarten	Teacher
Amy	Mashburn	PreK	Teacher
Brandy	Pifer	Library Aide	Paraprofessional
Kristen	Lumbley	Parent	Parent
Tally	Ward	Parent	Community

Funding Summary

Funding Summary

211 Title I

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1		--	$0.00
1	4	3	Title 1/Title 3 resources as allowable	--	$0.00
3	1	1		--	$0.00
5	2	1		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

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

Red Oak Independent School District

Red Oak Middle School

Accountability Rating: C

2026-2027 Campus Improvement Plan

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October 09, 2026 at 03:27 PM

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

Summary

Red Oak Middle School serves the communities of Red Oak and Pecan Hill in Ellis County. Red Oak Middle School educates approximately 753 students across grades 6-8.

Red Oak Middle School is comprised of the following ethnic distribution:

- African American 26.6%
- Hispanic 49.8%
- White 18.9%
- American Indian 0.13%
- Asian 1.2%
- Pacific Islander 0.13%
- 2 or more races 3.3%
- Economically Disadvantaged 59%
- Emergent Bilingual 16.6%
- At-Risk 52.3%
- SPED 19.1%
- 504 11.3%
- Gifted/Talented 9.6%
- Homeless 0.27%

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 2025-2026

Beginning Teachers: 15.6%

1 - 5 Years of Experience: 22.9%

6 - 10 Years of Experience: 11.7%

11 - 20 Years of Experience: 39.8%

21 to 30 Years of Experience 10%

Over 30 Years of Experience: 0%

Teacher Ethnicity/Race

African American 24.2%

Hispanic 18.7%

White 54.2%

American Indian 1.1%

Asian 0.3%

ROMS attendance rate increased from 95% to 95.5% in the 2025-2026 school year.

Student Profile: Attendance

2021-2022: 93.5%

2022-2023: 94.5%

2023-2024: 94.9%

2024-2025: 95%

2025-2026: 95.5%

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Increase in the number of students who are economically disadvantaged.	-District wide growth and change in overall district demographics -Improved identification and qualification processes (lunch forms)

★ = Priority

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 2025 STAAR Data: Domain 1

	DNM	Approaches	Meets	Masters
6th Grade Math	**29**	**71**	**35**	**11**
6th Grade ELAR	25	75	46	21
7th Grade Math	86	14	4	0
7th Grade ELAR	28	72	46	24
8th Grade Math	35	65	32	7
8th Grade ELAR	20	80	51	21
8th Grade Science	31	69	42	17
8th Grade Social Studies	42	58	35	14

Strengths

ELAR is nearing our stated goal of 80/50/20 (Approaches/Meets/Masters)

Each grade level achieved at least 20% Masters on STAAR

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Math at all grade levels is showing gaps that are impacting STAAR data.	Student foundation to include computation, recurring TEKS, and word problems
2 ★	STAAR data shows that students do not meet minimum grade level progress (Meets) at a high rate	Focus has previously been on "passing" (Approaches), but the measure of expected progress must focus on a Meets/Masters percentage.

★ = Priority

School Processes & Programs

Summary

- PLCs for content teachers
- Walkthroughs (individual and collaborative)
- Coaching loops
- Common Curriculum (Internalization)
- MTSS
- Data meetings
- Exit Tickets/Formative Assessments/CBAs
- Structured Interventions
- PBIS

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.
- PLCs to discuss the data as a group, and develop a plan for intervention based on data - Once weekly for Science and SS, Twice weekly for ELAR and Math
- Consistent expectations and management.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Assessment data (CBA) is showing low mastery percentages	Misalignment of classroom activities and formative assessments/exit tickets
2 ★	Recruitment and retention of qualified staff	Staff morale - climate and culture goals are not aligned from an administrator/teacher perspective

★ = Priority

Perceptions

Summary

We utilize teacher and stakeholder surveys to solicit feedback to improve practices. We also respond to data - academic, behavioral, attendance, etc - to make informed decisions that impact student outcomes positively. We communicate weekly to ensure upcoming events and emergent information makes its way to the community. Additionally, we utilize social media to celebrate staff and create a welcoming culture and climate.

Strengths

Alignment: Administrators meet weekly to ensure processes are streamlined for impacted stakeholders

Monitoring: Campus leaders monitor processes and adjust as necessary when there are campus needs.

Fostering relationships: Staff is present in the hall and at duty, building relationships with students that have decreased disciplinary infractions.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Staff and parents desire more methods of communication.	Because technological platforms have diversified, preferred methods of contact have become more expansive. As a staff, we are increasing our Parent Square utilization to ensure messages are replicated in 3 ways.
2	Staff - particularly new teachers - feel overwhelmed with expectations and managing the day-to-day operations of education.	While expectations are aligned district wide, teachers are receiving information and guidance from multiple factions with different purviews. This leads to an increased workload for teachers.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Increase in the number of students who are economically disadvantaged.	-District wide growth and change in overall district demographics -Improved identification and qualification processes (lunch forms)
2 ★	Math at all grade levels is showing gaps that are impacting STAAR data.	Student foundation to include computation, recurring TEKS, and word problems
3 ★	STAAR data shows that students do not meet minimum grade level progress (Meets) at a high rate	Focus has previously been on "passing" (Approaches), but the measure of expected progress must focus on a Meets/Masters percentage.
4 ★	Recruitment and retention of qualified staff	Staff morale - climate and culture goals are not aligned from an administrator/teacher perspective

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

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

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**

- [x] **PSAT**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Observation Survey results**
- [x] **State-developed online interim assessments**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Tobacco, alcohol, and other drug-use data**

- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**
- [x] **T-PESS data**
- [x] **Staff mobility/stability**
- [x] **Support structures: mentors**
- [x] **Teacher recruitment/retention rates and other data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

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

Support Systems and Other Data

- ☑ **Organizational structure data**
- ☑ **Processes and procedures for teaching and learning, including program implementation**
- ☑ **Study of best practices and high yield strategies**
- ☑ **Technology and resource allocation data**
- ☑ **Enrichment course/materials**
- ☑ **Scope and Sequence; Pacing Guides; and Other Focus Documents**

Goals

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

Performance Objective 1 ☑ High Priority

By May 2027, the percentage of students at the Meets level on the cumulative STAAR assessments will be 50%, as measured by STAAR results, through targeted instruction, progress monitoring, and data-driven interventions.

Evaluation Data Source: CBAs, Exit Tickets, Interim Assessments, I-ready reports, Bluebonnet Unit Assessments

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Implement campus-wide progress monitoring using TEKS-aligned formative assessments.

Evidence that Demonstrates Success: Campus STAAR Data Tracker, Teacher Data Analysis Protocol

Staff Responsible for Monitoring: Administration, Instructional Coaches, Content Teachers

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	February	April	June

Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Provide professional development on analyzing reading data and designing targeted interventions.

Evidence that Demonstrates Success: Professional Development Calendar, PLC Agendas & Calendars, Data Analysis Tools, Intervention Plans/Updated Instructional Calendars

Staff Responsible for Monitoring: Administration and Instructional Coaches

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	February	April	June

Strategy 3 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Use small-group instruction and tiered supports for students not meeting benchmarks.

Evidence that Demonstrates Success: Lesson Plans, Data Analysis Meetings, Instructional Calendars

Staff Responsible for Monitoring: Administration, Instructional Coach, & Department Chair

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	February	April	June

Strategy 4

Leverage PLCs to review data using verified protocols such as ATLAS to increase teacher awareness and accountability in testing.

Evidence that Demonstrates Success: PLC minutes

Staff Responsible for Monitoring: Administration with support from ICs

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	February	April	June

Strategy 5

Utilize daily/weekly assessment strategies to determine students' level of TEKS proficiency prior to CFAs, CBAs, Benchmarks, and ultimately STAAR.

Evidence that Demonstrates Success: Exit tickets (weekly common) entered into Eduphoria to track data and align among teachers.

Staff Responsible for Monitoring: Admin

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	February	April	June

Performance Objective 2 ☑ High Priority

By May 2027, we will receive growth points for 90% of students taking STAAR assessments, as measured by STAAR results.

Evaluation Data Source: CBAs, Exit Tickets, Interim Assessments, I-ready reports, Bluebonnet Unit Assessments

Strategy 1

By conducting vertical and horizontal data meetings and providing coaching to teachers after each summative data point, teachers will observe trends and compare student data to ensure students are on track to grow.

Evidence that Demonstrates Success: Growth and comparative analysis

Staff Responsible for Monitoring: Admin

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	February	April	June

Strategy 2

Develop and maintain student-level growth trackers using STAAR performance history, interim assessments, CBAs, and other formative assessment data to identify students at risk of not demonstrating expected growth and monitor progress toward individual academic goals.

Evidence that Demonstrates Success: Student growth trackers, assessment data reports, documented student goals, and periodic growth analysis.

Staff Responsible for Monitoring: Admin, ICs, Classroom Teachers

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	February	April	June

Strategy 3

Use formative and summative assessment results to identify unmastered TEKS and implement timely reteaching, spiral review, and targeted practice opportunities to address learning gaps before subsequent assessments.

Evidence that Demonstrates Success: TEKS-level assessment analyses, reteaching plans, lesson plans, exit tickets, and reassessment results.

Staff Responsible for Monitoring: Admin, ICs, Teachers

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	February	April	June

Strategy 4

Establish flexible, data-driven academic support groups for students demonstrating limited progress toward expected STAAR growth, using targeted small-group instruction, intervention periods, and supplemental learning opportunities to accelerate academic progress.

Evidence that Demonstrates Success: Intervention rosters, student progress-monitoring reports, intervention attendance, instructional plans, and pre-/post-assessment comparisons.

Staff Responsible for Monitoring: Admin and ICs

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	February	April	June

Strategy 5

Establish consistent practices for students to review assessment results, identify academic strengths and areas for improvement, set measurable growth goals, and reflect on progress with

teachers throughout the school year.

Evidence that Demonstrates Success: Student data trackers, documented academic goals, student conferences, reflection activities, and interim assessment growth reports.

Staff Responsible for Monitoring: Admin, ICs, department chairs, classroom teachers

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	February	April	June

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

Performance Objective 1

By July of 2027, the campus will increase the retention rate of high-quality instructional staff by 10% through recruitment, professional support systems, and staff recognition initiatives.

Evaluation Data Source: Master Campus Calendar, Staff Retention Data, Staff Surveys

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Partner with district HR to actively recruit certified teachers through job fairs, university outreach, and targeted postings.

Evidence that Demonstrates Success: Hiring Rate, Staff retention data

Staff Responsible for Monitoring: Principal ,Assistant Principals, HR

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

December	February	April	June

Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Implement a structured onboarding and mentorship program for new teachers to support instructional growth and campus integration.

Evidence that Demonstrates Success: Mentor/Mentee Meetings, PLCs

Staff Responsible for Monitoring: Principal, Mentor Leader, Dept. Chairs, Instructional Coaches

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

Formative Reviews

December	February	April	June

Strategy 3 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Establish a teacher recognition program to celebrate instructional excellence and commitment.

Evidence that Demonstrates Success: Master Calendar

Staff Responsible for Monitoring: Principal, Administrative Assistant, Instructional Coaches

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

Formative Reviews

December	February	April	June

Strategy 4

Implement a structured staff feedback system that provides teachers with regular opportunities to share concerns, identify campus needs, and contribute to decisions that improve staff satisfaction and retention.

Evidence that Demonstrates Success: Intervention rosters, student progress-monitoring reports, intervention attendance, instructional plans, and pre-/post-assessment comparisons.

Staff Responsible for Monitoring: Administration

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

December	February	April	June

Strategy 5

Implement campus systems that support teacher well-being, recognize staff needs, and promote manageable and sustainable professional responsibilities to strengthen job satisfaction and long-term retention.

Evidence that Demonstrates Success: Staff survey results, staff participation data, campus calendar, documentation of staff support initiatives, and annual retention data.

Staff Responsible for Monitoring: Administration

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

Formative Reviews

December	February	April	June

Performance Objective 2

By June of 2027, Red Oak Middle School will equip teachers with Classroom Management strategies that increase instructional outcomes and support teacher retention.

Evaluation Data Source: Region 10 Classroom Management Cohort, staff coaching loop

Strategy 1

Establish and reinforce consistent campus-wide classroom management expectations, procedures, and routines to maximize instructional time, improve student behavior, and create predictable learning environments across all classrooms.

Evidence that Demonstrates Success: Classroom walkthrough data, classroom management checklists, discipline referrals, tardy data, and documentation of staff training.

Staff Responsible for Monitoring: Admin and ICs

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	February	April	June

Strategy 2

Implement a continuous coaching cycle that provides teachers with classroom management feedback, individualized support, and actionable strategies through classroom observations, modeling, co-planning, and follow-up meetings.

Evidence that Demonstrates Success: Staff coaching loop documentation, coaching logs, observation feedback, follow-up walkthrough data, and teacher reflections.

Staff Responsible for Monitoring: Admin and ICs

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	February	April	June

Strategy 3

Provide ongoing professional development focused on proactive classroom management, explicit procedures, positive reinforcement, de-escalation, student engagement, and effective responses to disruptive behaviors, including application of learning from the Region 10 Classroom Management Cohort.

Evidence that Demonstrates Success: Staff coaching loop documentation, coaching logs, observation feedback, follow-up walkthrough data, and teacher reflections.

Staff Responsible for Monitoring: Admin and ICs

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	February	April	June

Strategy 4

Analyze classroom walkthrough trends, discipline referral patterns, lost instructional time, and teacher feedback to identify classroom management needs and implement targeted interventions, professional learning, and administrative support.

Evidence that Demonstrates Success: Discipline data reports, walkthrough trend analyses, staff surveys, intervention plans, and documented follow-up reviews.

Staff Responsible for Monitoring: Administration

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	February	April	June

Strategy 5

Equip teachers with strategies to build positive student relationships, establish clear behavioral expectations, reinforce appropriate conduct, and address student behavior proactively to reduce classroom disruptions and increase student engagement and instructional time.

Evidence that Demonstrates Success: Classroom walkthrough data, student engagement observations, discipline referral trends, implementation of classroom procedures, and staff feedback.

Staff Responsible for Monitoring: Administration

Formative Reviews

December	February	April	June

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

Performance Objective 1

By August 2027, the campus will maintain 100% compliance with district and state financial guidelines and improve transparency by publishing quarterly budget updates and resource allocation summaries, ensuring fiscal stewardship and supporting strategic instructional priorities.

Evaluation Data Source: Budget Reports, Board of Control Meetings

Strategy 1

Conduct quarterly internal audits to ensure budget alignment with campus goals and TEA requirements.

Evidence that Demonstrates Success: Budget Reports

Staff Responsible for Monitoring: Principal & Administrative Assistant

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

December	February	April	June

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

Performance Objective 1

By August 2027, the campus will improve safety and facility readiness by completing 100% of scheduled maintenance and safety upgrades, conducting monthly safety audits, and ensuring all instructional spaces meet district standards for functionality and security.

Evaluation Data Source: Maintenance Reports, Work Order Submissions

Strategy 1

Collaborate with district operations to prioritize and schedule facility repairs and upgrades based on campus needs assessments.

Evidence that Demonstrates Success: Meeting Agendas & Updates

Staff Responsible for Monitoring: Principal

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

Formative Reviews

December	February	April	June

Strategy 2

Engage stakeholders (staff, students, parents) in providing feedback on facility and safety concerns through surveys and committee meetings.

Evidence that Demonstrates Success: Stakeholder Surveys, Meeting Agendas

Staff Responsible for Monitoring: Principal & Administrative Assistant

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

December	February	April	June

Goal 5

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

Performance Objective 1

☑ **High Priority**

By May of 2027, the campus will ensure 100% of families have multiple access points to large scale campus communications and have four opportunities to provide feedback through communication systems.

Evaluation Data Source: Parent Square, Community Surveys, Sign-In Sheets

Strategy 1

The campus operating procedure is to send weekly communication to families to capture high leverage content. Communication is streamlined and includes periodic opportunities to provide feedback while also keeping families updated on upcoming community opportunities.

Evidence that Demonstrates Success: Rate of feedback provided by families.

Staff Responsible for Monitoring: Administration

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

Formative Reviews

December	February	April	June

Goal Tables

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Implement campus-wide progress monitoring using TEKS-aligned formative assessments.
1	1	2	Provide professional development on analyzing reading data and designing targeted interventions.
1	1	3	Use small-group instruction and tiered supports for students not meeting benchmarks.
2	1	1	Partner with district HR to actively recruit certified teachers through job fairs, university outreach, and targeted postings.
2	1	2	Implement a structured onboarding and mentorship program for new teachers to support instructional growth and campus integration.
2	1	3	Establish a teacher recognition program to celebrate instructional excellence and commitment.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Implement campus-wide progress monitoring using TEKS-aligned formative assessments.
1	1	2	Provide professional development on analyzing reading data and designing targeted interventions.
1	1	3	Use small-group instruction and tiered supports for students not meeting benchmarks.
2	1	1	Partner with district HR to actively recruit certified teachers through job fairs, university outreach, and targeted postings.
2	1	2	Implement a structured onboarding and mentorship program for new teachers to support instructional growth and campus integration.
2	1	3	Establish a teacher recognition program to celebrate instructional excellence and commitment.

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

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

Red Oak Independent School District

Shaw Middle School

Accountability Rating: C

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
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Mission Statement

The Mission of Red Oak ISD:

4 Talons of the Hawk

Exhibits Academic Readiness: 1% Better Daily & Love Tough

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

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

Leaves a Legacy Through Service: "We Before Me"

Vision

The Vision of Red Oak ISD:

"Realizing Our Individual Students' Dreams”

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Dr. Joy Shaw Middle School is committed to providing a high-quality educational experience that prepares every student for future success through rigorous instruction, meaningful relationships, and a positive school culture. An analysis of student achievement, demographic, process, and perception data revealed several areas of strength as well as opportunities for continuous improvement.

Academic performance data indicates that while many students demonstrated growth during the 2025-2026 school year, a significant percentage of students did not meet grade-level expectations on STAAR assessments. Data analysis suggests a continued need to strengthen Tier 1 instruction, address unfinished learning, implement targeted interventions, and consistently monitor student progress to ensure all students achieve mastery of grade-level standards.

Review of demographic and attendance data identified concerns related to student discipline outcomes, chronic absenteeism, and the percentage of students identified as At-Risk. These indicators suggest a need to strengthen proactive behavior supports, restorative practices, attendance interventions, and student engagement strategies to improve overall student success.

Analysis of school processes and programs indicates opportunities to enhance stakeholder involvement in campus planning, decision-making, and school improvement efforts. While communication systems are in place, increasing opportunities for meaningful engagement and feedback from parents, students, staff, and community members will strengthen collective ownership of campus goals.

Perception data reflects generally positive relationships across stakeholder groups while also highlighting opportunities to improve stakeholder awareness of campus initiatives, academic support systems, and school improvement efforts. Continued focus on communication, transparency, and engagement will help strengthen confidence in campus programs and foster a strong partnership among all stakeholders.

As Dr. Joy Shaw Middle School continues its journey toward excellence, the campus will prioritize:

- Strengthening Tier 1 instruction and academic interventions
- Increasing student achievement and academic growth
- Improving attendance and reducing disciplinary incidents
- Enhancing school culture through SOAR expectations and restorative practices
- Expanding stakeholder engagement and communication
- Monitoring progress through data-driven decision-making and continuous improvement processes

These findings will guide the development of the 2026-2027 Campus Improvement Plan and support the school's commitment to ensuring every Gray Hawk elevAtes.

Key Areas of Focus

1. Student Achievement
2. Tier 1 Instruction
3. Attendance & At-Risk Indicators

4. School Culture & Discipline
5. Stakeholder Engagement
6. Communication & Perceptions

Demographics

Summary

Dr. Joy Shaw Middle School is a 2nd year school that serves the communities of Red Oak, Ovilla, and Glenn Heights in Ellis County. Dr. Joy Shaw Middle School educates approximately 751 students and increase from 691 students across grades 6-8.

Dr. Joy Shaw Middle School is comprised of the following ethnic distribution:

African American -342

Hispanic - 197

White - 45

American Indian - 0

Asian - 4

Pacific Islander - 1

2 or more races - 19

Economically Disadvantaged - 377

Emergent Bilingual - 53

English Learners - 48

At-Risk - 285

Mobility Rate

SPED - 192

504 - 22

Foster Care - 7

Gifted/Talented - 47

Homeless - 3

Dyslexia

Strengths

Demographics Strengths

Dr. Joy Shaw Middle School serves a diverse student population with a variety of strengths, experiences, and backgrounds. The campus benefits from strong community support, dedicated staff, and systems designed to meet the needs of all learners. This diversity provides opportunities to foster an inclusive learning environment, build meaningful

relationships, and prepare students to be successful in society. Additionally, the campus offers targeted academic supports to ensure students have access to the resources necessary for success.

Student Profile: Attendance

2025-2026 95.2%

2026-2027 97.6% (1st Six Weeks)

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Dr. Joy Shaw Middle School experienced a high number of student discipline referrals resulting in exclusionary consequences, indicating a need for stronger implementation of campus-wide behavior expectations, restorative practices, and proactive Tier 1 behavior supports.	Inconsistent implementation of SOAR expectations across classrooms, varying classroom management practices, limited use of restorative interventions before office referrals, and a need for increased student accountability structures and behavior reteaching.
2	A significant percentage of JSMS students are identified as At-Risk, increasing the likelihood of academic challenges and course failure.	Students enter middle school with varying levels of academic readiness, attendance concerns, and social-emotional needs, requiring additional interventions and support systems to ensure academic success.
3	Student attendance rates continue to impact academic achievement and student engagement.	Limited student and family awareness of the relationship between attendance and academic success, coupled with personal and logistical barriers, contribute to inconsistent attendance.
4	Students receiving Special Education services are not consistently meeting grade-level academic expectations.	Students require increased access to differentiated instruction, rigorous grade-level content, and targeted academic supports aligned to individual learning needs.
5	Emergent Bilingual students demonstrate achievement gaps when compared to overall campus performance.	Students require increased opportunities for language development, academic vocabulary acquisition, and instructional supports that promote success across content areas.

★ = Priority

Student Learning

Summary

JSMS Domain Overview			
2024-2025 ROMS		2025-2026	
Test	Scaled Score	Test	Scaled Score
CBA 1	65	CBA 1	59
CBA 2	59	CBA 2	71
CBA 3	57	CBA 3	69
Interim	84	Interim	74
Benchmark	60	Benchmark	62
Benchmark Growth 2A	51	Benchmark Growth 2A	51
STAAR Domain 1	71	STAAR Domain 1	
STAAR Doman 2A	60	STAAR Doman 2A	

	19-20	25-26		19-20	25-26
Mathematics					
Academic Readiness - Did Not Meet	0	307		-	48.35%
Academic Readiness - Approaches	0	328		-	51.65%
Academic Readiness - Meets	0	133		-	20.94%
Academic Readiness - Masters	0	25		-	3.94%
Total Tested (Non-Duplicate Count)	0	635		-	-
Reading					
Academic Readiness - Did Not Meet	0	168		-	24.82%
Academic Readiness - Approaches	0	509		-	75.18%
Academic Readiness - Meets	0	349		-	51.55%
Academic Readiness - Masters	0	176		-	26.00%
Total Tested (Non-Duplicate Count)	0	677		-	-
Social Studies					
Academic Readiness - Did Not Meet	0	106		-	45.49%
Academic Readiness - Approaches	0	127		-	54.51%
Academic Readiness - Meets	0	66		-	28.33%
Academic Readiness - Masters	0	35		-	15.02%
Total Tested (Non-Duplicate Count)	0	233		-	-
Science					
Academic Readiness - Did Not Meet	0	78		-	33.19%
Academic Readiness - Approaches	0	157		-	66.81%
Academic Readiness - Meets	0	103		-	43.83%
Academic Readiness - Masters	0	52		-	22.13%
Total Tested (Non-Duplicate Count)	0	235		-	-

Strengths

Reading					
Academic Readiness - Did Not Meet	0	168		-	24.82%
Academic Readiness - Approaches	0	509		-	75.18%
Academic Readiness - Meets	0	349		-	51.55%
Academic Readiness - Masters	0	176		-	26.00%
Total Tested (Non-Duplicate Count)	0	677		-	-

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	48.35% of JSMS students Did Not Meet on 2026 STAAR.	Inconsistent mastery of grade-level standards, gaps in prerequisite skills, varying implementation of high-quality Tier 1 instruction, and the need for more targeted intervention and progress-monitoring systems limited student achievement on the 2026 STAAR assessment.
2	45.49% of 8th grade students Did Not Meet on 2026 STAAR.	Teachers were at varying levels of implementation of rigorous Tier 1 instruction, including lesson framing, Cornell Notes, checks for understanding, and data-driven interventions. As a result, some students did not consistently receive the targeted support necessary to close skill gaps and master grade-level TEKS.

★ = Priority

School Processes & Programs

Summary

Dr. Joy Shaw Middle School (JSMS) utilizes a variety of resources and systems to provide a focused approach to curriculum, instruction, and assessment aligned with the campus vision of academic excellence and student success. Grade-level Professional Learning Communities (PLCs) meet weekly to engage in learning standard deconstruction, data analysis, common formative assessment development, lesson internalization, and the use of exit tickets to monitor student understanding.

Student progress is monitored through a combination of formal and informal assessments, including district benchmarks, classroom assessments, progress monitoring tools, and intervention data. Based on student performance, targeted tutorials, enrichment opportunities, and intervention supports are provided to address individual learning needs. JSMS is committed to continuous professional growth for all staff members. Teachers, paraprofessionals, counselors, and administrators participate in ongoing professional learning opportunities throughout the school year and summer months. Professional development is aligned to campus improvement goals and focused on strengthening Tier I instruction, data-driven decision-making, student engagement, classroom management, and effective intervention practices.

Specialized programs and services, including Special Education, Dyslexia, Emergent Bilingual (EB) services, LPAC, Gifted and Talented, Fine Arts, Career and Technical Education (CTE), and a 1:1 student device program, provide additional support to ensure all students have access to rigorous learning opportunities. Emergent Bilingual students participate annually in the Texas English Language Proficiency Assessment System (TELPAS) to measure language acquisition and growth. Assessment data from all programs is regularly disaggregated and analyzed to inform instructional planning, intervention decisions, and campus improvement efforts.

The JSMS Administrative Leadership Team and JSMS Success Team meets weekly and biweekly to review campus operations, academic progress, student support systems, and school improvement initiatives. Instructional Coaches facilitate ongoing learning opportunities and job-embedded coaching to support teachers and paraprofessionals in implementing effective instructional practices. Through these collaborative structures and systems, JSMS remains focused on its mission of **Destination ElevAtion**, ensuring every student is supported, challenged, and prepared for future success.

Strengths

Assessment and Monitoring Systems

- District Curriculum-Based Assessments (CBAs) are developed collaboratively with teacher input to ensure alignment to the TEKS and district priorities.
- Teachers participate in assessment reviews and provide feedback to strengthen rigor, clarity, and alignment of future assessments.
- CBAs incorporate multiple representations, including graphs, diagrams, tables, charts, and real-world applications.
- Assessments require higher-order thinking, problem-solving, and multi-step processing to prepare students for rigorous academic expectations.

- JSMS teachers utilize campus-based common formative assessments to monitor student learning and track academic growth throughout the year.
- Assessment data is regularly analyzed and disaggregated to identify trends, determine student needs, and guide instructional decisions.
- Grade-level and content-area Professional Learning Communities (PLCs) meet weekly to analyze student performance data, identify instructional next steps, and develop targeted intervention and enrichment plans.

Intervention and Student Support Systems

- MTSS is a campus priority and provides a structured process for identifying, monitoring, and supporting students who require academic and behavioral interventions.
- Targeted tutorials, intervention groups, and progress-monitoring systems are implemented to address individual student needs and accelerate learning.
- Student support decisions are informed by multiple data sources, including classroom assessments, benchmarks, behavior data, and attendance trends.

School Climate and Behavior Systems

- Quaver is utilized schoolwide to provide social-emotional learning, character education, behavior supports, and targeted interventions for students.
- Positive Behavioral Interventions and Supports (PBIS) are implemented through the campus **SOAR** expectations and recognition systems to promote positive student behavior.
- Restorative Practices are used to build relationships, resolve conflicts, restore harm, and promote student accountability.
- Consistent behavioral expectations are established and reinforced across all classrooms and common areas to create a safe, structured, and supportive learning environment.
- Administrators, counselors, teachers, and support staff work collaboratively to ensure consistent implementation of behavior systems and student support practices.
- Through these systems, JSMS fosters a positive culture that supports the campus vision of **Destination ElevAtion** and empowers all Gray Hawks to achieve success.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Stakeholder engagement in campus decision-making, school improvement planning, and school programs is limited, resulting in reduced opportunities for families, staff, students, and community members to provide meaningful input and support campus initiatives.	While multiple communication methods exist, the campus lacks a comprehensive stakeholder engagement system that consistently solicits feedback, promotes participation in committees and programs, and provides opportunities for stakeholders to contribute to campus decisions.

★ = Priority

Perceptions

Summary

Dr. Joy Shaw Middle School is committed to creating a positive, student-centered culture where all stakeholders contribute to the success of every Gray Hawk. Guided by the campus theme, **Destination ElevAtion**, JSMS will regularly gather feedback from students, staff, parents, and community members through surveys, stakeholder meetings, committees, and campus events to support continuous improvement. Staff climate and culture surveys will be reviewed to identify strengths, address concerns, and inform campus decisions. Parent engagement is fostered through family nights, conferences, volunteer opportunities, campus advisory groups, newsletters, and social media communication, allowing families to remain active partners in their children's education.

JSMS strives to maintain a safe, inclusive, and welcoming environment where students feel valued, supported, and empowered to achieve their fullest potential. Through the implementation of SOAR expectations, PBIS, Restorative Practices, and Quaver, students are taught accountability, self-management, and positive relationship-building skills. Teachers and staff maintain high expectations for academics, behavior, and attendance while providing the support necessary for students to succeed.

The Administrative Leadership Team meets regularly to review campus programs, analyze stakeholder feedback, monitor implementation of campus initiatives, and ensure alignment with district goals. Community partnerships and collaboration with district departments provide additional resources and opportunities that enhance the educational experience for students. Through a shared commitment to excellence, continuous improvement, and student success, JSMS continues to build a culture that promotes academic achievement, strong character, and preparation for high school, college, careers, and military readiness.

Strengths

- Strong commitment from staff, students, and families to the success and growth of Dr. Joy Shaw Middle School.
- Positive school culture centered around the campus theme, **Destination ElevAtion**, which promotes high expectations and continuous improvement.
- Safe, welcoming, and student-focused learning environment where students feel valued and supported.
- Strong relationships between students and staff that foster trust, engagement, and academic success.
- Consistent implementation of SOAR expectations, PBIS, Restorative Practices, and Quaver to support student behavior and social-emotional growth.
- Open communication with stakeholders through newsletters, social media, parent meetings, conferences, and campus events.
- Increasing parent and family engagement through school activities, volunteer opportunities, and campus advisory groups.
- Collaborative Professional Learning Communities (PLCs) that focus on student achievement, data analysis, and instructional improvement.
- Dedicated and highly committed staff who actively participate in professional learning and continuous improvement efforts.
- Strong leadership team that regularly reviews campus data, stakeholder feedback, and improvement initiatives.
- Growing culture of accountability and shared responsibility for student achievement.
- Focus on creating a sense of belonging where all students are encouraged to reach their full potential.

- Commitment to providing rigorous instruction and meaningful intervention supports to ensure academic growth for all students.
- Positive relationships with district departments and community partners that enhance opportunities and resources for students and staff.
- School-wide emphasis on preparing students for high school readiness, college and career success, and lifelong learning.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Stakeholder communication indicates a need to strengthen perceptions regarding school culture, belonging, and positive relationships across the campus community.	Opportunities exist to increase stakeholder involvement, celebrate campus successes more consistently, and strengthen communication regarding the implementation and impact of campus programs and supports.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Dr. Joy Shaw Middle School experienced a high number of student discipline referrals resulting in exclusionary consequences, indicating a need for stronger implementation of campus-wide behavior expectations, restorative practices, and proactive Tier 1 behavior supports.	Inconsistent implementation of SOAR expectations across classrooms, varying classroom management practices, limited use of restorative interventions before office referrals, and a need for increased student accountability structures and behavior reteaching.
2 ★	48.35% of JSMS students Did Not Meet on 2026 STAAR.	Inconsistent mastery of grade-level standards, gaps in prerequisite skills, varying implementation of high-quality Tier 1 instruction, and the need for more targeted intervention and progress-monitoring systems limited student achievement on the 2026 STAAR assessment.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☑ **District goals**
- ☑ **Campus goals**

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

All 7th-grade students at Dr. Joy Shaw Middle School will be enrolled in a Career Readiness course during the 2026-2027 academic year. As part of the curriculum, students will complete a comprehensive career assessment and develop a project aligned with their identified career interests.

Evidence that Demonstrates Success: Course Completion: 100% of 7th-grade students will successfully complete the Career Readiness course with a minimum final grade of 70%.

Assessment Engagement: All students will complete a standardized career assessment, with results communicated to both students and parents to support post-secondary planning.

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.

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.

Staff Responsible for Monitoring: Counselors
Career Readiness Teachers

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Dr. Joy Shaw Middle School will utilize ElevAtion Math for 7th grade students who scored did not meet and approaches on STAAR.

TEA Priorities: Connect high school to career and college

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Strategy 3

All 8th-grade students at Dr. Joy Shaw Middle School will participate in the Preliminary SAT (PSAT) during the 2026-2027 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.

Evidence that Demonstrates Success: 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%.

Staff Responsible for Monitoring: Assistant Principal of Testing.
Counselors

TEA Priorities: Connect high school to career and college

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Strategy 4

Dr. Joy Shaw Middle School will increase the percentage of students achieving Meets Grade Level performance on the STAAR assessment to at least 50% across all tested content areas during the 2026-2027 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.

Evidence that Demonstrates Success: 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.

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.

Staff Responsible for Monitoring: Associate Principal
Instructional Coaches
Teachers

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials

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Strategy 5

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.

Evidence that Demonstrates Success: 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.

Staff Responsible for Monitoring: LPAC Chairperson
LPAC Committee

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 2

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

Strategy 1

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.

Evidence that Demonstrates Success: All Administration and Counselors being trained

Staff Responsible for Monitoring: Assistant Principal of Restorative Practices Principal

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 3

Students will participate in Quaver, Sirius, and iReady intervention lessons while in ISS, Detention and Saturday School.

Evidence that Demonstrates Success: Students will show completed lessons to staff monitoring their program.

Staff Responsible for Monitoring: Student Success Counselors
Assistant Principals
ISS Paras
Detention/Saturday School teachers

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 4

Dr. Joy Shaw Middle School will implement the Quaver 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.

Evidence that Demonstrates Success: 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.

Staff Responsible for Monitoring: Counselors
SOAR Committee
Teachers

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 3

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

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

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.

Evidence that Demonstrates Success: 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.

Professional Growth: Observable improvement in instructional strategies through targeted professional development sessions focused on formative assessment, differentiation, and data-driven instruction.

Collaborative Planning: Strategic Learning Opportunities and monthly departmental meetings will produce actionable plans for Saturday School and tutoring interventions.

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.

Staff Responsible for Monitoring: Assistant Principal of Instruction
Instructional Coaches
Principal
Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Dr. Joy Shaw Middle School will provide dedicated, protected time and ongoing administrative support to ensure teachers are able to effectively internalize lesson plans.

Evidence that Demonstrates Success: 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.

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.

Staff Responsible for Monitoring: Assistant Principal of Instruction
Instructional Coaches
Core Content Grade Level Teams
Principal
Teachers

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

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Strategy 3 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

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.

Evidence that Demonstrates Success: 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.

Student Outcomes: Increased student engagement and academic performance will be evidenced through improved formative and summative assessment results, classroom participation metrics, and student feedback.

Staff Responsible for Monitoring: Assistant Principals
Instructional Coaches
Teachers

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

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Strategy 4 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Dr. Joy Shaw Middle School will provide targeted professional development for Tier 3 teachers through monthly or bimonthly Learning Opportunities facilitated by instructional coaches.

Evidence that Demonstrates Success: Teacher Performance Growth: Observable improvement in instructional delivery among Tier 3 teachers, as measured through walkthroughs, formal observations, and student performance data.

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.

Staff Responsible for Monitoring: Instructional Coaches
Teachers
Principal
Teachers

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

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

Performance Objective 1

Attract, engage, and retain top talent through competitive compensation packages.

Strategy 1

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.

Evidence that Demonstrates Success: Teachers can earn additional pay beyond their base salary, which can be especially helpful for meeting personal or professional goals.

Flexible Options: With a variety of programs available, teachers can choose the opportunities that best fit their schedules and interests.

Staff Responsible for Monitoring: Assistant Principal in charge of Duties
Principal
Teachers

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

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Strategy 2

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.

Evidence that Demonstrates Success: Observable improvements in instructional practices and student outcomes among new teachers, as measured through classroom walkthroughs and performance evaluations

Increased retention of teachers within their first three years, supported by annual HR data and exit interview trends

Consistent and reflective documentation of mentoring activities through completed mentor logs and feedback forms

Staff Responsible for Monitoring: Mentor AP
Librarian

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

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Strategy 3

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.

Evidence that Demonstrates Success: 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.

Staff Responsible for Monitoring: Admin Team
Instructional Coaches

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

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Performance Objective 2

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

Strategy 1

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.

Evidence that Demonstrates Success: 100% of assigned mentor-mentee pairs meet monthly, as verified through submitted mentoring logs and campus documentation.

Staff Responsible for Monitoring: Assistant Principal of Instruction
Instructional Media Specialist.
Mentors

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

Formative Reviews

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Strategy 2

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.

Evidence that Demonstrates Success: Classroom implementation
Professional Development Reports

Staff Responsible for Monitoring: Admin Team
Instructional Coaches
Team Leads
Teachers

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 3

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.

Evidence that Demonstrates Success: 100% of staff receive at least one "Caught Being Good" card per six-week period, as tracked through PBIS documentation and staff recognition logs

Positive trends in staff morale and school climate, supported by survey data, anecdotal feedback, and reduced staff-related concerns

Staff Responsible for Monitoring: Assistant Principal over PBIS
PBIS Committee
Teachers

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Strategy 4

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.

Evidence that Demonstrates Success: 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.

Staff Responsible for Monitoring: Admin Team
Instructional Coaches
Teachers

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

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Strategy 5

Engage teachers in structured coaching cycles designed to deliver personalized professional development and enhance instructional practices through ongoing feedback, reflection, and support.

Evidence that Demonstrates Success: 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.

Staff Responsible for Monitoring: Instructional Coaches
Assistant Principals
Teachers
Principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 3

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

Strategy 1

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.

Evidence that Demonstrates Success: 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.

Staff Responsible for Monitoring: Campus Administrators
Instructional Coaches

Formative Reviews

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Strategy 2

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.

Evidence that Demonstrates Success: 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.

Staff Responsible for Monitoring: Campus Administrators
Instructional Coaches

Formative Reviews

December	February	April	June

Strategy 3

Partner with alternative certification programs to identify and recruit qualified candidates for campus vacancies, expanding the pool of diverse and capable educators.

Evidence that Demonstrates Success: Documented meetings and ongoing communication with alternative certification programs, including outreach logs, partnership updates, and candidate referrals for campus vacancies.

Staff Responsible for Monitoring: Campus Administrators

Formative Reviews

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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

Ensure all instructional resources are purchased by February 15, 2026 to support timely integration into classroom instruction and alignment with curriculum planning.

Evidence that Demonstrates Success: All purchased instructional materials are actively in use by March 1, 2026, as verified through classroom observations, teacher feedback, and instructional planning documentation.

Staff Responsible for Monitoring: Principal
Instructional Coaches
Teachers

Formative Reviews

December	February	April	June

Performance Objective 2

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

Strategy 1

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.

Evidence that Demonstrates Success: 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.

Staff Responsible for Monitoring: Principal
School Secretary

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

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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

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.

Evidence that Demonstrates Success: 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.

Staff Responsible for Monitoring: Principal

Formative Reviews

December	February	April	June

Strategy 2

Increase overall student attendance to meet or exceed the campus target of 97% by implementing consistent monitoring practices and proactive engagement strategies.

Evidence that Demonstrates Success: 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).

Staff Responsible for Monitoring: Attendance AP
Attendance Committee
Attendance Clerk

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	February	April	June

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

Performance Objective 1

Provide facilities to accommodate current and future growth across the district.

Strategy 1

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.

Evidence that Demonstrates Success: Ensure optimal utilization of all available campus facilities to support instructional programs, student services, and extracurricular activities.

Staff Responsible for Monitoring: Principal

Formative Reviews

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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

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.

Evidence that Demonstrates Success: Weekly door audits will reflect 100% compliance with campus safety protocols, including locked and secured classroom doors.

All staff and students will participate in required safety drills, with documentation maintained to ensure compliance with district and state safety standards.

Staff Responsible for Monitoring: Campus Security Team
Assistant Principal over Safety
Teachers

Formative Reviews

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Strategy 2

Monitor campus for needed safety improvements and communicate needs to District Facilities Director.

Evidence that Demonstrates Success: Need areas addressed.

Staff Responsible for Monitoring: Admin Team
Custodial Staff
Security Team
Teachers
Students

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

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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

Classroom teachers will distribute weekly student progress reports via email every Monday to maintain consistent communication with families and support academic monitoring.

Evidence that Demonstrates Success: 100% of instructional staff will consistently send weekly progress reports every Monday, as documented through administrative monitoring and communication logs.

Staff Responsible for Monitoring: T-TESS Appraisers

TEA Priorities: Improve low-performing schools

Formative Reviews

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Strategy 2

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.

Evidence that Demonstrates Success: At least 85% of instructional staff will complete their designated six-week positive phone calls, as verified through call logs or administrative tracking systems.

Staff Responsible for Monitoring: T-TESS Appraisers

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Strategy 3

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.

Evidence that Demonstrates Success: Parents will be consistently informed through clear, timely, and accessible communication that supports their engagement in the academic and social success of their students.

Strengthen partnerships between families and Red Oak Middle School by increasing opportunities for collaboration, communication, and shared decision-making.

Staff Responsible for Monitoring: Principal
Media Director

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 2

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

Strategy 1

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.

Evidence that Demonstrates Success: Each Hawk Dads event will engage 250 or more fathers and father figures, demonstrating strong community interest and involvement.

A minimum of 75 individual dads will volunteer on campus throughout the school year, supporting student safety, engagement, and relationship-building.

Feedback from staff, students, and families will reflect strengthened partnerships and a positive campus climate resulting from increased male role model presence.

Staff Responsible for Monitoring: Assistant Principal over Hawk Dads
Principal

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Strategy 2

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.

Evidence that Demonstrates Success: Increase meaningful community participation through active involvement in campus events, volunteer opportunities, and cultural celebrations, fostering a strong school-community partnership.

Staff Responsible for Monitoring: Celebration Committee

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Strategy 3

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.

Evidence that Demonstrates Success: Increase meaningful community participation through active involvement in campus events, volunteer opportunities, and cultural celebrations, fostering a strong school-community partnership.

Staff Responsible for Monitoring: Counselors
Principal
School Secretary

ESF Levers: Lever 3: Integrated Student Support Systems

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Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

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

Red Oak Independent School District

Red Oak High School

Accountability Rating: B

Distinction Designation:
Academic Achievement in Science, Academic Achievement in Social Studies

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
October 07, 2026 at 09:41 AM

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

Summary

Student Enrollment

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Total Students	1,960	2,019	2,160	2,163	2,296	2,279
Female	968	984	1,063	1,034	1,064	1,049
Male	992	1,035	1,097	1,129	1,232	1,230
Grade 9	489	587	692	595	625	567
Grade 10	538	448	516	626	574	594
Grade 11	495	504	445	499	588	546
Grade 12	438	480	507	443	509	572

Student Demographics

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
African American	31.4%	34.1%	37.50%	36.1%	39.79%	41.42%
Hispanic	35.5%	35.7%	36.30%	40.1%	38.09%	39.45%
White	29.3%	25.8%	21.10%	18.7%	16.06%	14.57%
American Indian	0.6%	0.4%	0.40%	0.2%	0.52%	.48%
Asian	0.7%	1.0%	1.00%	1.0%	1.04%	.75%
Pacific Islander	0.1%	0.0%	0.00%	0.1%	.13%	.13%
Two or More Races	2.4%	3.0%	3.70%	3.8%	4.35%	3.2%

Student Profile - Special Programs

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Economically Disadvantaged	40.6%	46.0%	54.5%	57.61%	57.6%	54.45%
Section 504	9.5%	9.7%	10.3%	10.9%	10.36%	10.4%
EB Students	7.7%	9.4%	10.6%	11.4%	12.8%	12.15%
At-Risk	42.0%	52.4%	52.5%	53.4%	53.37%	56.87%
Gifted and Talented	8.1%	7.3%	6.5%	5.0%	5.05%	5.92%
Special Education	12.2%	12.0%	11.2%	11.1%	12.19%	13.3%
Mobility (for the prior year)	9.6%	10.9%	11.8%	11.3%	12.86%	12.86%

Student Profile: Attendance

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%

2025 - 2026 - 94.0%

College, Career, and Military Readiness (CCMR)

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
CCMR	64.8%	59.1%	55.1%	72.0%	92%

Staff Profile - Teachers by Years of Experience

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Beginning Teachers	3.0%	3.0%	3.1%	12.8%	5%	5.4%
1-5 Years Experience	33.6%	34.6%	29.0%	23.0%	31.1%	26.5%
6-10 Years Experience	25.1%	23.3%	26.2%	19.7%	19.6%	22.1%
11-20 Years Experience	19.1%	20.5%	22.3%	23.9%	23.4%	27.1%
21-30 Years Experience	12.8%	10.7%	12.0%	13.9%	15.2%	11.7%
Over 30 Years Experience	6.5%	7.9%	7.4%	6.6%	5.6%	7.1%

Strengths

- CCMR has increase substantially over the last two years.
- 466 students earned 600+ Industry Based Certifications earned during the 2025-2026 school year.
- 86% student participation in Career and Technical Education programs.
- Majority of our ELAR teachers are ESL certified.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Attendance rates are still below pre-COVID averages.	Monitoring of student attendance on all levels.

★ = Priority

Student Learning

Summary

ROHS STAAR Data - Spring 2026

	ROHS	State		ROHS	State
English I			**Algebra I**		
Approaches	70	73	Approaches	77	83
Meets	45	53	Meets	37	51
Masters	7	12	Masters	11	28
English II			**Biology**		
Approaches	71	73	Approaches	92	93
Meets	48	58	Meets	62	69
Masters	4	9	Masters	27	34
			US History		
			Approaches	91	93
			Meets	63	69
			Masters	31	37

STAAR Progress Data (2022-2024):

	2021-2022			2022-2023			2023-2024			2024-2025			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	Approaches or Above	M A
English I	66%	43%	7%	71%	48%	9%	67%	41%	11%	65%	43%	9%	70%	
Algebra I	69%	38%	18%	78%	31%	9%	76%	35%	15%	75%	36%	16%	77%	
Biology	82%	54%	18%	86%	47%	14%	90%	47%	13%	88%	55%	11%	92%	
English II	75%	56%	8%	78%	56%	7%	71%	52%	6%	63%	42%	4%	71%	
US History	84%	60%	33%	90%	64%	31%	96%	63%	31%	93%	55%	26%	91%	

ROHS Advance Placement Data:

6-Year AP Report

	2021	2022	2023	2024	2025	2026
Total AP Students	148	158	164	193	215	232
Number of Exams	236	266	284	343	374	427
AP Students with Scores 3+	62	90	86	100	131	146
% of Total AP Students with Scores 3+	41.89%	56.96%	52.44%	51.81%	60.93%	62.93%

Student Learning Needs:

- Need to be more intentional on individual student growth for EOC STAAR
- Improve Tier 1 instruction across all areas
- Increase AP scores and participation

Strengths

- For all grades and all subjects, ROHS averaged higher than the state.
- SAT/ACT All Subjects - State averaged 87%. ROHS was 94%.
- 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.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Students had a low achievement rate for meets and masters level on ELAR and Math.	Focus of academic success has been on passing the assessments, not advanced scores.

★ = Priority

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 continue to 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%

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	Root Cause
1 ★	ROHS has difficulty recruiting and maintaining highly qualified staff from year-to-year.	There is a lack of highly qualified applicants applying for positions posted at ROHS.
2 ★	Students at ROHS do not uniformly adhere to district and campus expectations for behavior as evidenced by disciplinary referral rates.	ROHS staff is not consistently enforcing and monitoring expectations of student behaviors.

★ = Priority

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.

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	Root Cause
1 ★	Common parent concerns revolved around lack of communication regarding events, important information, and campus and district initiatives.	Utilization of platforms is not consistent. No designated staff to manage communication.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Students had a low achievement rate for meets and masters level on ELAR and Math.	Focus of academic success has been on passing the assessments, not advanced scores.
2 ★	Attendance rates are still below pre-COVID averages.	Monitoring of student attendance on all levels.
3 ★	ROHS has difficulty recruiting and maintaining highly qualified staff from year-to-year.	There is a lack of highly qualified applicants applying for positions posted at ROHS.
4 ★	Students at ROHS do not uniformly adhere to district and campus expectations for behavior as evidenced by disciplinary referral rates.	ROHS staff is not consistently enforcing and monitoring expectations of student behaviors.
5 ★	Common parent concerns revolved around lack of communication regarding events, important information, and campus and district initiatives.	Utilization of platforms is not consistent. No designated staff to manage communication.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 CCMR goals**
- [x] **Campus/District improvement plans (current and prior years)**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **SAT and/or ACT assessment data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**

- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Dual-credit and/or college prep course completion data**
- [x] **Pregnancy and related services data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Annual dropout rate data**
- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Violence and/or violence prevention records**
- [x] **Tobacco, alcohol, and other drug-use data**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**

- [x] **T-TESS data**
- [x] **T-PESS data**
- [x] **Support structures: mentors**
- [x] **Teacher recruitment/retention rates and other data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent engagement rate**
- [x] **Parent and community partnership data**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Study of best practices and high yield strategies**

Goals

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

Performance Objective 1 ☑ High Priority

Red Oak High School will increase its English 1 and 2 passing rates to 75% approaches, 55% meets, and 15% masters by May 2027.

Evaluation Data Source: STAAR, CBAs, Benchmarks

Next Year's Recommendation: 80% Approaches, 65% Meets, and 15% Masters

Strategy 1

EOC Teachers will concentrate on student growth throughout the school year. Utilizing student growth trackers for each individual student.

Evidence that Demonstrates Success: Student Growth

Staff Responsible for Monitoring: Principal, Associate Principal, Instructional Coaches, Teachers

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 2

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.

Evidence that Demonstrates Success: Decrease in students with a 0 on ECR and an increase in STAAR approaches, meets, and masters.

Staff Responsible for Monitoring: Principal, Associate Principal, ELAR Instructional Coach, Teachers

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

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Strategy 3

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.

Evidence that Demonstrates Success: Meeting Agendas, Increase in STAAR Scores

Staff Responsible for Monitoring: Campus Administration, Instructional Coach, Department Assistant Principal

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

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Strategy 4

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.

Evidence that Demonstrates Success: Campus Needs Assessment

Staff Responsible for Monitoring: Principal

Formative Reviews

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Strategy 5

Use of high quality instructional materials in all classrooms (faculty trained on HQIM with teams following provided lesson plans)

Evidence that Demonstrates Success: Lesson Plans, Walkthroughs, Observations, STAAR Scores

Staff Responsible for Monitoring: Campus Administration, Instructional Coaches

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

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Strategy 6

ECRs every six weeks in Eduphoria.

Evidence that Demonstrates Success: Student Writing Samples. Increase in ECR scores.

Staff Responsible for Monitoring: Associate Principal, Instructional Coach

Formative Reviews

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Strategy 7

All PLCs will implement a writing plan for the year.

Evidence that Demonstrates Success: Student work analysis

Staff Responsible for Monitoring: Teachers
Instructional Coaches
APs

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 8

Teachers will explicitly teach and reinforce strategies for creating level 1, 2, & 3 questions in order to increase the rigor of Tier 1 instruction.

Evidence that Demonstrates Success: PLC Agendas, Lesson Plans, Observations

Staff Responsible for Monitoring: Teachers, Instructional Coaches, and APs

Formative Reviews

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Performance Objective 2 ☑ High Priority

Algebra I will increase approaches, meets, and masters by 5% from the previous school year.

Evaluation Data Source: STAAR, CBAs, Benchmarks

Strategy 1

EOC Teachers will concentrate on student growth throughout the school year. Utilizing student growth trackers for each individual student.

Evidence that Demonstrates Success: Student Growth

Staff Responsible for Monitoring: Principal, Associate Principal, Instructional Coaches, Teachers

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 2

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.

Evidence that Demonstrates Success: Lesson Plans, PLC agendas

Staff Responsible for Monitoring: Campus Administration, Instructional Coach

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

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Strategy 3

Provide materials, including technology, and targeted intervention resources, to ensure the mastery of required Algebra I TEKS for all students (IXL, ALEKS, Sirius)

Evidence that Demonstrates Success: Use of Materials/Programs

Staff Responsible for Monitoring: Campus Administration, Instructional Coach, Teachers

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 4

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.

Evidence that Demonstrates Success: Comprehensive Needs Assessment

Staff Responsible for Monitoring: Principal

Formative Reviews

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Performance Objective 3 ☑ High Priority

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 2026-2027 school year.

Evaluation Data Source: STAAR, CBAs, Benchmarks

Strategy 1

EOC Teachers will concentrate on student growth throughout the school year. Utilizing student growth trackers for each individual student.

Evidence that Demonstrates Success: Student Growth

Staff Responsible for Monitoring: Principal, Associate Principal, Instructional Coaches, Teachers

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 2

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.

Evidence that Demonstrates Success: PLC Agendas, Increase in STAAR scores

Staff Responsible for Monitoring: Campus Administration, Instructional Coach, Teachers

Formative Reviews

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Strategy 3

Increase the number of short-constructed responses used in class, emphasizing the use of sentence stems.

Evidence that Demonstrates Success: Lesson Plans, PLC agendas

Staff Responsible for Monitoring: Campus Administration, Instructional Coach, Teachers

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

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Strategy 4

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.

Evidence that Demonstrates Success: Comprehensive Needs Assessment

Staff Responsible for Monitoring: Principal

Formative Reviews

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Performance Objective 4 ☑ High Priority

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 2026-2027 school year.

Evaluation Data Source: STAAR, CBAs, Benchmarks

Strategy 1

EOC Teachers will concentrate on student growth throughout the school year. Utilizing student growth trackers for each individual student.

Evidence that Demonstrates Success: Student Growth

Staff Responsible for Monitoring: Principal, Associate Principal, Instructional Coaches, Teachers

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	February	April	June

Strategy 2

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.

Evidence that Demonstrates Success: PLC Agendas, Increase in STAAR scores

Staff Responsible for Monitoring: Campus Administration, Instructional Coach, Teachers

Formative Reviews

December	February	April	June

Strategy 3

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.

Evidence that Demonstrates Success: Comprehensive Needs Assessment

Staff Responsible for Monitoring: Principal

Formative Reviews

December	February	April	June

Strategy 4

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.

Evidence that Demonstrates Success: PLC Agendas, Increase in STAAR scores

Staff Responsible for Monitoring: Campus Administration, Instructional Coach, Teachers

Formative Reviews

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Performance Objective 5 ☑ High Priority

Increase the number of students who are CCMR met in the ROHS Class of 2027 to 95% or higher by the end of the 2026-2027 school year.

Evaluation Data Source: CCMR Percentage, Accountability report for 26-27 school year

Strategy 1

Continue Texas College Bridge in English courses. Plan for specific days for seniors to complete TCB during the school day.

Evidence that Demonstrates Success: TCB certification for students.

Staff Responsible for Monitoring: Campus Administration, CCMR Coordinator, TCB Teachers

Formative Reviews

December	February	April	June

Strategy 2

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.

Evidence that Demonstrates Success: Students will earn industry based certificates.

Staff Responsible for Monitoring: Director of CTE

Formative Reviews

December	February	April	June

Strategy 3

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.

Evidence that Demonstrates Success: Increase performance on the TSIA, ACT, SAT

Staff Responsible for Monitoring: Campus Administration, CCMR Coordinator, Testing Coordinator

Formative Reviews

December	February	April	June

Strategy 4

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.

Evidence that Demonstrates Success: More staff credentialed to teach Dual Credit Courses

Staff Responsible for Monitoring: Principal, Associate Principal

Formative Reviews

December	February	April	June

Strategy 5

Monitor all students using On Data Suite and other resources to track who has obtained CCMR

met status.

Evidence that Demonstrates Success: Increase in CCMR percentage

Staff Responsible for Monitoring: Principal, CCMR Coordinator, Executive Director of CCMR, Counselors

Formative Reviews

December	February	April	June

Strategy 6

Provide resources/guidance and promote scholarship opportunities for all students.

Evidence that Demonstrates Success: Scholarship Awards

Staff Responsible for Monitoring: CCMR Coordinator, Counselors

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	February	April	June

Strategy 7

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.

Evidence that Demonstrates Success: Higher CCMR Results

Staff Responsible for Monitoring: Principal, Associate Principal, Director of CTE

Formative Reviews

December	February	April	June

Strategy 8

Complete the Comprehensive Local Needs Assessment (CLNA) through collaboration with campus, district, and community stakeholders to identify CTE program strengths, performance gaps, access barriers, and workforce alignment needs. Utilize CLNA findings to prioritize Perkins V expenditures and other resources that strengthen programs of study, improve student access and achievement, increase industry-based certification attainment, and prepare students for postsecondary education and high-demand careers.

Evidence that Demonstrates Success: Completed CLNA
CLNA stakeholder meeting documentation
CTE performance and enrollment data analysis
Program-of-study reviews
Labor market/workforce alignment data
Perkins funding requests aligned to identified CLNA needs
Documentation of equipment, instructional resources, or professional development purchased with Perkins funds
Student industry-based certification and program completion data
Annual evaluation of progress toward identified CTE priorities

Staff Responsible for Monitoring: Director of CTE/CCMR
High School Principal
Chief of Secondary Schools

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 6: Campus Finance and Operations

Formative Reviews

December	February	April	June

Strategy 9

With the elimination of traditional College Prep and Bridge pathways as CCMR indicators, the campus will transition to scalable, dual credit opportunities that align with CCMR accountability benchmarks. Campus and district leaders will work collaboratively with higher education partners to expand dual credit access, identify eligible students, and ensure pathway alignment with graduation and postsecondary goals.

Evidence that Demonstrates Success: Growth in the percentage of students meeting CCMR indicators.
Improved student completion rates for dual credit coursework.
Increased staff knowledge and effectiveness in advising students on CCMR pathways.

Staff Responsible for Monitoring: Chief of Secondary Schools, Principal, Associate Principal, Teachers

Formative Reviews

December	February	April	June

Performance Objective 6 ☑ High Priority

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 2026-2027 school year.

Evaluation Data Source: ADA reports, SABIPs, Truancy Filings

Strategy 1

Implement truancy prevention measures (TPM) for students experiencing attendance concerns.

Evidence that Demonstrates Success: reducing loss of academic credit due to absences, improving achievement due to increased instructional time

Staff Responsible for Monitoring: Assistant Principals and Secretaries

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	February	April	June

Strategy 2

Exempt students from fall/spring exams based on attendance for the semester, in addition to academic requirements.

Evidence that Demonstrates Success: Attendance Rate

Staff Responsible for Monitoring: Campus Administration, Teachers

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	February	April	June

Strategy 3

District attendance incentive for students with perfect attendance.

Evidence that Demonstrates Success: Perfect Attendance Percentage Increases and Overall attendance percentage increase

Staff Responsible for Monitoring: District and Campus Administration

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	February	April	June

Strategy 4

Student incentives provided for students with perfect attendance each grading period and semester.

Evidence that Demonstrates Success: Attendance Reports

Staff Responsible for Monitoring: Campus Administration

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	February	April	June

Strategy 5

Implement the use of Student Conductor Tardy Kiosks to help monitor and record student tardies.

Evidence that Demonstrates Success: Tardy Reports each Grading Period

Staff Responsible for Monitoring: Campus Administration and Secretaries

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	February	April	June

Performance Objective 7

Provide students the opportunity to learn and recover from failure.

Evaluation Data Source: Increase in student success.

Strategy 1

Provide accelerated instruction for students who were not successful on the STAAR Assessments - EOC Academy, Summer Tutoring, Talon Time (Mastery Prep), Boot Camps, and Saturday Camps.

Evidence that Demonstrates Success: Attendance, Increase in STAAR scores for retesters.

Staff Responsible for Monitoring: Campus Administration, Instructional Coaches, Teachers

Formative Reviews

December	February	April	June

Strategy 2

Credit Recovery opportunities provided during the school year and during summer school.

Evidence that Demonstrates Success: Completion of credit recovery courses.

Staff Responsible for Monitoring: Counselors, Credit Recovery Teachers, Summer School Staff

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

December	February	April	June

Strategy 3

Continue Grade Repair Program at the end of each grading period.

Evidence that Demonstrates Success: Improvement of student grades.

Staff Responsible for Monitoring: Associate Principal, Counselors

Formative Reviews

December	February	April	June

Strategy 4

Talon Time is provided during 5th period as an intervention, academic enrichment, and student enrichment time during the school day.

Evidence that Demonstrates Success: Utilization of Talon Time, Mastery Prep Usage, Decrease in Failures and Missing Assignments.

Staff Responsible for Monitoring: Principal, Associate Principal, Teachers

Formative Reviews

December February April June

Strategy 5

Work with Region 10 during the school year to create/implement an MTSS program for red oak high school.

Evidence that Demonstrates Success: Creation and Implementation of Program

Staff Responsible for Monitoring: Campus and District Administration, MTSS Committee

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

Formative Reviews

December February April June

Performance Objective 8 ☑ High Priority

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.

Evaluation Data Source: Student Surveys

Strategy 1

Mentors' Care mentoring program will be continued on the campus to benefit at-risk students who are experiencing social and emotional barriers.

Evidence that Demonstrates Success: Students will be equipped to reach their full potential with no emotional barriers.

Staff Responsible for Monitoring: Principal, Mentors' Care Director, Counselors

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December February April June

Strategy 2

Ensure consistency of state and campus enforcement of the Student Code of Conduct and Handbook.

Evidence that Demonstrates Success: Discipline Reports - PEIMS

Staff Responsible for Monitoring: Campus Administration

Formative Reviews

December	February	April	June

Strategy 3

Intervention and Support Counselors are available for students.

Evidence that Demonstrates Success: Students meeting with counselors.

Staff Responsible for Monitoring: Counselors

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

Formative Reviews

December	February	April	June

Strategy 4

Implement class meetings at the beginning of the school year to provide campus expectations for all students.

Evidence that Demonstrates Success: Meetings

Staff Responsible for Monitoring: Campus Administration

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	February	April	June

Strategy 5

Incentives provided for students who earn A Honor Roll and A/B Honor Roll each grading period.

Evidence that Demonstrates Success: Six Weeks Grade Reports

Staff Responsible for Monitoring: Campus Administration

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	February	April	June

Strategy 6

Birthday messages sent to staff and students on their birthdays throughout the school year.

Evidence that Demonstrates Success: Messages Sent

Staff Responsible for Monitoring: Assistant Principal

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	February	April	June

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

Performance Objective 1

Attract, engage, and retain top talent through competitive compensation packages.

Strategy 1

Follow established procedures to ensure applicants are certified/highly qualified for available positions.

Evidence that Demonstrates Success: All hired staff are certified/highly qualified or seeking certification.

Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals, Human Resources

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

December	February	April	June

Strategy 2

Provide professional development opportunities for all teachers and staff.

Evidence that Demonstrates Success: Provide training in all areas of compliance

Staff Responsible for Monitoring: Campus Administrators

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

December	February	April	June

Performance Objective 2

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

Strategy 1

Nominate teacher of the month

Evidence that Demonstrates Success: Staff will select teachers of the month

Staff Responsible for Monitoring: Principal

Formative Reviews

December	February	April	June

Strategy 2

Provide mentors for new and newly assigned teachers to the campus.

Evidence that Demonstrates Success: Mentor Assignments and Completion of Documentation

Staff Responsible for Monitoring: Associate Principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

Formative Reviews

December	February	April	June

Performance Objective 3

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

Strategy 1

Develop hiring committees by subject area consisting of 2 administrators, the team lead, and a separate teacher representative.

Evidence that Demonstrates Success: Multiple perspectives on candidate quality

Staff Responsible for Monitoring: Campus Principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

December	February	April	June

Strategy 2

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.

Evidence that Demonstrates Success: Higher Staff Retention Rates

Staff Responsible for Monitoring: Campus Principal and Campus Administration

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

December	February	April	June

Strategy 3

Attend Job Fairs and College Recruiting Days

Evidence that Demonstrates Success: Job Fair and College Recruiting Day attendance.

Staff Responsible for Monitoring: Campus Administration

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

December	February	April	June

Strategy 4

Work with alternative certification programs to identify qualified candidates for open positions.

Evidence that Demonstrates Success: Communication with Alternative Certification Programs.

Staff Responsible for Monitoring: Campus Administration

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

December	February	April	June

Performance Objective 4

Strengthen instructional practices and improve student engagement by actively participating in the Region 10 Classroom Management Cohort and implementing research-based classroom management strategies that promote a positive, structured, and productive learning environment.

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

Monitor the usage of funds and anticipated yearly spending using prior record for analysis.

Evidence that Demonstrates Success: Skyward Financial Records

Staff Responsible for Monitoring: Secretary
Principal

Formative Reviews

December	February	April	June

Performance Objective 2

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

Strategy 1

Principal runs weekly reports to monitor appropriate use of school funds.

Evidence that Demonstrates Success: Weekly meetings with School Secretary to monitor budget.

Staff Responsible for Monitoring: Principal
School Secretary

Formative Reviews

December	February	April	June

Performance Objective 3

Educate stakeholders about the public education financial system and the funding of Red Oak ISD through regular and transparent communication.

Strategy 1

Campus administration will work with all campus stakeholders during the decision-making process determining proper usage of all resources.

Evidence that Demonstrates Success: Discussions of fund usage.

Staff Responsible for Monitoring: Principal

Formative Reviews

December	February	April	June

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

Performance Objective 1

Provide facilities to accommodate current and future growth across the District.

Strategy 1

Review and analyze student programs and facility needs

Evidence that Demonstrates Success: Full utilization of available facilities

Staff Responsible for Monitoring: Principal

Formative Reviews

December	February	April	June

Performance Objective 2

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

Strategy 1

Continue the use of OpenGate Weapons Detection System at Red Oak High School

Evidence that Demonstrates Success: Daily usage

Staff Responsible for Monitoring: Campus Administration

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	February	April	June

Strategy 2

Conduct safety drills that include Hold, Secure, Lockdown, Evacuate, and Shelter.

Evidence that Demonstrates Success: Participation in required security drills.

Staff Responsible for Monitoring: Campus Administrators
All Campus Staff

Formative Reviews

December	February	April	June

Strategy 3

Students and Staff will be trained over the Crisis Management Plan and Standard Response Protocols.

Evidence that Demonstrates Success: Staff attendance to trainings and student training in classes.

Staff Responsible for Monitoring: Campus Administration and Campus Staff

Formative Reviews

December	February	April	June

Strategy 4

Upgrade security cameras to Verkada to provide improved campus monitoring.

Evidence that Demonstrates Success: Documentation of video usage.

Staff Responsible for Monitoring: Campus Administration, Campus Police/Security

Formative Reviews

December	February	April	June

Strategy 5

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.

Evidence that Demonstrates Success: Daily Reports and Monitoring

Staff Responsible for Monitoring: Campus Administration, Campus Police/Security, Campus Secretary

Formative Reviews

December	February	April	June

Performance Objective 3

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

Strategy 1

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

Evidence that Demonstrates Success: Janitors
Maintenance and Upkeep

Staff Responsible for Monitoring: Secretary
Assistant Principal
Teachers

Formative Reviews

December	February	April	June

Strategy 2

ROHS will utilize multiple strategies, including campus facilities use calendars and forms, to reserve/use campus facilities for campus, district, and community events.

Evidence that Demonstrates Success: Streamlining use of ROHS facilities and ensuring that all stakeholders have equitable access.

Staff Responsible for Monitoring: Campus Principal and Principal Secretary

Formative Reviews

December	February	April	June

Goal 5

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

Performance Objective 1

Prioritize and enhance parent and teacher communications.

Evaluation Data Source: Number of Communications

Strategy 1

Weekly Newsletter provided to parents and students using the ParentSquare platform.

Evidence that Demonstrates Success: Newsletter sent weekly to parents and students.

Staff Responsible for Monitoring: Principal

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	February	April	June

Strategy 2

Utilize campus web pages, skyward, Facebook, marquee, email, and community pages to invite and involve parents and the community to school events.

Evidence that Demonstrates Success: Increased awareness and connectivity to community

Staff Responsible for Monitoring: Principal
Journalism Teacher

Formative Reviews

December	February	April	June

Strategy 3

Clearly communicate activities - Parent/Teacher Conferences, Meet the Teacher, Open House, Meet the Hawks, Sporting Events, Concerts, Cultural Programs, etc.

Evidence that Demonstrates Success: Increased parent participation

Staff Responsible for Monitoring: Campus Administration, Athletic Coaches, Program Directors, Teachers

Formative Reviews

December	February	April	June

Performance Objective 2

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

Evaluation Data Source: Parents and school community participation in events such as homecoming, open house and other campus events.

Strategy 1

Provide parent workshops including, but not limited to, College Admissions/Financial Aid, Dual Credit, and Course Selections.

Evidence that Demonstrates Success: Sign in Sheets and Increased Attendance

Staff Responsible for Monitoring: Campus Administration, Counselors

Formative Reviews

December	February	April	June

Committees

Committees

Site Based Decision Making Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
May 24, 2027 @ 4:30 PM	Red Oak High School	--	--
February 18, 2027 @ 4:30 PM	Red Oak High School	--	--
November 4, 2026 @ 4:30 PM	Red Oak High School	--	--
September 16, 2026 @ 4:30 PM	Red Oak High School	--	--

Members

First Name	Last Name	Position	Committee Role
Diane	Kesler	Teacher	Member
Patricia	Shah	Teacher	Member
Cristi	Watts	District	Representative
Raul	Martinez	Teacher	Member
Elizabeth	Georgoulis	Teacher	Member
Beth	Seck	Teacher	Member
Belinda	Ferguson	Parent	Member
Lyssa	Smith	Teacher	Member
April	Moon	Teacher	Member
Paige	Patterson	Principal	Facilitator

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

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

Red Oak Independent School District

Accountability Rating: C

2026-2027 District Improvement Plan

Generated by Plan4Learning.com
October 07, 2026 at 09:36 AM

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

Summary

Red Oak ISD: Rooted in History, Committed to Excellence

Founded in 1912 through the unification of the Ellis County towns of Red Oak, Ovilla, Glenn Heights, Oak Leaf, and Pecan Hill, Red Oak Independent School District has grown into a vibrant educational community. Today, the district serves students across eight campuses, including:

- One 6A high school
- Two middle schools (grades 6–8)
- Five elementary schools (Pre-K through 5th grade), all of which receive Title I federal funding

Red Oak ISD encompasses both rural and suburban neighborhoods, reflecting the diverse backgrounds and experiences of its families.

At Red Oak ISD, we believe that strong partnerships between families, schools, and the broader community are essential to student success. Our commitment to community engagement fosters a supportive network that enriches the educational experience and empowers every learner.

We are equally dedicated to creating a safe, inclusive, and nurturing environment where students and staff feel respected and valued. Through comprehensive safety measures, we ensure that academic and social opportunities are accessible without fear or distraction.

2025–2026 Student Enrollment Snapshot

- **Total Enrollment:** 6,589 students

Enrollment by Race/Ethnicity:

Group	Percentage
African American	38.97%
Hispanic	41.58%
White	14.86%
Two or More Races	3.54%
Asian	0.71%
American Indian	0.24%
Pacific Islander	0.10%

Enrollment by Student Type:

Category	Percentage
Economically Disadvantaged	58.35%
Emergent Bilingual	15.63%
Receiving Special Education Services	19.38%

Strengths

Red Oak ISD is a dynamic and evolving community, committed to preparing students for a world that extends far beyond the classroom. We empower our learners to develop a deep understanding of others—locally, across Texas, throughout the nation, and around the globe. This broad perspective enriches their educational journey and fosters a culture of mutual respect.

We are dedicated to honoring the diverse backgrounds, experiences, and viewpoints of our students. By embracing what makes each learner unique, we are better equipped to design meaningful and inclusive educational experiences that meet their varied needs and help them thrive.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	The number of students identified for and participating in the Gifted and Talented program has declined, reducing access to advanced academic services and enrichment opportunities.	Limited stakeholder awareness of GT referral and identification practices and opportunities, have resulted in fewer eligible students being identified and served in the Gifted and Talented program.

★ = Priority

Student Learning

Summary

For the 2025-2026 School Year Red Oak ISD received a C rating.

- District Overall Score: 78
- District Student Achievement: 78
- District School Progress: 78
- District Closing the Gaps: 79

Strengths

The district continues to demonstrate a strong commitment to student learning outcomes and college, career, and military readiness indicators. Three campuses, **Red Oak High School, Shields Elementary, and Wooden Elementary**, maintained a **B accountability rating**, reflecting consistent academic achievement and sustained instructional effectiveness across multiple grade levels.

Student engagement and participation remain a district strength, as **attendance rates continue to exceed state averages**. Strong attendance contributes to increased instructional time and supports positive academic outcomes for all students.

The district has also made significant progress in preparing students for postsecondary success. The **percentage of graduates earning an Industry-Based Certification (IBC) has increased and exceeds the state rate**, demonstrating the district's commitment to providing students with valuable workforce credentials and career-ready skills. Additionally, the **number of graduates meeting Texas Success Initiative (TSI) criteria has increased**, indicating that more students are graduating prepared for college-level coursework without the need for remediation.

These accomplishments reflect the district's ongoing focus on academic excellence, student engagement, and college and career readiness. Collectively, these outcomes highlight the effectiveness of district initiatives and the commitment of students, staff, and families to ensuring positive student learning results.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Overall mathematics performance continues to decline across the district, as evidenced by decreasing student achievement outcomes on state and local assessments.	Inconsistent implementation of rigorous, standards-aligned mathematics instruction and varying levels of student mastery of foundational mathematical concepts across grade levels.
2 ★	Science achievement in Grades 5 and 8 continues to decline, with fewer students meeting grade-level expectations on state and local assessments.	Inconsistent implementation of high-quality science instruction, limited inquiry-based learning opportunities, gaps in foundational science knowledge, and insufficient targeted interventions have contributed to declining student performance in science.
3	Academic performance gaps persist between Special Education and Economically Disadvantaged student populations and their non-identified peers across multiple content areas and grade levels.	The academic performance gaps for Special Education and Economically Disadvantaged students are primarily attributable to inconsistent implementation of targeted, data-driven interventions and differentiated instructional practices designed to meet diverse student needs.

★ = Priority

District Processes & Programs

Summary

Red Oak ISD provides a rigorous, TEKS-aligned curriculum supported by data-driven instruction, targeted interventions, and college, career, and military readiness opportunities to ensure student success. The district invests in ongoing professional development through instructional coaching, professional learning communities, and job-embedded training focused on effective instructional practices and student achievement. Decision-making is guided by a collaborative leadership model that incorporates input from educators, families, community stakeholders, and district advisory committees.

Communication with stakeholders is supported through multiple platforms, including district and campus websites, digital communication tools, social media, and community engagement events. As a growing district, Red Oak ISD strategically aligns staffing, resources, and programs to meet the needs of an increasingly diverse student population while maintaining safe and supportive learning environments. Campus schedules are designed to maximize instructional time and provide intervention, enrichment, and advanced learning opportunities. Comprehensive support services, including special education, Section 504, dyslexia, counseling, and multilingual learner programs, help ensure equitable access to learning. Students also benefit from a wide range of extracurricular and co-curricular opportunities in athletics, fine arts, leadership, academic competitions, and career and technical education.

Strengths

Red Oak ISD also offers a broad range of academic, extracurricular, and specialized learning opportunities that support the success of all students. Comprehensive support services, including special education and specialized learning programs, ensure students receive the individualized support necessary to achieve their full potential.

The district's commitment to continuous improvement is reflected in its academic progress, safety initiatives, attendance programs, stakeholder engagement efforts, and strategic planning for future growth. These systems and processes contribute to a positive learning environment and support Red Oak ISD's mission of preparing students to succeed academically, socially, and personally.

Perceptions

Summary

Realizing the Dreams of Every Student: Our Highest Priority

At the heart of our mission is a steadfast commitment to helping each student realize their unique dreams. Success, for us, is not defined by standardized test scores alone—but by the character, values, and growth our students embody through the 4 Talons of the Hawk. These guiding principles shape not only who our students become, but also how they contribute to the world around them.

We hold high expectations for every learner and dedicate ourselves to nurturing their full potential. This journey is not one we take alone—it's a collective effort powered by our entire community. One of the most inspiring reflections of this shared commitment is the remarkable growth in volunteer support.

- 2024–2025, we've reached an incredible 15,015 hours
- 2025-2026, we've reached an __ hours

The rising numbers are more than statistics—they're a testament to the deep belief our community holds in the power of education and the dreams of our students. Together, we're building a legacy of support, empowerment, and transformation.

Strengths

The district continues to foster a positive and supportive culture for students, families, and staff. Parent and family feedback indicates strong levels of satisfaction with the district's learning environment, with 82.9% of parents and families reporting that schools provide a welcoming culture. This reflects the district's commitment to building positive relationships and creating inclusive environments where families feel valued and connected to the educational process.

Communication with stakeholders is another area of strength. 82.4% of parents and families reported that district and campus communication was clear and informative, demonstrating the effectiveness of efforts to keep families engaged and informed regarding district initiatives, student learning, and school activities.

The district also benefits from a stable and experienced workforce. The average years of teacher experience has remained consistent from year to year, reflecting staff retention and providing continuity in instructional programs and student support.

Additionally, staffing levels have increased in alignment with district enrollment and organizational growth, ensuring that campuses and departments have the personnel necessary to support student achievement and operational effectiveness.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Parents, families, and stakeholders do not consistently receive timely feedback regarding student academic progress, and the use of multiple communication platforms across the district has resulted in inconsistent messaging and varying levels of stakeholder engagement.	The district lacks a standardized communication framework and consistent expectations for providing academic updates, leading to variation in communication methods, frequency, and effectiveness across campuses and departments.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Overall mathematics performance continues to decline across the district, as evidenced by decreasing student achievement outcomes on state and local assessments.	Inconsistent implementation of rigorous, standards-aligned mathematics instruction and varying levels of student mastery of foundational mathematical concepts across grade levels.
2 ★	Science achievement in Grades 5 and 8 continues to decline, with fewer students meeting grade-level expectations on state and local assessments.	Inconsistent implementation of high-quality science instruction, limited inquiry-based learning opportunities, gaps in foundational science knowledge, and insufficient targeted interventions have contributed to declining student performance in science.
3 ★	Parents, families, and stakeholders do not consistently receive timely feedback regarding student academic progress, and the use of multiple communication platforms across the district has resulted in inconsistent messaging and varying levels of stakeholder engagement.	The district lacks a standardized communication framework and consistent expectations for providing academic updates, leading to variation in communication methods, frequency, and effectiveness across campuses and departments.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- [x] **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**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **SAT and/or ACT assessment data**
- [x] **PSAT**
- [x] **Local benchmark or common assessments data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Homeless data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Annual dropout rate data**
- [x] **Attendance data**
- [x] **Discipline records**

Employee Data

- [x] **Staff surveys and/or other feedback**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**
- [x] **Staff mobility/stability**
- [x] **Support structures: mentors**
- [x] **Teacher recruitment/retention rates and other data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Parent and community partnership data**

Support Systems and Other Data

☑ **Communications data**

Goals

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

Performance Objective 1

Develop students who are college, career, and military ready by ensuring they possess the academic knowledge, skills, and competencies required for successful post-secondary pathways.

Evaluation Data Source: Pathways Offered, SAT Projected Proficiency (5th-8th), PSAT/SAT scores 8th/11th grade, Enrollment, Dual Credit passing rate

Strategy 1

Provide structured opportunities for students to engage in college-readiness assessment preparation.

Evidence that Demonstrates Success: Increase in the percentage of students passing dual credit courses and AP course assessments

Staff Responsible for Monitoring: ROHS Principal
ROHS Associate Principal
ROHS Assistant Principals
ROHS College and Career Coordinator
ROHS Counselors
Secondary Curriculum Director
Chief of Secondary Schools

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Strategy 2

Provide students, teachers, parents, and counselors with comprehensive information regarding higher-education admissions and financial aid opportunities--including programs such as TEXAS Grants and TEACH for Texas--while emphasizing the importance of informed curriculum planning through academic advisement and ensuring access to reliable sources of admissions and financial aid information.

Evidence that Demonstrates Success: College & Career Counselor program records

Staff Responsible for Monitoring: ROHS Associate Principal
ROHS College and Career Readiness Coordinator
ROHS Counselors
Chief of Secondary Schools

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Strategy 3

Expand and strengthen dropout-reduction efforts by increasing student participation in the Hawks Success Program and implementing targeted supports that keep students engaged, on track, and successfully progressing toward graduation.

Evidence that Demonstrates Success: Drop out records, campus information related to graduation rates

Staff Responsible for Monitoring: ROHS Principal
ROHS Associate Principal
DAEP Administrator
Hawk Success Teacher

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Strategy 4

Utilize Title III funds to supplement the available resources for advancing the academic achievement of Emergent Bilingual students by utilizing Rosetta Stone and adding secondary ESL Specialists.

Evidence that Demonstrates Success: Texas Academic Performance Reports (TAPR)
ESSA Report
Eduphoria - Aware students' academic achievement reports
Texas English Language Proficiency Assessment System (TELPAS) Results

Staff Responsible for Monitoring: Campus Administrators
Teachers
Executive Director of Specialized Learning
Assistant Director of Federal Programs

Funding Sources: 263 Title III,

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Strategy 5

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.

Evidence that Demonstrates Success: 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.

Staff Responsible for Monitoring: Campus Administrators
Staff Sponsors
Counselors
CTE Director
Fine Arts Director
Athletic Director
Chief of Secondary Schools and Programs

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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 Source: Enrollment in Mentor's Care, Quaver Data, Training Records

Strategy 1

Offer Mentor's Care to students at the High School for student's identified as at-risk.

Evidence that Demonstrates Success: 100% of students identified as needing a mentor will be assigned a mentor.

Staff Responsible for Monitoring: ROHS Counselors

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Strategy 2

Provide lessons focused on interpersonal skills in grades PK-8 [TEC 11.252(a)(3)(E)], [TEC 11.252(a)(3)(B)(ii)].

Evidence that Demonstrates Success: Students will receive weekly lessons on interpersonal skills.
Quaver Data reports
Discipline referral reduction

Staff Responsible for Monitoring: PK-8 Counselors
Director of Counseling and Family Services
Student Support Specialist

Formative Reviews

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Strategy 3

Make Resource Coordination through Unite Ellis County available to all students and staff as needed.

Evidence that Demonstrates Success: Counselor referrals; published on the website

Staff Responsible for Monitoring: Campus administrators and counselors
Director of Counseling and Family Services

Formative Reviews

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Strategy 4

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)].

Evidence that Demonstrates Success: School Board Policy FFBA Legal and FFBA Local
Sign in sheets

Staff Responsible for Monitoring: Director of Counseling and Family Services
Student Support Specialist
Campus Counselors

Formative Reviews

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Strategy 5

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)].

Evidence that Demonstrates Success: Compliance training records

Staff Responsible for Monitoring: Chief Technology Officer
Chief Communications Officer
Director of Student Services
Director of Counseling and Family Services
Student Support Specialist

Formative Reviews

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Performance Objective 3

Engage students in meaningful learning experiences through the use of a diverse range of instructional strategies.

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

Strategy 1

Target performance objectives for all accountability groups using assessment instruments (STAAR, EOC, SAT/ACT, iReady Growth, TELPAS, and local assessments, IEPs, Section 504 plans, LPAC, and MTSS/RtI [TEC 11.252(a)(3)(A)].

Evidence that Demonstrates Success: Lead4Ward Reports
IEPs
504 Plans

Staff Responsible for Monitoring: Curriculum & Instruction Department
Campus Administrators
Teachers

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Strategy 2

Provide accelerated instruction to students at risk of not reaching grade level targets [TEC 11.252(a)(3)(H)].

Evidence that Demonstrates Success: Lead4Ward Reports
iReady Growth Reports
Skyward: Student Grades
Eduphoria: Teacher, Campus, and District Assessments
Reading Support Teachers

Staff Responsible for Monitoring: Curriculum & Instruction Department
Campus Administrators
Teachers
Reading Support Teachers

Funding Sources: 211 Title I,

Formative Reviews

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Strategy 3

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)].

Evidence that Demonstrates Success: Eduphoria Strive Reports
Instructional Coaches' Logs

Staff Responsible for Monitoring: Curriculum & Instruction Department
Technology Department
Campus Administrators

Funding Sources: 211 Title I, , 255 Titile II,

Formative Reviews

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Strategy 4

Conduct activities for timely identification of students with dyslexia and provide appropriate instruction [TEC 11.252(a)(3)(D)(iv)].

Evidence that Demonstrates Success: Student growth between the beginning of the year and the end of the year through multiple measures.

Staff Responsible for Monitoring: Executive Director of Specialized Learning
Assistant Director of Federal Programs
Dyslexia Specialists
Campus Administrators

Formative Reviews

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Strategy 5

Provide a comprehensive intervention and enrichment plan for identified students designed to close the achievement gap through a Multi-Tiered System of Supports (MTSS).

Evidence that Demonstrates Success: Completed Intervention Plans, Student Data from Aware, etc.
Summer Intervention
Response To Intervention (RTI)

Talon/Target Time,
Tutoring
Snap and Read access,
Co-Writer access,

Staff Responsible for Monitoring: Campus Administrators
Student Support Specialist

Formative Reviews

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Strategy 6

Elementary students identified for gifted and talented services will participate in Gifted and Talented (GT) pullout instruction for a minimum of 90 minutes every two week with 100% of eligible students receiving services by the end of each grading period.

Evidence that Demonstrates Success: Campus schedule with pullout times denoted.

Staff Responsible for Monitoring: Elementary Principals
GT Teacher
Elementary Curriculum Director

Formative Reviews

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Strategy 7

Middle School GT students will be assigned to GT specific classes taught by a teacher who has received 30 hour foundational GT training and six hour yearly updates .

Evidence that Demonstrates Success: GT student enrollment and schedules

Staff Responsible for Monitoring: Middle School Principals
Curriculum Director

Formative Reviews

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Strategy 8

Provide bilingual instruction at Wooden and Schupmann Elementary Schools in order to improve English language proficiency.

Evidence that Demonstrates Success: Student enrollment
TELPAS improvement
STAAR improvement

Staff Responsible for Monitoring: Campus Administrators
Bilingual Instructional Coach
Bilingual Specialists
Bilingual Teachers

Formative Reviews

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Performance Objective 4 ☑ HB3 Goal

Equip students with the knowledge, skills, and competencies necessary to achieve high levels of academic performance and to succeed in their post-secondary pursuits.

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

Strategy 1

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.

Staff Responsible for Monitoring: Chief of Elementary Schools
Elementary Curriculum Director
Elementary ELAR Program Coordinator
Elementary Campus Principals
Elementary ELAR Instructional Coaches

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Strategy 2

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.

Staff Responsible for Monitoring: Chief of Elementary Schools
Elementary Curriculum Director
Elementary Math Program Coordinator
Elementary Campus Principals
Elementary Math Instructional Coaches

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Strategy 3

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.

Evidence that Demonstrates Success: Reports

Staff Responsible for Monitoring: Secondary Curriculum Director
ROHS Principal
ROHS Associate Principal
ROHS Counselors

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Strategy 4

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.

Evidence that Demonstrates Success: Curriculum and Instruction Google Site
Curriculum and Instruction training sign-in sheets

Staff Responsible for Monitoring: Chief of Elementary Schools
Chief of Secondary Schools
Curriculum Directors
Curriculum Coordinators

Formative Reviews

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Strategy 5

Title I funds will be utilized to provide additional academic support and training to teachers on elementary campuses by employing two Instructional Coaches at each campus. 100% of eligible students will also receive of two hours of intervention per week with at least 50% of those students demonstrating growth on district progress measures.

Evidence that Demonstrates Success: Instructional Coach Logs
Support Staff schedules
Progress Measure Reports

Staff Responsible for Monitoring: Elementary Campus Administrators
Instructional Coaches
Reading Support Teachers

Formative Reviews

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Performance Objective 5

Design and implement professional learning opportunities that grow the professional capacities of staff members.

Strategy 1 ☑ Results Driven Accountability

Staff training will include strategies to reach learners' needs, including Emergent Bilingual, Special Education, Dyslexia,
and At-Risk students.

Evidence that Demonstrates Success: Training Agendas
Completion of federal- and state- required trainings
Disaggregated student achievement data

Staff Responsible for Monitoring: Campus Administration
Chief Elementary Schools
Executive Director of Specialized Learning

Formative Reviews

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Strategy 2

Provide Gifted and Talented teachers and leadership staff access to GT professional development to meet state requirements and enhance the delivery of GT services.

Evidence that Demonstrates Success: Training records

Staff Responsible for Monitoring: Elementary Curriculum Director

Formative Reviews

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

Performance Objective 1

Attract, engage, and retain top talent through competitive compensation packages.

Evaluation Data Source: Review salaries with comparison groups, List of Employer-paid Benefits

Strategy 1

Offer at least one additional employer-paid benefit per school year.

Evidence that Demonstrates Success: List of Employer-paid Benefits

Staff Responsible for Monitoring: Benefits and Leave Administrator
Chief Financial Officer

Formative Reviews

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Strategy 2

Maintain a competitive salary structure.

Evidence that Demonstrates Success: By 2027, ROISD salary/wage for teachers will rank in the top 10% of our comparison group.

Staff Responsible for Monitoring: Deputy Superintendent
Chief Financial Officer

Formative Reviews

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Strategy 3

Provide stipends to eligible employees for advanced degrees (Master's and Doctorate).

Evidence that Demonstrates Success: Staff retention
Number of staff with Masters Degrees

Staff Responsible for Monitoring: Executive Director of Human Resources

Formative Reviews

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Strategy 4

Develop new teachers through strategic and intentional mentoring and professional development.

Evidence that Demonstrates Success: New Teacher Mentor Program:
Staff (Mentee) Surveys
Mentor Logs

Staff Responsible for Monitoring: Chief of Elementary Schools
Elementary Curriculum Director

Formative Reviews

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Performance Objective 2

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

Evaluation Data Source: Team-Building Strategy Ideas, Training Sign-in Sheets, EAC Sign-in Sheets, EAC Recommendation Feedback, Staff Surveys

Strategy 1

Increase recognition activities to build district morale and gather staff feedback through surveys to ensure staff recognition efforts are positive.

Evidence that Demonstrates Success: List of recognition activities ad staff survey responses,

Staff Responsible for Monitoring: Deputy Superintendent
Chief Communications Officer

Formative Reviews

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Strategy 2

Conduct teacher and paraprofessional focus groups/surveys to gain insight into staff retention.

Evidence that Demonstrates Success: EAC Sign-in Sheets,
EAC Recommendation Feedback
Staff Surveys

Staff Responsible for Monitoring: Benefits and Leave Administrator
Superintendent Cabinet

Formative Reviews

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Performance Objective 3

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

Evaluation Data Source: Provide documentation of staff participating in Grow-Your-Own Programs, Provide documentation of recruitment strategies

Strategy 1

Enhance our grow-your-own program at all levels of the organization.

Evidence that Demonstrates Success: Provide documentation of staff participating in Grow-Your-Own Programs

Staff Responsible for Monitoring: Director of Human Resources
Deputy Superintendent

Formative Reviews

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Strategy 2

Expand recruitment strategies.

Evidence that Demonstrates Success: ROISD will increase recruiting visits by 15% annually of baseline 2022-23 data.

Staff Responsible for Monitoring: Director of Human Resources
Deputy Superintendent

Formative Reviews

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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.

Evaluation Data Source: The Annual Financial Report provided by the Auditor, the annual Schools FIRST (Financial Integrity Rating System of Texas) Report, and the receipt of additional grant opportunities each year.

Strategy 1

Continue to receive an unmodified (clean) annual financial audit and passing scores on state financial accountability reports.

Evidence that Demonstrates Success: The District's Annual Financial Report has an unmodified opinion. Receive an A rating on the Schools FIRST report each year.

Staff Responsible for Monitoring: Chief Financial Officer

Formative Reviews

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Strategy 2

Explore new revenue streams through grants and donations.

Evidence that Demonstrates Success: The District's continually applying for and receiving Federal, State and other grants to address the District's educational objectives and to be able to allocate the proper funds to campuses/departments.

Staff Responsible for Monitoring: Chief Financial Officer
Director of Accounting
Director of Purchasing
Finance Coordinator
Director of Grants

Formative Reviews

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Strategy 3

Ensure fiscal compliance with federal awards.

Evidence that Demonstrates Success: Effective use of federal funding as evidenced by no findings from the annual audit and growth in the allocation of federal grants.

Staff Responsible for Monitoring: Chief Financial Officer
Finance Coordinator
Director of Grants

Funding Sources: 211 Title I,

Formative Reviews

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Performance Objective 2

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

Evaluation Data Source: 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 Texas Association of School Board Officials (TASBO), Government Finance Officers Association (GFOA) and Association of School Board Officials (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

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.

Evidence that Demonstrates Success: 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.

Staff Responsible for Monitoring: Chief Financial Officer

Formative Reviews

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Strategy 2

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.

Evidence that Demonstrates Success: 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.

Staff Responsible for Monitoring: Chief Financial Officer

Formative Reviews

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Strategy 3

Monthly individual Budget reviews to ensure meeting budget guidelines and student focus as well as annual cash audits for all campuses/departments that manage cash.

Evidence that Demonstrates Success: Monitor to ensure that the appropriate current-year spending, District's procurement processes are followed, and that Budget Manager adequately manage their budgets. Ensure all campuses follow the District's Financial Procedures related to procurement and financial requirements as evidenced by a clean financial audit.

Staff Responsible for Monitoring: Chief Financial Officer
Director of Accounting
Director of Purchasing
Finance Coordinator

Formative Reviews

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Strategy 4

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.

Evidence that Demonstrates Success: 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.

Staff Responsible for Monitoring: Director of Accounting
Director of Purchasing
Finance Coordinator
Director of Grants

Formative Reviews

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Strategy 5

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.

Evidence that Demonstrates Success: 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.

Staff Responsible for Monitoring: Chief Financial Officer
Executive Director of Support Services

Formative Reviews

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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 Source: 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. Sharing of information and provide training to community groups throughout the year.

Strategy 1

Continuously monitor local, state and federal legislation that may impact our financial planning and communicate any financial impacts to the stakeholders.

Evidence that Demonstrates Success: Monitor any current legislation to ensure that all stakeholder's are aware of any financial changes that will impact the District.

Staff Responsible for Monitoring: Chief Financial Officer

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Strategy 2

Engage all stakeholders through different methods to communicate the District's ongoing financial position and educate stakeholders regarding school finance.

Evidence that Demonstrates Success: Assist all stakeholders in better understanding the State funding method and the District's current financial situation by providing monthly Financial Reports at the monthly School Board Meetings.

Staff Responsible for Monitoring: Chief Financial Officer
Chief Communications Officer

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Strategy 3

Offer school finance trainings to District and community groups on a regular basis.

Evidence that Demonstrates Success: Provide community groups School Funding 101 sessions as requested or needed. also, provide training to all District administration and admin assistants at scheduled meetings during the school year.

Staff Responsible for Monitoring: Chief Financial Officer

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

Performance Objective 1

Provide facilities to accommodate current and future growth across the District.

Evaluation Data Source: Annual Demographic Projection Reports; documentation of completed projects, Construction Schedule

Strategy 1

Review student enrollment projections and continue to review the current ROISD facility plan for opportunities to address documented needs.

Evidence that Demonstrates Success: adequate space on each campus for students; facility upgrades that can be accomplished through local district funds

Staff Responsible for Monitoring: Executive Director of Support Services
Chief Financial Officer
Deputy Superintendent

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Strategy 2

Continue to review the current ROISD facility plan for opportunities to address documented needs

Evidence that Demonstrates Success: Documentation of completed projects

Staff Responsible for Monitoring: Executive Director of Support Services

Formative Reviews

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Performance Objective 2

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

Evaluation Data Source: 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

Continue implementation/monitor new safety and security mandates from TEA through Spring 2027.

Evidence that Demonstrates Success: Student and Staff Safety

Staff Responsible for Monitoring: Executive Director of Support Services
ROISD Chief of Police
Campus Administration

Formative Reviews

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Strategy 2

Evaluate and update district technology infrastructure, equipment and protocols to ensure implementation of legislative requirements and best practices.

Evidence that Demonstrates Success: District Technology prepared for possible cyber attack

Staff Responsible for Monitoring: Chief Technology Officer

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Strategy 3

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).

Evidence that Demonstrates Success: Student and Staff Safety

Staff Responsible for Monitoring: Director of Safety and Security
ROISD Chief of Police
Campus Administration

Formative Reviews

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Strategy 4

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.

Evidence that Demonstrates Success: Student and Staff Safety

Staff Responsible for Monitoring: Director of Safety and Security
ROISD Chief of Police
Campus Administration

Formative Reviews

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Strategy 5

Continually Update the District's Emergency Operations Plan by the timelines provided by State Law.

Evidence that Demonstrates Success: Student and Staff Safety, updated Plan

Staff Responsible for Monitoring: Director of Safety and Security

Formative Reviews

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Performance Objective 3

Facilities meet or exceed minimum standards for all programs to provide opportunities for student participation.

Evaluation Data Source: Annual Enrollment for Campuses/Grade Levels/Programs, Student program participation reports with facility needs

Strategy 1

Review and analyze the student populations within ROISD.

Evidence that Demonstrates Success: adequate space on each campus for students to participate in programs

Staff Responsible for Monitoring: Deputy Superintendent
Chief of Technology and Accountability
Campus Principals

Formative Reviews

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Strategy 2

Monitor student programs within the district in terms of student participation and facility needs.

Evidence that Demonstrates Success: adequate space on each campus for students to participate in programs

Staff Responsible for Monitoring: Chief of Secondary Schools
Chief of Elementary Schools
Campus Principals
Director of Athletics
Director of Career and Technical Education
Executive Director of Specialized Learning
Director of Fine Arts

Formative Reviews

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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 Source: Increase campuses tools and resources, improve delivery and usage for parent communication, review parent contact information, and remove barriers.

Strategy 1

Throughout the school year, provide graphic resources and tools for campuses to enhance communication with parents.

Evidence that Demonstrates Success: Create graphics files and easy-to-use content monthly for principals, ensure bilingual availability, provide marquees and training, increase parent-teacher conference opportunities, continue Coffee Talk, use weekly district newsletter, social media posts, and web content metrics.

Staff Responsible for Monitoring: Chief Communication Officer
Director of Communications

Formative Reviews

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Strategy 2

By fall 2026, launch all-in-one school-to-home communications platform for all district, campus, classroom, group, and teacher-to-parent direct communication. Goal of 95% parent use by the end of the year.

Evidence that Demonstrates Success: Launch program, reports of use by staff, schools, and district, percent of parental engagement - specifically parent-teacher conferences, informal responses from parents.

Staff Responsible for Monitoring: Chief Communication Officer
Chief of Accountability and Technology
Director of Instructional Technology
Director of Communications
Director of PEIMS

Formative Reviews

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Performance Objective 2

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

Evaluation Data Source: Parent, community surveys, number of events held, growth of participation at events, external communication methods

Strategy 1

By September 2026, develop an annual engagement plan and master calendar for all ROISD schools.

Evidence that Demonstrates Success: Outline the calendar of events and communicate engagement opportunities each month to parents, encourage parents to participate in one group, event, or activity per month.

Staff Responsible for Monitoring: Chief Communication Officer
Director of Communication
Principals

Formative Reviews

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Strategy 2

Collaborate with principals to develop and implement an annual volunteer satisfaction survey.

Evidence that Demonstrates Success: Create baseline date for 2026-2027 school year through administration of the volunteer survey.

Staff Responsible for Monitoring: Volunteer Coordinator

Formative Reviews

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Performance Objective 3

Offer attendance incentives to increase student attendance to improve academic student success and increase district funding.

Evaluation Data Source: Campus daily attendance and absences reports, number of students meeting campaign metrics from baseline 2024-2025; 2025-2026 district percentage was 94.78.

Strategy 1

By the end of the school year, increase student ADA districtwide to 96%.

Evidence that Demonstrates Success: Campus daily attendance and absences reports, number of students meeting campaign metrics, campaign posts, and promotions

Staff Responsible for Monitoring: Chief Communications Officer
Director of Communications
Principals
Teachers
PEIMS

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Title I Summary

Title I Personnel

Name	Position	Program	FTE
Lavina Straley	Financial Coordinator	Title I	0.2

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 LaKesha Bass

Funding Summary

Funding Summary

199 25 Bi Lingual

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$74,639.00
				+/- Difference	**$74,639.00**

211 Title I

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2		--	$0.00
1	3	3		--	$0.00
3	1	3		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$748,700.00
				+/- Difference	**$748,700.00**

224 IDEA SPED

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,298,197.00
				+/- Difference	**$1,298,197.00**

225 IDEA Pre School

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$22,316.00
				+/- Difference	**$22,316.00**

244 Career and Tech

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$50,855.00
				+/- Difference	**$50,855.00**

255 Titile II

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$179,979.00
				+/- Difference	**$179,979.00**

263 Title III

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$96,009.00
				+/- Difference	**$96,009.00**

289 Title IV

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$52,079.00
				+/- Difference	**$52,079.00**

429 LIFT

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$554,000.00
				+/- Difference	**$554,000.00**

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

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

Daily Enrollment & Attendance Analysis for the Day ending: 10-6-2026

RED OAK HIGH SCHOOL - 001	CY	EOY 2025-26	EOY 2024-25	EOY 2023-24	EOY 2022-23
12th Grade	557	573	525	458	518
11th Grade	532	515	561	506	438
10th Grade	527	583	573	606	507
9th Grade	502	540	596	579	653
Total Enrollment	2118	2211	2255	2149	2116

Total Absences:	91.5
Daily ADA	% of Attendance
2023.00	95.67
2nd SW ADA	% of Attendance
2009.72	95.00
Yearly ADA	% of Attendance
2008.53	95.28

2nd SW ADA Percentage Breakdown		
ROHS	10-6 Only	9-21 THRU 10-30
12th Grade	94.32	93.97
11th Grade	96.24	95.34
10th Grade	95.63	95.52
9th Grade	96.61	95.26

RED OAK MIDDLE SCHOOL - 041	CY	EOY 2025-26	EOY 2024-25	EOY 2023-24	EOY 2022-23
8th Grade	258	219	532	552	543
7th Grade	238	271	463	515	518
6th Grade	253	247	501	460	490
Total Enrollment	749	737	1496	1527	1551

Total Absences:	22
Daily ADA	% of Attendance
727.00	97.06
2nd SW ADA	% of Attendance
722.18	96.26
Yearly ADA	% of Attendance
721.71	96.63

2nd SW ADA Percentage Breakdown		
ROMS	10-6 Only	9-21 THRU 10-30
8th Grade	97.29	96.70
7th Grade	97.90	95.42
6th Grade	96.05	96.59

SHAW MIDDLE SCHOOL - 042	CY	EOY 2025-26	EOY 2024-25	EOY 2023-24	EOY 2022-23
8th Grade	229	236			
7th Grade	240	224			
6th Grade	283	226			
Total Enrollment	752	686	0	0	0

Total Absences:	26
Daily ADA	% of Attendance
726.00	96.54
2nd SW ADA	% of Attendance
722.45	96.20
Yearly ADA	% of Attendance
721.55	96.73

2nd SW ADA Percentage Breakdown		
ROMS	10-6 Only	9-21 THRU 10-30
8th Grade	97.38	95.82
7th Grade	97.50	96.14
6th Grade	95.05	96.56

ELLIS COUNTY JJAEP - 009	CY	EOY 2025-26	EOY 2024-25	EOY 2023-24	EOY 2022-23
12th Grade	1				
11th Grade	0				
10th Grade	1				
9th Grade	0				
8th Grade	0				
7th Grade	1				
6th Grade	0				
5th Grade	0				
Total Enrollment	3				

Total Absences:	-
Daily ADA	% of Attendance
-	-
2nd SW ADA	% of Attendance
-	-
Yearly ADA	% of Attendance
-	-

2nd SW ADA Percentage Breakdown		
JJAEP	10-6 Only	9-21 THRU 10-30
12th Grade		
11th Grade		
10th Grade		
9th Grade		
8th Grade		
7th Grade		
6th Grade		
5th Grade		

RED OAK ELEMENTARY - 101	EOY	EOY	EOY	EOY
	CY	2025-26	2024-25	2023-24	2022-23
5th Grade	66	76	83	101	70
4th Grade	88	74	80	72	99
3rd Grade	54	88	81	87	71
2nd Grade	63	64	83	75	89
1st Grade	65	59	59	82	73
Kinder	49	65	55	56	87
Pre-K	28	30	35	37	31
EE	30	30	33	23	19
Total Enrollment	**443**	**486**	**509**	**533**	**539**

Total Absences:	12

Daily ADA	% of Attendance
411.00	97.16
2nd SW ADA	**% of Attendance**
404.86	95.82
Yearly ADA	**% of Attendance**
401.14	96.04

2nd SW ADA Percentage Breakdown		
ROE	10-6 Only	9-21 THRU 10-30
5th Grade	98.48	97.52
4th Grade	97.73	95.97
3rd Grade	100.00	94.61
2nd Grade	93.65	96.39
1st Grade	96.92	95.71
Kinder	97.96	94.99
Pre-K	100.00	94.03
EE	91.67	94.72

WOODEN ELEMENTARY - 102	EOY	EOY	EOY	EOY
	CY	2025-26	2024-25	2023-24	2022-23
5th Grade	90	78	98	89	92
4th Grade	87	85	77	99	76
3rd Grade	66	87	83	69	92
2nd Grade	82	59	89	83	59
1st Grade	63	76	67	95	79
Kinder	76	58	73	60	83
Pre-K	39	40	33	44	28
EE	2	3	3	2	2
Total Enrollment	**505**	**486**	**523**	**541**	**511**

Total Absences:	19

Daily ADA	% of Attendance
466.00	96.38
2nd SW ADA	**% of Attendance**
464.69	96.43
Yearly ADA	**% of Attendance**
462.50	96.64

2nd SW ADA Percentage Breakdown		
HAW	10-6 Only	9-21 THRU 10-30
5th Grade	96.67	96.57
4th Grade	97.70	95.92
3rd Grade	96.97	97.80
2nd Grade	97.56	97.09
1st Grade	93.65	96.83
Kinder	96.05	95.53
Pre-K	92.31	93.01
EE	0.00	0.00

EASTRIDGE ELEMENTARY - 103	EOY	EOY	EOY	EOY
	CY	2025-26	2024-25	2023-24	2022-23
5th Grade	84	100	87	105	87
4th Grade	96	77	101	90	99
3rd Grade	76	97	80	101	77
2nd Grade	70	80	88	82	89
1st Grade	77	66	81	85	80
Kinder	65	71	60	75	71
Pre-K	33	33	29	21	21
EE	3	7	3	6	3
Total Enrollment	**504**	**531**	**529**	**565**	**527**

Total Absences:	21.5

Daily ADA	% of Attendance
462.00	95.55
2nd SW ADA	**% of Attendance**
460.14	95.93
Yearly ADA	**% of Attendance**
458.03	96.34

2nd SW ADA Percentage Breakdown		
EES	10-6 Only	9-21 THRU 10-30
5th Grade	92.86	95.20
4th Grade	96.88	96.82
3rd Grade	96.05	96.41
2nd Grade	95.71	95.94
1st Grade	97.40	95.40
Kinder	95.31	96.25
Pre-K	90.91	93.39
EE	0.00	0.00

SHIELDS ELEMENTARY - 105	CY	EOY 2025-26	EOY 2024-25	EOY 2023-24	EOY 2022-23
5th Grade	105	106	91	84	109
4th Grade	120	105	102	87	83
3rd Grade	93	106	98	100	76
2nd Grade	96	91	88	93	93
1st Grade	93	99	90	87	83
Kinder	85	89	91	82	85
Pre-K	44	37	40	43	44
EE	21	32	46	34	25
Total Enrollment	**657**	**665**	**646**	**610**	**598**

Total Absences:	19.5
Daily ADA	% of Attendance
609.00	96.90
2nd SW ADA	% of Attendance
594.04	94.59
Yearly ADA	% of Attendance
598.09	95.58

2nd SW ADA Percentage Breakdown		
DTS	10-6 Only	9-21 THRU 10-30
5th Grade	97.14	96.88
4th Grade	96.67	95.22
3rd Grade	98.92	95.21
2nd Grade	95.83	95.45
1st Grade	96.77	92.18
Kinder	96.47	93.69
Pre-K	97.73	92.98
EE	91.67	86.36

SCHUPMANN - 107	CY	EOY 2025-26	EOY 2024-25	EOY 2023-24	EOY 2022-23
5th Grade	131	143	130	115	113
4th Grade	118	126	142	125	104
3rd Grade	120	109	114	125	116
2nd Grade	124	110	104	104	121
1st Grade	89	117	105	96	103
Kinder	95	90	108	94	94
Pre-K	58	54	47	66	30
EE	0	2	3	3	5
Total Enrollment	**735**	**751**	**753**	**728**	**686**

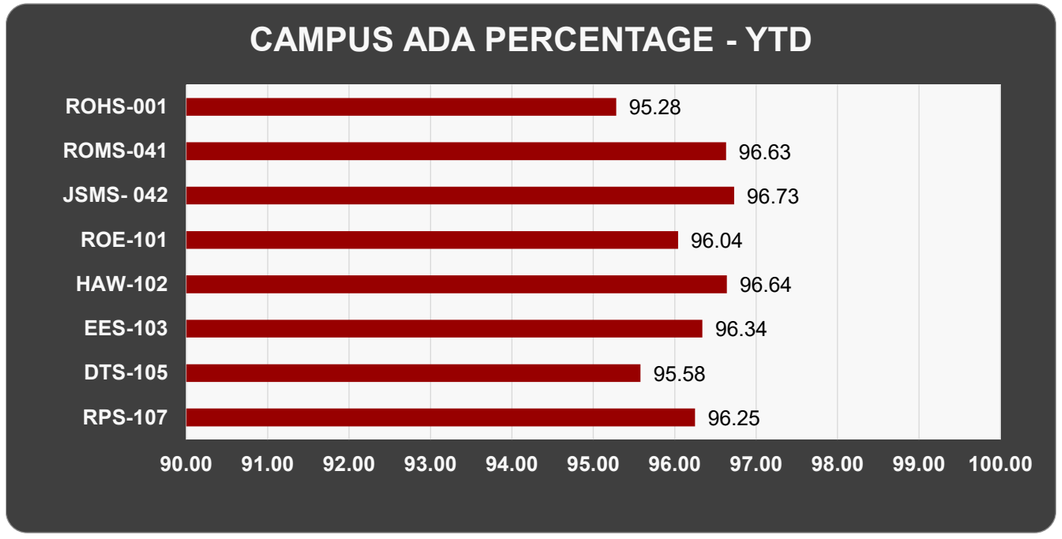
Total Absences:	37.5
Daily ADA	% of Attendance
668.50	94.69
2nd SW ADA	% of Attendance
670.19	95.34
Yearly ADA	% of Attendance
672.77	96.25

2nd SW ADA Percentage Breakdown		
RPS	10-6 Only	9-21 THRU 10-30
5th Grade	93.89	97.02
4th Grade	95.76	95.96
3rd Grade	98.33	95.57
2nd Grade	95.16	94.79
1st Grade	94.38	94.89
Kinder	89.47	93.83
Pre-K	94.83	92.95
EE		

ROISD Enrollment/Grade Level	CY	EOY 2025-26	EOY 2024-25	EOY 2023-24	EOY 2022-23
12th Grade	558	573	525	458	518
11th Grade	532	515	561	506	438
10th Grade	528	583	575	606	508
9th Grade	502	540	597	579	654
8th Grade	487	455	533	552	545
7th Grade	479	495	463	515	518
6th Grade	536	473	501	460	490
5th Grade	476	503	489	494	471
4th Grade	509	467	502	473	461
3rd Grade	409	487	456	482	432
2nd Grade	435	404	452	437	451
1st Grade	387	417	402	445	418
Kinder	370	373	387	367	420
Pre-K	202	194	184	211	154
EE	56	74	88	68	54
Total Enrollment	**6466**	**6553**	**6715**	**6653**	**6532**

Total Absences:	223
Daily ADA	% of Attendance
6092.50	96.10
2nd SW ADA	% of Attendance
6048.27	95.52
Yearly ADA	% of Attendance
6044.32	95.98

ROISD Campus YRLY SUM	CY	EOY 2025-26	EOY 2024-25	EOY 2023-24	EOY 2022-23
ROHS-001	2118	2211	2255	2149	2116
ROMS-041	749	737	1496	1527	1551
JSMS-042	752	686	-	-	-
ROE-101	443	486	509	533	539
HAW-102	505	486	523	541	511
EES-103	504	531	529	565	527
DTS-105	657	665	646	610	598
RPS-107	735	751	753	728	686
Total Enrollment	**6463**	**6553**	**6711**	**6653**	**6528**



YEAR TO DATE	
ROHS-001	95.28
ROMS-041	96.63
JSMS- 042	96.73
ROE-101	96.04
HAW-102	96.64
EES-103	96.34
DTS-105	95.58
RPS-107	96.25

Monthly Financial Report

October 2026

RED OAK ISD-TAX COLLECTIONS

Monthly Tax Collections

As of August 31, 2026

GENERAL FUND

	MONTHLY	YEAR TO DATE	BUDGET	YTD % OF BUDGET
CURRENT TAXES COLLECTED	19,357	111,314	62,667,059	0.18%
DELINQUENT TAX COLLECTED	5,809	3,480	200,000	1.74%
PENALTIES AND INTEREST COLLECTED	8,650	29,797	200,000	14.90%
TOTAL FUNDS COLLECTED	**33,817**	**144,591**	**63,067,059**	**0.23%**

DEBT SERVICE

	MONTHLY	YEAR TO DATE	BUDGET	YTD % OF BUDGET
CURRENT TAXES COLLECTED	9,422	54,179	31,163,840	0.17%
DELINQUENT TAX COLLECTED	2,556	1,061	50,000	2.12%
PENALTIES AND INTEREST COLLECTED	4,082	14,252	30,000	47.51%
TOTAL FUNDS COLLECTED	**16,060**	**69,492**	**31,243,840**	**0.22%**

TOTAL TAX COLLECTIONS	**49,877**	**214,083**	**94,310,899**	0.23%

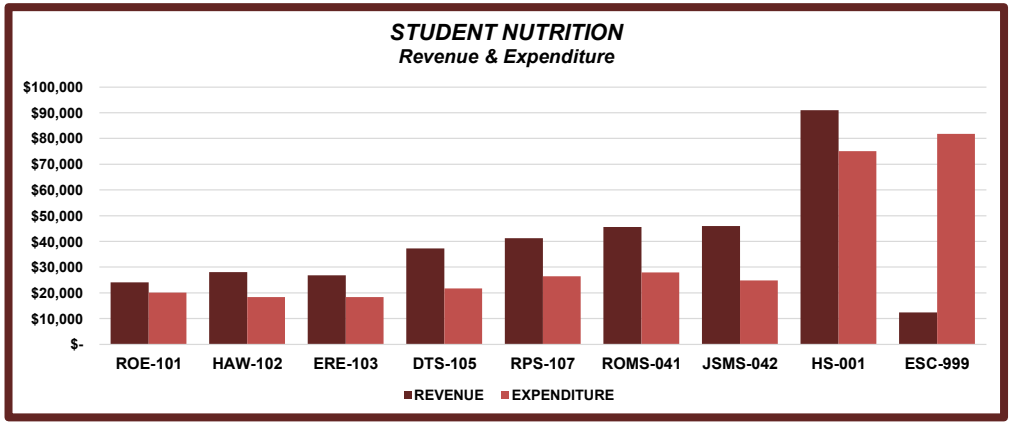
Red Oak ISD - Student Nutrition

Revenue / Expenditure Detail

As of August 31, 2026

	ROE-101	HAW-102	ERE-103	DTS-105	RPS-107	ROMS-041	JSMS-042	HS-001	ESC-999	TOTAL
Average Daily Participation (ADP):										
Breakfast	2,204	1,862	2,367	3,589	3,812	3,533	3,367	4,839		25,573
Lunch	4,105	5,088	4,664	6,233	6,926	8,177	8,315	19,889		63,397
Afterschool	193	325	267	432	524					1,741

	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	$ 1,809	$ 2,467	$ 1,753	$ 2,617	$ 3,180	$ 3,855	$ 4,074	$ 14,685	$ 1,465	$ 35,906	$ 537,682	7%
58xx State Matching	-	-	-	-	-	-	-	-	10,955	$ 10,955	105,000	10%
5921 Federal - Breakfast	5,570	4,706	5,983	9,071	9,636	8,929	8,510	10,193	-	$ 62,599	953,500	7%
5922 Federal - Lunch	16,725	20,844	19,065	25,581	28,480	32,818	33,374	66,112	-	$ 242,999	3,095,000	8%
5923 USDA Commodities	-	-	-	-	-	-	-	-	-	$ -	300,000	0%
5939/49 Other Revenue	-	-	-	-	-	-	-	-	-	$ -	65,250	0%
TOTAL REVENUE	**$ 24,105**	**$ 28,017**	**$ 26,802**	**$ 37,269**	**$ 41,296**	**$ 45,603**	**$ 45,958**	**$ 90,990**	**$ 12,420**	**$ 352,459**	**$ 5,056,432**	**7%**
61xx Payroll	$ 9,735	$ 8,081	$ 7,683	$ 10,208	$ 9,441	$ 12,632	$ 9,660	$ 28,160	$ 46,835	$ 142,434	$ 2,038,432	7%
62xx Contracted Services	645	580	675	675	693	1,024	1,122	1,594	11,540	$ 18,548	78,530	24%
63xx Supplies	9,737	9,697	9,962	10,850	16,255	14,239	14,089	45,276	20,369	$ 150,473	2,786,970	5%
64xx Travel / Miscellaneous	-	-	-	-	-	-	-	-	3,051	$ 3,051	25,500	12%
66xx Capital Outlay	-	-	-	-	-	-	-	-	-	$ -	127,000	0%
TOTAL EXPENDITURES	**$ 20,117**	**$ 18,357**	**$ 18,320**	**$ 21,733**	**$ 26,389**	**$ 27,895**	**$ 24,870**	**$ 75,030**	**$ 81,795**	**$ 314,505**	**$ 5,056,432**	**6%**
Other Sources (Uses)												
Operating Transfers In												
Revenue Over (Under) Expenditures	**$ 3,988**	**$ 9,660**	**$ 8,482**	**$ 15,536**	**$ 14,907**	**$ 17,708**	**$ 21,088**	**$ 15,960**	**$ (69,375)**	**$ 37,954**	**$ -**	



Red Oak ISD - Debt Service Fund

Revenue / Expenditure Detail

As of August 31, 2026

		Budget	YTD Actuals	Outstanding Encumbrances	Balance	% Expended to Budget
Revenues						
57xx	Local	$ 31,543,840	$ 381,136	$ -	$ 31,162,704	1.21%
58xx	State	1,367,036	-	-	1,367,036	0.00%
79xx	Bond Premium		-		-	
	TOTAL	**$ 32,910,876**	**$ 381,136**	**$ -**	**$ 32,529,740**	**1.16%**
Expenditures						
71	Debt Service	$ 34,147,555	8,356,819	$ -	$ 25,790,736	24.47%
	TOTAL	**$ 34,147,555**	**$ 8,356,819**	**$ -**	**$ 25,790,736**	**24.47%**
	Revenue Over (Under) Expenditures	**$ (1,236,679)**	**$ (7,975,683)**	**$ -**	**$ 6,739,004**	

Red Oak ISD - General Fund

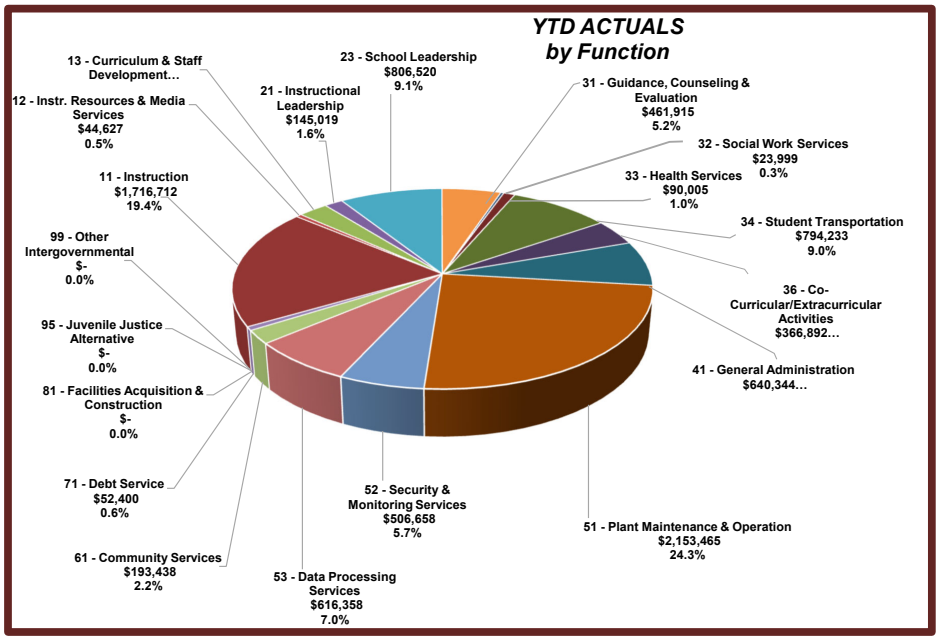
Revenue/Expenditure Detail

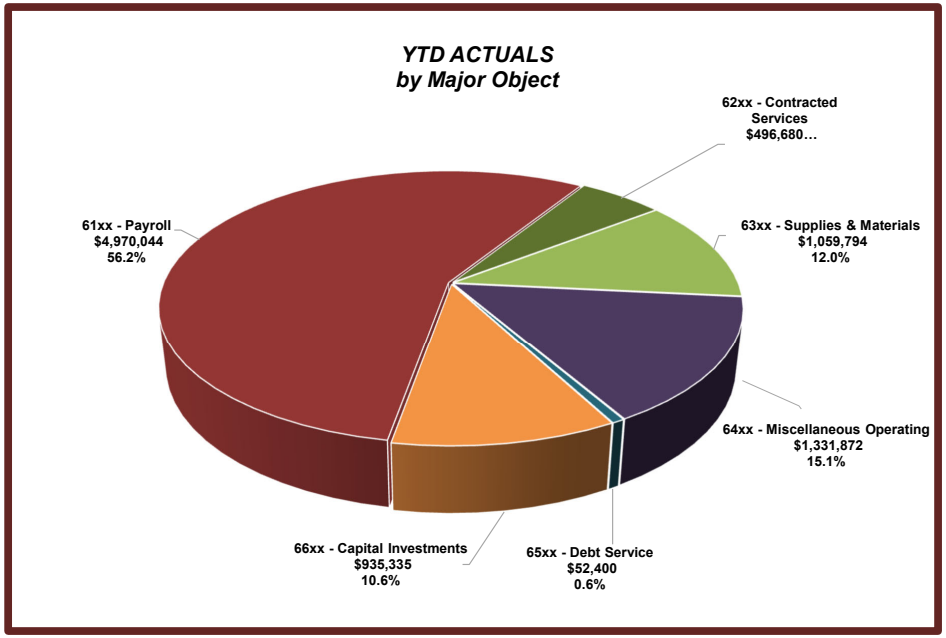
As of August 31, 2026

		Amended Budget	2026-2027 YTD Actual	Outstanding Encumbrances	Balance	% Expended to Budget	2025-2026 YTD Actual Unaudited	YTD Actuals Variance
Revenues								
57xx	Local	$ 65,833,559	$ 397,924	$ -	$ 65,435,635	0.60%	$ 403,631	$ (5,707)
58xx	State	17,693,652	760,069	-	16,933,583	4.30%	652,058	108,011
59xx	Federal	850,000	13,627	-	836,373	1.60%	114,283	(100,656)
79xx	Non Operating Revenue							
	TOTAL	**$ 84,377,211**	**$ 1,171,620**	**$ -**	**$ 83,205,591**	**1%**	**$ 1,169,972**	**$ 1,648**
Expenditures								
11	Instruction	$ 42,410,629	$ 1,716,712	$ 411,503	$ 40,282,414	5.02%	$ 1,387,569	$ 329,143
12	Instr. Resources & Media Services	743,459	44,627	43,714	655,118	11.88%	76,902	(32,276)
13	Curriculum & Staff Development	2,566,609	233,539	20,717	2,312,353	9.91%	201,222	32,317
21	Instructional Leadership	1,028,391	145,019	8,229	875,143	14.90%	137,585	7,434
23	School Leadership	5,588,852	806,520	17,636	4,764,696	14.75%	761,919	44,601
31	Guidance, Counseling & Evaluation	4,394,799	461,915	84,037	3,848,848	12.42%	402,392	59,523
32	Social Work Services	132,497	23,999	-	108,498	18.11%	21,466	2,533
33	Health Services	1,003,643	90,005	1,184	912,454	9.09%	89,362	643
34	Student Transportation	3,593,777	794,233	161,844	2,637,700	26.60%	733,698	60,535
36	Co-Curricular/Extracurricular Activities	2,892,115	366,892	179,751	2,345,472	18.90%	359,021	7,871
41	General Administration	3,365,001	640,344	159,832	2,564,825	23.78%	576,072	64,272
51	Plant Maintenance & Operation	8,640,290	2,153,465	2,234,418	4,252,407	50.78%	1,910,256	243,209
52	Security & Monitoring Services	2,374,696	506,658	33,071	1,834,967	22.73%	92,526	414,132
53	Data Processing Services	2,346,655	616,358	240,395	1,489,902	36.51%	589,364	26,994
61	Community Services	2,045,298	193,438	8,465	1,843,395	9.87%	188,871	4,567
71	Debt Service	450,500	52,400	-	398,100	11.63%	59,000	(6,600)
81	Facilities Acquisition & Construction	-	-	-	-	0.00%	-	-
95	Juvenile Justice Alternative	50,000	-	-	50,000	0.00%	-	-
99	Other Intergovernmental	750,000	-	500,264	249,736	66.70%	445,936	(445,936)
	TOTAL	**$ 84,377,211**	**$ 8,846,125**	**$ 4,105,059**	**$ 71,426,028**	**15%**	**$ 8,033,160**	**$ 812,965**
Other Resources/(Uses)								
	Sale of Property	$ 0	$ -	$ -	$ -	0.00%	$ -	$ -
		$ 0	**$ -**	**$ -**	**$ 0**	**0%**	**$ -**	$ -
	Revenue Over (Under) Expenditures	**$ 0**	**$ (7,674,504)**	**$ (4,105,059)**	**$ 11,779,563**		**$ (6,863,188)**	**$ (811,317)**

*The District reports on the modified accrual basis.

Red Oak ISD - General Fund
Revenue / Expenditure Detail
As of August 31, 2026

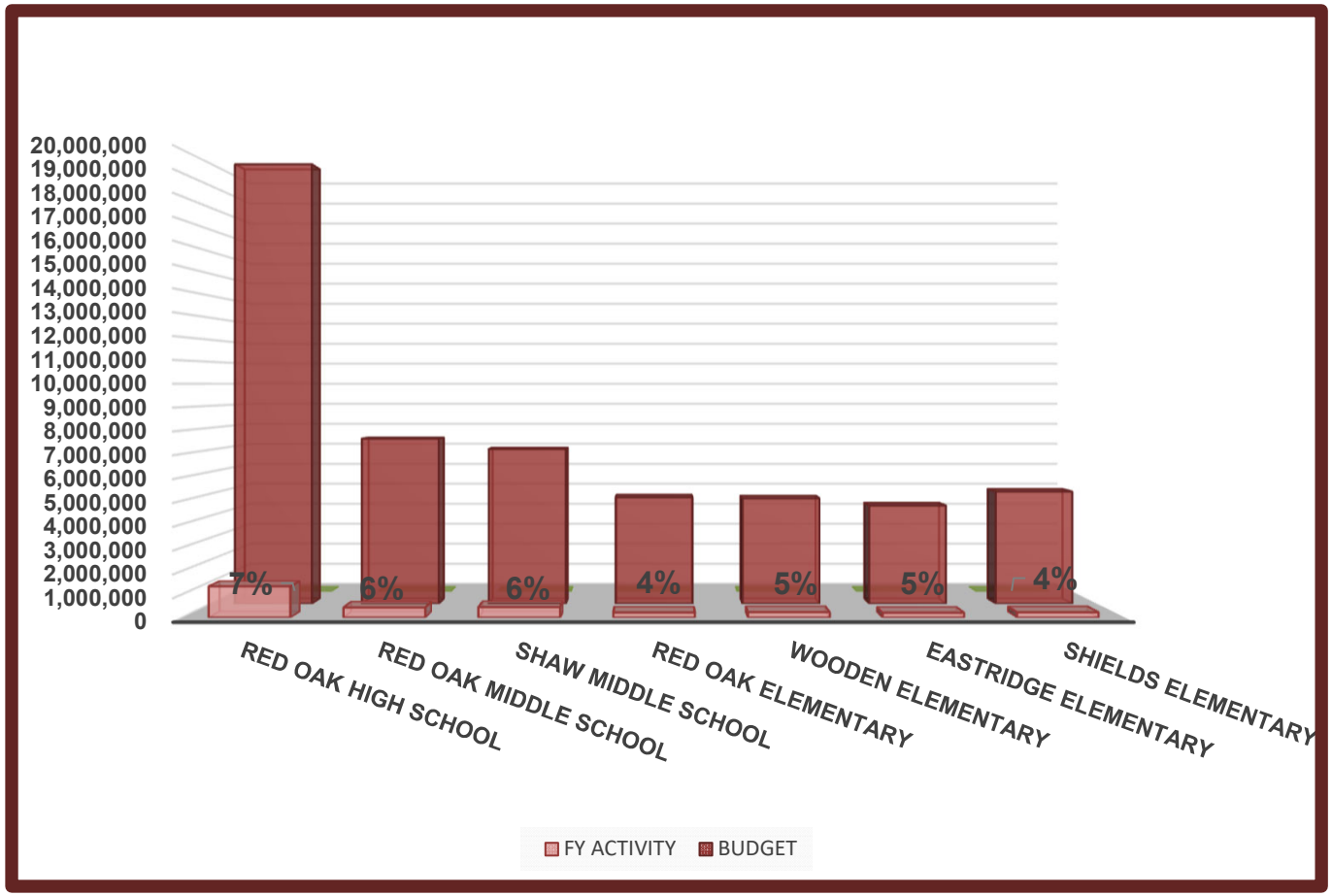




Red Oak ISD - General Fund

Comparison by Campus

As of August 31, 2026



Red Oak Independent School District

Government Investment Pools

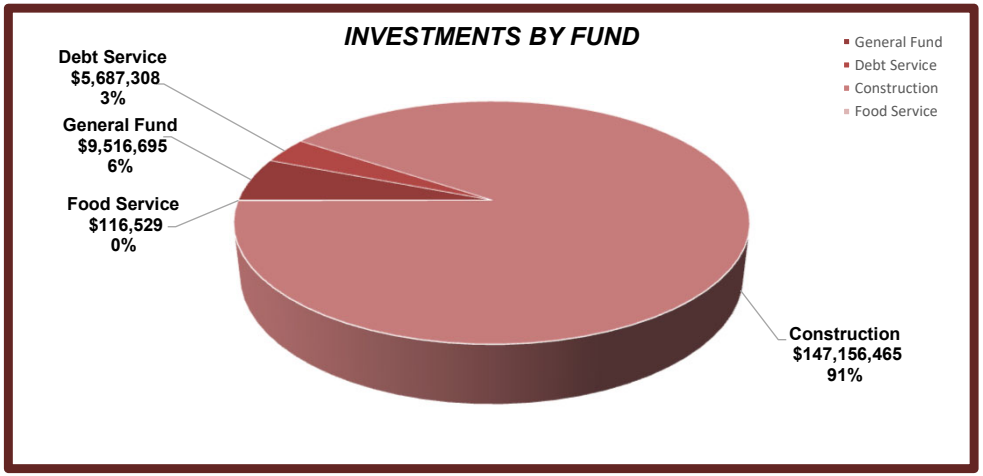
As of month ending August 31, 2026

INVESTMENT POOL ACCOUNTS	BEGINNING BALANCE 08/01/2026	DEPOSITS	WITHDRAWALS	INTEREST FOR August	ENDING BALANCE 08/31/2026	INTEREST RATE	INTEREST YEAR TO DATE
TEXSTAR							
General Fund	$ 11,648.02	$ -	$ -	36.18	$ 11,684.20	3.6561%	$ 71.89
Construction	883.08	-	-	2.77	$ 885.85	3.6561%	5.52
	$ 12,531.10			$ 38.95	**$ 12,570.05**		
TEXPOOL							
General Fund	4,652.68	-	-	14.57	4,667.25	0.0000%	14.41
	4,652.68			14.57	**4,667.25**		
PTMA Financial Solutions							
UMB-Bond 2025	103,197,705.63	-	1,825.37	81,119.39	103,276,999.65	3.00 - 4.50%	372,779.45
UMB Bond 2026		35,000,000.00		18,443.64	35,018,443.64	3.00 - 4.50%	18,443.64
	103,197,705.63	35,000,000.00	1,825.37	99,563.03	**138,295,443.29**		
FIRST PUBLIC-GOV.OVERNIGHT							
General Fund	12,719,862.91	4,966,561.34	8,216,023.13	29,942.15	9,500,343.27	3.8600%	72,246.17
Debt Service	13,422,466.55	74,121.00	7,836,643.75	27,363.80	5,687,307.60	3.8600%	70,739.97
Construction	629,209.05	-	-	1,956.06	631,165.11	3.6600%	4,593.78
Food Service	382,066.81	-	266,156.00	618.34	116,529.15	3.6600%	1,783.12
	27,153,605.32			59,880.35	**15,935,345.13**		
LOGIC INVESTMENTS							
BOND 2025	46,318,783.25	-	9,311,864.67	143,664.70	37,150,583.28	3.81	321,220.29
BOND 2026	40,989,745.66	-	35,000,000.00	107,085.11	6,096,830.77	3.81	183,830.77
	87,308,528.91	-		250,749.81	**43,247,414.05**		
TOTAL INVESTMENT POOLS	**$ 217,677,024**	**$ 75,040,682**	**$ 60,634,338**	**$ 410,246.71**	**$ 197,495,440**		**$ 1,045,729**

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)
Lavina Straley
Finance Coordinator



Questions

Bill Johnston
Chief Financial Officer

972-617-4005
bill.johnston@redoakisd.org

Lavina Straley
Finance Coordinator
972-617-4163
lavina.straley@redoakisd.org