

Red Oak Independent School District



2025-2026 District Improvement Plan

Mission Statement

The Mission of Red Oak ISD:

4 Talons of the Hawk

Exhibits Academic Readiness: 1% Better Daily & Love Tough

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

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

Leaves a Legacy Through Service: "We Before Me"

Vision

The Vision of Red Oak ISD:

"Realizing Our Individual Students' Dreams"

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Comprehensive Needs Assessment

Demographics

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 5A 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.

2024–2025 Student Enrollment Snapshot

- **Total Enrollment:** 6,620 students

Enrollment by Race/Ethnicity:

| Group | Percentage |
|-------------------|------------|
| African American | 38.84% |
| Hispanic | 41.54% |
| White | 14.97% |
| Two or More Races | 3.55% |
| Asian | 0.73% |
| American Indian | 0.24% |
| Pacific Islander | 0.09% |

Enrollment by Student Type:

| Category | Percentage |
|--------------------------------------|------------|
| Economically Disadvantaged | 43.70% |
| Emergent Bilingual | 15.35% |
| Receiving Special Education Services | 19.15% |

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



Over the past several academic years, Red Oak ISD has seen a steady rise in the number of students identified as eligible for special education services. This growing demand places increased pressure on staffing, resources, and instructional support systems across the district.

The expansion of eligibility criteria and diagnostic parameters for special education has led to a broader identification of student needs. As a result, more students are being classified under special education categories, contributing to the upward trend in service demand.

 = Priority

Student Learning

Summary

In 2025, Red Oak ISD received a C rating.

- District Overall Score: 77
- District Student Achievement: 73
- District School Progress: 75
- District Closing the Gaps: 80

Strengths

Wooden Elementary has a scale score of 87 in Academic Growth in Reading and Math and a scale score of 91 for Closing the Gap.

Shields Elementary has a scale score of 86 in Academic Growth in Reading and Math and a scale score of 84 for Closing the Gap.

Problem Statements Identifying Student Learning Needs

| | Problem Statement | Root Cause |
|--------|---|--|
| 1 ★ | Red Oak Middle School is identified for Additional Targeted Support and Improvement (2024 Federal Accountability). | There is a need to provide students with rigorous on grade level assignments to support growth and have each sub population to meet the ESSA target score. |
| 2 ★ | Middle School students are currently underperforming in comparison to state standards for student academic growth. | The need for targeted instructional support, data-driven interventions, and professional development to equip educators with effective strategies for accelerating student learning. |
| 3 | TEA Results Driven Accountability (RDA) intervention plans are required because of the Red Oak ISD Discipline Removal Rate. | The following RDA Performance Levels (PL) require intervention plans: Special Education Total Disciplinary Removal Rate. Initiatives and training are needed for staff and administrators on various discipline strategies for all student groups. |

★ = Priority

District Processes & Programs

Summary

Red Oak ISD addresses behavioral and social-emotional needs through a combination of campus, classroom and administrative support. Building relationships with students is a high priority. The greatest number of office referrals are for tardies and dress code violations.

Red Oak ISD students are enrolled in a variety of programs. Emergent Bilingual students represent 14% of the student body. 79.4% of students in grades 9-12 have taken a Career and Technical Education course. Students enrolled in the Gifted and Talented program represent 5.8% of all students across the district. 16.7% of students are in Special Education.

Strengths

ROISD strengths include a committed investment in the development of students' interpersonal skills from all stakeholders. Further, an increase in the number of students participating in the Emergent Bilingual indicates a more linguistical student body and wider community.

Problem Statements Identifying District Processes & Programs Needs

| Problem Statement | Root Cause |
|---|--|
| <p data-bbox="152 327 204 478">1 ★</p> <p data-bbox="272 319 850 411">Indicators show Tier 1 instruction is not meeting the rigorous standard of STAAR and the materials were not being vetted.</p> | <p data-bbox="902 319 1481 443">After COVID and changes in campus and curriculum leadership, lessons and instruction were not vetted due to multiple resources teachers received access to during COVID.</p> |

★ = Priority

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.

- In the 2022–2023 school year, our volunteers contributed 10,084 hours.
- In 2023–2024, that number rose to 11,888 hours.
- And in 2024–2025, we've reached an incredible 15,015 hours.

These 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

Our community deeply values the dedication it takes to educate and uplift our students. This shared commitment was powerfully demonstrated through the passage of a bond to build a new middle school—an investment aimed at enhancing the learning environment and creating more opportunities for student growth.

Beyond financial support, our community continues to show up in meaningful ways. From volunteering time on campuses to actively participating in district initiatives, their involvement reflects a strong belief in the academic and personal development of every student.

This trust and support have been further affirmed through the approval of multiple bonds, which have funded transformative projects including a new Career and Technical Education (CTE) building, a new elementary school, and upgrades to ensure all elementary playgrounds meet ADA compliance standards.

Together, we are building a future where every student has the tools, spaces, and support they need to thrive.

Problem Statements Identifying Perceptions Needs

Problem Statement


Root Cause

1

The middle school had the least amount of volunteer hours.

The community not aware of all of the opportunities that exists to provide support.

 = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Indicators show Tier 1 instruction is not meeting the rigorous standard of STAAR and the materials were not being vetted.

After COVID and changes in campus and curriculum leadership, lessons and instruction were not vetted due to multiple resources teachers received access to during COVID.

2
★

Middle School students are currently underperforming in comparison to state standards for student academic growth.

The need for targeted instructional support, data-driven interventions, and professional development to equip educators with effective strategies for accelerating student learning.

3
★

Red Oak Middle School is identified for Additional Targeted Support and Improvement (2024 Federal Accountability).

There is a need to provide students with rigorous on grade level assignments to support growth and have each sub population to meet the ESSA target score.

4
★

Over the past several academic years, Red Oak ISD has seen a steady rise in the number of students identified as eligible for special education services. This growing demand places increased pressure on staffing, resources, and instructional support systems across the district.

The expansion of eligibility criteria and diagnostic parameters for special education has led to a broader identification of student needs. As a result, more students are being classified under special education categories, contributing to the upward trend in service demand.

★ = 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
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Local benchmark or common assessments data

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

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



Goals

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

Performance Objective 1

Develop students who are college, career, and military ready that possess the academic skills for post-secondary success [TEC 11.252(a)(3)(G)].

Evaluation Data Source: Pathways Offered, SAT Projected Proficiency (5th-8th), PSAT/SAT scores 8th/11th grade, Enrollment, Dual Credit passing rate

Strategy 1

Provide College Readiness Assessment Preparation Opportunities

Evidence that Demonstrates Success: Increase in the percentage of students passing dual credit courses

Staff Responsible for Monitoring: ROHS Principal
ROHS Associate Principal
ROHS Assistant Principals
ROHS College and Career Coordinator
ROHS Counselors
Director of Curriculum and Instruction
Chief of Secondary Schools and Programs

Formative Reviews

Moderate Progress

December

Considerable Progress

February

April

June

Strategy 2

Provide students, teachers, parents and counselors information about higher education admissions and financial aid opportunities (such as TEXAS and TEACH for TEXAS grant programs), the need for students to make informed curriculum choices through academic advisement, and sources of information on higher education admissions and financial aid [TEC 11.252(a)(4)(A-C)].

Evidence that Demonstrates Success: College & Career Counselor program records

Staff Responsible for Monitoring: Director of Counseling and Family Services
ROHS College and Career Readiness Coordinator
Counselors
Student Support Specialist

Formative Reviews

Some Progress

December

Moderate Progress

February

April

June

Strategy 3

Execute drop out reduction through the Hawks Success program [TEC 11.255(a)(3)(C)]

Evidence that Demonstrates Success: Drop out records, campus information related to graduation rates

Staff Responsible for Monitoring: ROHS Principal
ROHS Associate Principal

Formative Reviews

Some Progress

December

Moderate Progress

February

April

June

Strategy 4

Utilize Title III funds to supplement the available resources for advancing the academic achievement of Emergent Bilingual students. Rosetta Stone, Soluciones Grades K-2, and ELlevation Strategies.

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: Administrators
Teachers
Executive Director of Specialized Learning
Assistant Director of Federal Programs

Funding Sources: 263 Title III,

Formative Reviews

Moderate Progress

December

Considerable Progress

February

April

June

Strategy 5

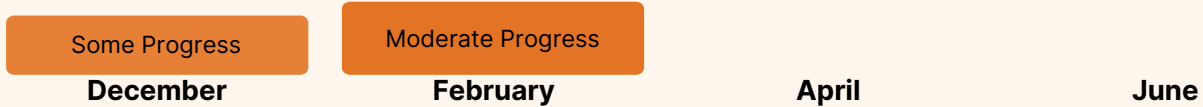
Provide students the opportunity to explore a variety of career opportunities to build interest and explore strengths through the use of the Defined Career software program.

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

Formative Reviews



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, Suite 360 Data, Training Records

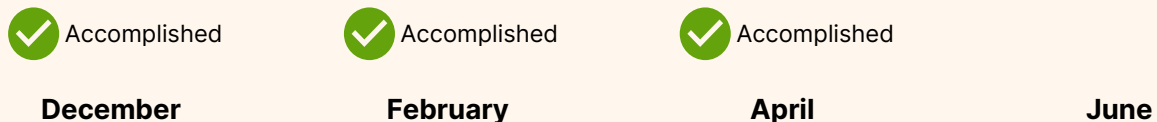
Strategy 1

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

Formative Reviews



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.
Suite 360 reports
Discipline referral reduction

Staff Responsible for Monitoring: PK-8 Counselors
Director of Counseling and Family Services
Student Support Specialist

Formative Reviews

Moderate Progress

December

Considerable Progress

February

April

June

Strategy 3

Make Family Resource Center in conjunction with HelpMeGrowNorthTexas.org and HelpMeThriveNorthTexas.org 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

Considerable Progress

December



Accomplished

February



Accomplished

April

June

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

Some Progress

December



Accomplished

February



Accomplished

April

June


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

 Accomplished

 Accomplished

 Accomplished

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

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

Formative Reviews

Moderate Progress

Considerable Progress

December

February

April

June

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

Moderate Progress

December

Considerable Progress

February

April

June

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

Some Progress

December

Considerable Progress

February

April

June

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

Some Progress

December

Moderate Progress

February

April

June

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

Moderate Progress

December

Considerable Progress

February

April

June

Strategy 6

Elementary students will receive Gifted and Talented (GT) pullout instruction at the elementary campuses.

Evidence that Demonstrates Success: Campus schedule with pullout times denoted.

Staff Responsible for Monitoring: Elementary Principals
Assessment Coordinator
GT Teacher

Formative Reviews

Moderate Progress

December

✓ Accomplished

February

✓ Accomplished

April

June

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
Assessment Coordinator


Formative Reviews

Moderate Progress

December

 Accomplished

February

 Accomplished

April

June

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

Moderate Progress

December

 Accomplished

February

 Accomplished

April

June

Performance Objective 4 HB3 Goal

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

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

Strategy 1

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 Academic Officer
Director of Curriculum and Instruction
Elementary ELAR Program Coordinator
Elementary Campus Principals
Elementary ELAR Instructional Coaches

Formative Reviews

Some Progress

Some Progress

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 Academic Officer
 Director of Curriculum and Instruction
 Elementary Math Program Coordinator
 Elementary Campus Principals
 Elementary Math Instructional Coaches

Formative Reviews

Some Progress

December

Some Progress

February

April

June

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.

Staff Responsible for Monitoring: Chief of Secondary Secondary Schools and Programs
 Director of Curriculum and Instruction
 ROHS Principal
 ROHS Associate Principal
 ROHS College and Career Coordinator
 ROHS Counselors

Formative Reviews

Some Progress

December

Moderate Progress

February

April

June

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 Academic Officer
 Director of Curriculum and Instruction
 Curriculum Coordinators

Formative Reviews

Moderate Progress

December

Considerable Progress

February

April

June

Strategy 5

Title I funds will be utilized to provide additional academic support at the elementary campuses for increased student growth.

Evidence that Demonstrates Success: Instructional Coach Logs
Support Staff schedules

Staff Responsible for Monitoring: Campus Administrators
Instructional Coaches

Formative Reviews

Considerable Progress

December



Accomplished

February



Accomplished

April

June

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 Academic Officer
Executive Director of Specialized Learning

Formative Reviews

Moderate Progress

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Moderate Progress

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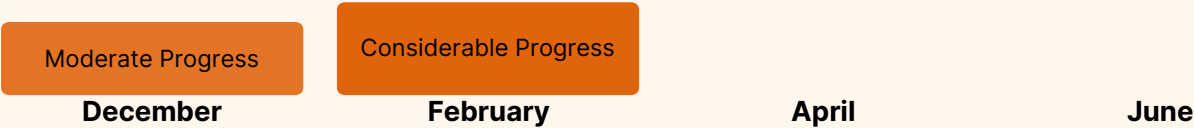
Strategy 2

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: Assessment Coordinator

Formative Reviews



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



Accomplished

December



Accomplished

February



Accomplished

April

June

Strategy 2

Maintain a competitive salary structure.

Evidence that Demonstrates Success: By 2026, ROISD salary/wage for teachers will rank in the top 10% of our comparison group.

Staff Responsible for Monitoring: Chief Financial Officer
Deputy Superintendent

Formative Reviews

Considerable Progress

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Considerable Progress

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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

Some Progress

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Moderate Progress

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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 Academic Officer

Curriculum Coordinator

Formative Reviews

Some Progress

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Moderate Progress

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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

Develop team-building strategy ideas that will promote staff retention within the district.

Evidence that Demonstrates Success: Team-Building Strategy Ideas

Training Sign-in Sheets

Staff Responsible for Monitoring: Deputy Superintendent

Chief Communications Officer

Formative Reviews

Some Progress

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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

Develop a 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

 Accomplished

December

 Accomplished

February

 Accomplished

April

June

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

Some Progress

December

Moderate Progress

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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. Each fall receive an A rating on the Schools FIRST report.

Staff Responsible for Monitoring: Chief Financial Officer

Formative Reviews

Considerable Progress

December



Accomplished

February



Accomplished

April

June

Strategy 2

Explore new revenue streams through grants and donations.

Evidence that Demonstrates Success: To support the District's applying for and effectively implement Federal, State and other grants to address the District's educational objectives.; allocation of funds to campuses/departments

Staff Responsible for Monitoring: Chief Financial Officer

Director of Accounting
Director of Purchasing
Finance Coordinator
Director of Grants

Formative Reviews

Moderate Progress

December

Considerable Progress

February

April

June

Strategy 3

Ensure fiscal compliance with federal awards through a district wide Financial Coordinator

Evidence that Demonstrates Success: Effective use of federal funding

Staff Responsible for Monitoring: Chief Financial Officer
Finance Coordinator
Director of Grants

Funding Sources: 211 Title I,

Formative Reviews

Moderate Progress

December

Considerable Progress

February

April

June

Performance Objective 2

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

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 TASBO, GFOA and ASBO sharing that the award has been granted, Review campus/department's weekly budget report and provide monthly financial reports to the Board. Reports on the conclusion of the cash flow audit are provided to the appropriate administration each year. Review each campus/department's procurement items to ensure that they follow the Procurement Guidelines. Establish quarterly meetings during the development phase and then each year review the comprehensive Capital Needs report during the budget development process.

Strategy 1

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

Considerable Progress

December

Considerable Progress

February

April

June

Strategy 2

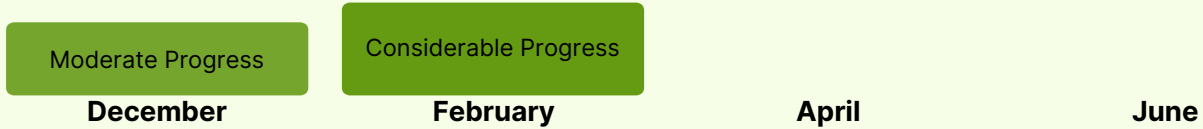
The Budget Development process will demonstrate the District's transparency, integrity and

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



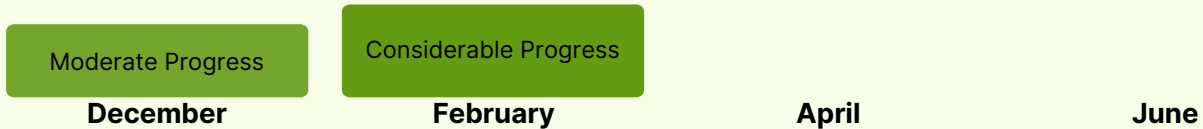
Strategy 3

Monthly individual Budget reviews to ensure meeting budget guidelines and student focus as well as quarterly cash audits for all campuses/departments that manage cash.

Evidence that Demonstrates Success: Ensure appropriate current-year spending, District's procurement processes are followed, and Budget Manager monitors budgets. Ensure all campuses follow the District's Financial Procedures related to cash flow.

Staff Responsible for Monitoring: Chief Financial Officer
Director of Accounting
Director of Purchasing
Finance Coordinator

Formative Reviews



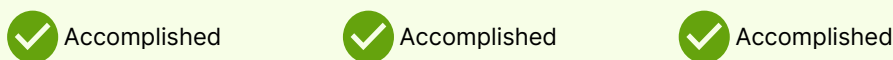
Strategy 4

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



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

Moderate Progress

December

Moderate Progress

February

April

June

Performance Objective 3

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

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. Successfully sharing of information and trainings 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

Formative Reviews

Moderate Progress

December

Considerable Progress

February

April

June

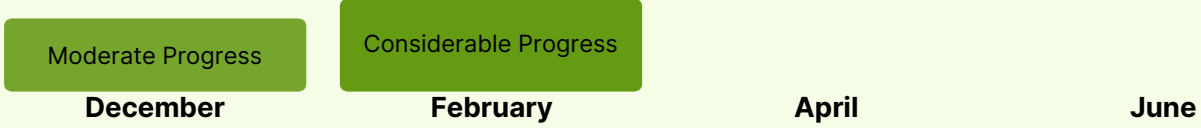
Strategy 2

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.

Staff Responsible for Monitoring: Chief Financial Officer
Chief Communications Officer

Formative Reviews



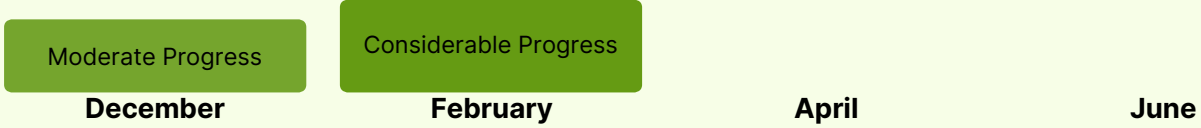
Strategy 3

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.

Staff Responsible for Monitoring: Chief Financial Officer

Formative Reviews



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

Formative Reviews

Moderate Progress

December

Considerable Progress

February

April

June

Strategy 2

Complete construction of second middle school.

Evidence that Demonstrates Success: additional space for grades 6-8 with a 1,200 student capacity and 188,000 square feet

Staff Responsible for Monitoring: Executive Director of Support Services
Chief Financial Officer
Superintendent

Formative Reviews



Accomplished

December



Accomplished

February



Accomplished

April

June

Strategy 3

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

Moderate Progress

December

Considerable Progress

February

April

June

Performance Objective 2

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

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 2025.

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

Moderate Progress

December

Considerable Progress

February

April

June

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

Formative Reviews

Moderate Progress

December

Considerable Progress

February

April

June

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: ROISD Chief of Police
Campus Administration

Formative Reviews



Accomplished

December



Accomplished

February



Accomplished

April

June

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: ROISD Chief of Police
Campus Administration

Formative Reviews

Moderate Progress

December



Accomplished

February



Accomplished

April

June

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: ROISD Chief of Police

Formative Reviews

Moderate Progress

December

Considerable Progress

February

April

June

Performance Objective 3

Attempt to have 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 Academics Officer
Campus Principals

Formative Reviews

Moderate Progress

December

Considerable Progress

February

April

June

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 Operations Officer
Chief Academics Officer
Campus Principals
Director of Athletics
Director of Career and Technical Education
Executive Director of Specialized Learning
Director of Fine Arts

Formative Reviews

Moderate Progress

Considerable Progress

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: Baseline of tools, then re-measure of usage; review parent contact information each semester to reduce bounces

Strategy 1

Provide resources for the campus newsletters and utilize the weekly District Newsletter for information, repost online for access.

Evidence that Demonstrates Success: Create graphics files and easy-to-use content each month. Master plan for social media, reels, and video production.

Staff Responsible for Monitoring: Chief Communication Officer

Formative Reviews

Moderate Progress

December



Accomplished

February



Accomplished

April

June

Strategy 2

Enhance web presence.

Evidence that Demonstrates Success: Update web presence and dedicated staff member for the new site launch.

Enhance training of campus webmasters and administrators.

Staff Responsible for Monitoring: Chief Communication Officer

Formative Reviews

Considerable Progress

December



Accomplished

February



Accomplished

April

June

Performance Objective 2

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

Strategy 1

Develop with the Principals and communicate an annual engagement plan.

Evidence that Demonstrates Success: Outline the calendar of events and engagement opportunities each month.

Encourage all to participate in one group, club, event, or activity per semester.

Staff Responsible for Monitoring: Chief Communication Officer

Formative Reviews

Some Progress

December

Moderate Progress

February

April

June

Strategy 2

Develop with the Principals an annual volunteer recruitment plan.

Evidence that Demonstrates Success: Create a roadmap for campus volunteer opportunities. Encourage parents to volunteer once a semester at their school.

Staff Responsible for Monitoring: Volunteer Coordinator

Formative Reviews

Some Progress

December

Moderate Progress

February

April

June



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 Signature of Assurance



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 | \$664,735.00 |
| | | | | +/- Difference | \$664,735.00 |

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 Title II

| Goal | Performance Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------------------|----------|------------------|------------------------------------|---------------------|
| 1 | 3 | 3 | | -- | \$0.00 |
| | | | | Sub-Total | \$0.00 |
| | | | | Budgeted Fund Source Amount | \$164,958.00 |
| | | | | +/- Difference | \$164,958.00 |

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 | \$83,011.00 |
| | | | | +/- Difference | \$83,011.00 |

289 Title IV

| Goal | Performance Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------------------|----------|------------------|------------------------------------|--------------------|
| | | | | -- | \$0.00 |
| | | | | Sub-Total | \$0.00 |
| | | | | Budgeted Fund Source Amount | \$50,236.00 |
| | | | | +/- Difference | \$50,236.00 |

282 ESSER III

| Goal | Performance Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------------------|----------|------------------|------------------------------------|-----------------------|
| | | | | -- | \$0.00 |
| | | | | Sub-Total | \$0.00 |
| | | | | Budgeted Fund Source Amount | \$1,419,567.00 |
| | | | | +/- Difference | \$1,419,567.00 |

429 Strong Foundations

| Goal | Performance Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------------------|----------|------------------|------------------------------------|---------------------|
| | | | | -- | \$0.00 |
| | | | | Sub-Total | \$0.00 |
| | | | | Budgeted Fund Source Amount | \$200,000.00 |
| | | | | +/- Difference | \$200,000.00 |



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

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