

# Red Oak Independent School District



## Red Oak High School

Accountability Rating: B

Distinction Designation:

Top 25 Percent: Comparative Academic Growth

## 2025-2026 Campus Improvement Plan

# Mission Statement

**The Mission of Red Oak ISD:**

**4 Talons of the Hawk**

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

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

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

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

# Vision

**The Vision of Red Oak ISD:**

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

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# Comprehensive Needs Assessment

# Demographics

## Summary

### Student Enrollment

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Total Students	1,960	1,960	2,019	2,160	2,163	2,296
Female	962	968	984	1,063	1,034	1,064
Male	998	992	1,035	1,097	1,129	1,232
Grade 9	548	489	587	692	595	625
Grade 10	504	538	448	516	626	574
Grade 11	442	495	504	445	499	588
Grade 12	466	438	480	507	443	509

### Student Demographics

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
African American	30.4%	31.4%	34.1%	37.50%	36.1%
Hispanic	33.7%	35.5%	35.7%	36.30%	40.1%
White	32.2%	29.3%	25.8%	21.10%	18.7%
American Indian	0.7%	0.6%	0.4%	0.40%	0.2%
Asian	0.9%	0.7%	1.0%	1.00%	1.0%
Pacific Islander	0.1%	0.1%	0.0%	0.00%	0.1%
Two or More Races	2.0%	2.4%	3.0%	3.70%	3.8%

### Student Profile - Special Programs

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Economically Disadvantaged	40.0%	40.6%	46.0%	54.5%	57.6%
Section 504	8.5%	9.5%	9.7%	10.3%	10.9%
EB Students	7.9%	7.7%	9.4%	10.6%	11.4%
At-Risk	43.6%	42.0%	52.4%	52.5%	53.4%
Gifted and Talented	8.6%	8.1%	7.3%	6.5%	5.0%
Special Education	12.0%	12.2%	12.0%	11.2%	11.1%
Mobility (for the prior year)	9.9%	9.6%	10.9%	11.8%	11.3%

## Student Profile: Attendance

2018 - 2019 - 95.87%

2019 - 2020 - 95.81%

2020 - 2021 - 96.50% COVID Year

2021 - 2022 - 91.48%

2022 - 2023 - 94.04%

2023 - 2024 - 93.70%

2024 - 2025 - 93.77%

### College, CDareer, and Military Readiness (CCMR)

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
CCMR	55.7%	64.8%	59.1%	55.1%	72.0%

### 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

- CCMR has increase substantially over the last two years.
- 401 students earned Industry Based Certifications during the 2024-2025 school year.
- 85% student participation in Career and Technical Education programs.
- Majority of our ELAR teachers are ESL certified.

# Problem Statements Identifying Demographics Needs

## Problem Statement

## 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 2025

	ROHS	Region 10	State		ROHS	Region 10	State
	English I				Algebra I		
Approaches	70	68	66	Approaches	83	78	76
Meets	49	54	51	Meets	48	50	47
Masters	10	18	16	Masters	25	32	29
	English II				Biology		
Approaches	68	71	71	Approaches	92	90	91
Meets	49	57	56	Meets	58	63	62
Masters	5	10	8	Masters	12	23	21
					US History		
				Approaches	94	95	94
				Meets	54	70	68
				Masters	26	41	37

### STAAR Progress Data (2022-2024):

	2021-2022			2022-2023			2023-2024			2024-2025		
	Approaches or Above	Meets or Above	Masters	Approaches or Above	Meets or Above	Masters	Approaches or Above	Meets or Above	Masters	Approaches or Above	Meets or Above	Masters
English I	66%	43%	7%	71%	48%	9%	67%	41%	11%	70%	49%	10%
Algebra I	69%	38%	18%	78%	31%	9%	76%	35%	15%	83%	48%	25%
Biology	82%	54%	18%	86%	47%	14%	90%	47%	13%	92%	58%	12%
English II	75%	56%	8%	78%	56%	7%	71%	52%	6%	68%	49%	5%
US History	84%	60%	33%	90%	64%	31%	96%	63%	31%	94%	54%	26%

### ROHS Advance Placement Data:

#### 5-Year AP Report

	2021	2022	2023	2024	2025
<b>Total AP Students</b>	148	158	164	193	215

<b>Number of Exams</b>	236	266	284	343	374
<b>AP Students with Scores 3+</b>	62	90	86	100	131
<b>% of Total AP Students with Scores 3+</b>	41.89	56.96	52.44	51.81	60.93

Student Learning Needs:

- Need to be more intentional on individual student growth for EOC STAAR
- Increase Tier 1 instruction across all areas
- Increase AP scores and participation

## Strengths

- US History scored higher than state average in approaches.
- Continued integration for many high school students into grade-level courses through inclusion.
- Continue providing credit recovery and grade repair to prevent dropouts.
- ROHS offers 28 programs of study through our Career and Technical Education programs.
- Dual Credit options have increased for CTE courses.
- Students earned Industry Based Certifications for the school year.

# Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	CCMR needs to increase to 88% or higher.	Systems have been established, but need to be maintained and monitored for success of all students.
2 ★	Students had a low achievement rate for meets and masters level on all subjects.	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 create/implement MTSS Program

**Staff Profile - Teachers by Years of Experience**

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Beginning Teachers	9.4%	3.0%	3.0%	3.1%	12.8%
1-5 Years Experience	33.7%	33.6%	34.6%	29.0%	23.0%
6-10 Years Experience	18.0%	25.1%	23.3%	26.2%	19.7%
11-20 Years Experience	18.6%	19.1%	20.5%	22.3%	23.9%
21-30 Years Experience	20.3%	12.8%	10.7%	12.0%	13.9%
Over 30 Years Experience		6.5%	7.9%	7.4%	6.6%

## 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
<p><b>1</b> ★</p> <p>Students at ROHS do not uniformly adhere to district and campus expectations for behavior as evidenced by disciplinary referral rates.</p>	<p>ROHS staff is not consistently enforcing and monitoring expectations of student behaviors.</p>
<p><b>2</b> ★</p> <p>ROHS has difficulty recruiting and maintaining highly qualified staff from year-to-year.</p>	<p>There is a lack of highly qualified applicants applying for positions posted at ROHS.</p>

★ = 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  
★

CCMR needs to increase to 88% or higher.

Systems have been established, but need to be maintained and monitored for success of all students.

2  
★

Attendance rates are still below pre-covid averages.

Monitoring of student attendance on all levels.

3  
★

Students had a low achievement rate for meets and masters level on all subjects.

Focus of academic success has been on passing the assessments, not advanced scores.

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  
★

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.

6  
★

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.





# 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
- HB3 CCMR goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

## Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer,

- participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

## **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

## **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation



# Goals

# Goal 1

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

## Performance Objective 1 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 2026.

**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

**Problem Statements:** Student Learning 2

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

#### Formative Reviews

Moderate Progress

December

Moderate Progress

February

April

June

### 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

**Problem Statements:** Student Learning 2

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments

## Formative Reviews

Considerable Progress

December

Considerable Progress

February

April

June

## 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

**Problem Statements:** Student Learning 2

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments

## Formative Reviews

Considerable Progress

December

Considerable Progress

February

April

June


## 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

 Accomplished

December

Considerable Progress

February

April

June

## 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: High-Quality Instructional Materials and Assessments

### Formative Reviews

Considerable Progress

December

Considerable Progress

February

April

June

### Strategy 6

Writing across the curriculum using ACE. 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

Considerable Progress

December

Considerable Progress

February

April

June

## Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

Students had a low achievement rate for meets and masters level on all subjects.

Focus of academic success has been on passing the assessments, not advanced scores.

## 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

**Problem Statements:** Student Learning 2

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Formative Reviews

Some Progress

December

Moderate Progress

February

April

June

### 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

**Problem Statements:** Student Learning 2

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments

### Formative Reviews

Moderate Progress

December

Considerable Progress

February

April

June

### 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

**Problem Statements:** Student Learning 2

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews

Some Progress

December

Moderate Progress

February

April

June

### 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

Considerable Progress

December

Considerable Progress

February

April

June

## Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

Students had a low achievement rate for meets and masters level on all subjects.

Focus of academic success has been on passing the assessments, not advanced scores.

## 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 2025-2026 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

**Problem Statements:** Student Learning 2

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Formative Reviews

Some Progress

December

Some Progress

February

April

June

### 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

**Problem Statements:** Student Learning 2

### Formative Reviews

Moderate Progress

December

Considerable Progress

February

April

June

## 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

**Problem Statements:** Student Learning 2

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments

### Formative Reviews

Moderate Progress

December

Considerable Progress

February

April

June

## 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

Considerable Progress

December

Considerable Progress

February

April

June

## Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

Students had a low achievement rate for meets and masters level on all subjects.

Focus of academic success has been on passing the assessments, not advanced scores.

## 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 2025-2026 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

**Problem Statements:** Student Learning 2

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Formative Reviews

Some Progress

December

Moderate Progress

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

**Problem Statements:** Student Learning 2

## Formative Reviews

Considerable Progress

December

Considerable Progress

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

Considerable Progress

December

Considerable Progress

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

**Problem Statements:** Student Learning 2

## Formative Reviews

Moderate Progress

December

Considerable Progress

February

April

June

## Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

Students had a low achievement rate for meets and masters level on all subjects.

Focus of academic success has been on passing the assessments, not advanced scores.

**Performance Objective 5**  **High Priority**

Increase the number of students who are CCMR met in the ROHS Class of 2026 to 93% or higher by the end of the 2025-2026 school year.

**Evaluation Data Source:** CCMR Percentage, Accountability report for 25-26 school year

**Strategy 1**

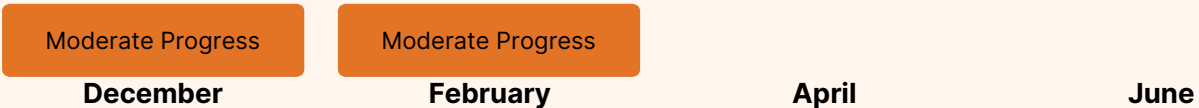
Continue Texas College Bridge in Math and English courses. Plan for specific days for seniors to complete TCB during the school day.

**Evidence that Demonstrates Success:** TCB certification for students.

**Staff Responsible for Monitoring:** Campus Administration, CCMR Coordinator, TCB Teachers

**Problem Statements:** Student Learning 1

**Formative Reviews**



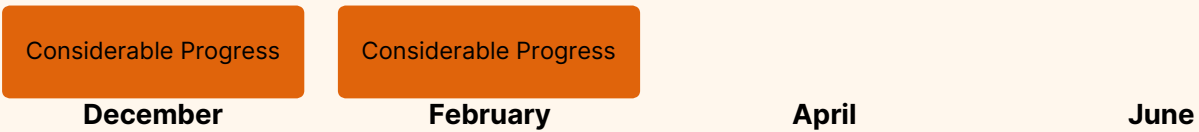
**Strategy 2**

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**



**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

Some Progress

December

Some Progress

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 math and english.

**Evidence that Demonstrates Success:** More staff credentialed to teach Dual Credit Courses

**Staff Responsible for Monitoring:** Principal, Associate Principal

## Formative Reviews

No Progress

December

Some Progress

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

Some Progress

December

Moderate Progress

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: Positive School Culture

## Formative Reviews

Some Progress

December

Moderate Progress

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

Considerable Progress

December

Considerable Progress

February

April

June

## Performance Objective 5 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

CCMR needs to increase to 88% or higher.

Systems have been established, but need to be maintained and monitored for success of all students.

## 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 2025-2026 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

**Problem Statements:** Demographics 1

ESF Levers: Lever 3: Positive School Culture

### Formative Reviews

Some Progress

December

Moderate Progress

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: Positive School Culture

### Formative Reviews



Accomplished

December



Accomplished

February



Accomplished

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

**Problem Statements:** Demographics 1

ESF Levers: Lever 3: Positive School Culture

### Formative Reviews

Moderate Progress

December

Moderate Progress

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

**Problem Statements:** Demographics 1

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews

No Progress

**December**

No Progress

**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: Positive School Culture

### Formative Reviews

Moderate Progress

**December**

Considerable Progress

**February**

**April**

**June**

## Performance Objective 6 Problem Statements Identifying Demographics

Problem Statement

Root Cause

**1**

Attendance rates are still below pre-covid averages.

Monitoring of student attendance on all levels.

## 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 (Master Prep), Saturday Camps.

**Evidence that Demonstrates Success:** Attendance, Increase in STAAR scores for retesters.

**Staff Responsible for Monitoring:** Campus Administration, Instructional Coaches, Teachers

## Formative Reviews

Some Progress

December

Moderate Progress

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: Strategic Staffing

## Formative Reviews

Moderate Progress

December

Moderate Progress

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

Moderate Progress

December

Moderate Progress

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

Moderate Progress

Moderate Progress

## 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

**Problem Statements:** School Processes & Programs 1

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

### Formative Reviews

Some Progress

December

Some Progress

February

April

June

## Performance Objective 7 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

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.

## 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: Positive School Culture

## Formative Reviews



Accomplished



Accomplished



Accomplished

**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

**Problem Statements:** School Processes & Programs 1

### Formative Reviews

Moderate Progress

**December**

Moderate Progress

**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: Strategic Staffing, Lever 3: Positive School Culture

### Formative Reviews



Accomplished



Accomplished



Accomplished

**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: Positive School Culture

## Formative Reviews



Accomplished

**December**



Accomplished

**February**



Accomplished

**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: Positive School Culture

### Formative Reviews

No Progress

**December**

No Progress

**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: Positive School Culture

### Formative Reviews

Considerable Progress

**December**

Considerable Progress

**February**

**April**

**June**

## Performance Objective 8 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

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.

# 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

**Problem Statements:** School Processes & Programs 2

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

#### Formative Reviews

Moderate Progress

December

Moderate Progress

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: Strong School Leadership and Planning

#### Formative Reviews

Moderate Progress

December

Moderate Progress

February

April

June

## Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

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.

## 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

No Progress  
**December**

No Progress  
**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

**Problem Statements:** School Processes & Programs 2


**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture

#### Formative Reviews

 Accomplished

**December**

 Accomplished

**February**

 Accomplished

**April**

**June**

# Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
<p><b>2</b> ROHS has difficulty recruiting and maintaining highly qualified staff from year-to-year.</p>	<p>There is a lack of highly qualified applicants applying for positions posted at ROHS.</p>

## 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.

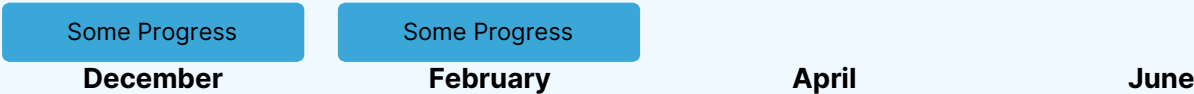
**Evidence that Demonstrates Success:** Multiple perspectives on candidate quality

**Staff Responsible for Monitoring:** Campus Principal

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

#### Formative Reviews



### 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

**Problem Statements:** School Processes & Programs 2

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning

## Formative Reviews

Moderate Progress

December

Moderate Progress

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: Strong School Leadership and Planning, Lever 2: Strategic Staffing

#### Formative Reviews

No Progress

December

Moderate Progress

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: Strong School Leadership and Planning, Lever 2: Strategic Staffing

#### Formative Reviews

Some Progress

December

Some Progress

February

April

June

## Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

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.

# 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

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.

### 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

Some 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.

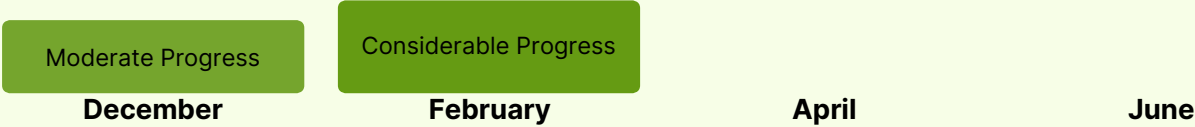
### Strategy 1

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



# 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

Moderate Progress

December

Moderate 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.

### Strategy 1

Implement the use of OpenGate Weapons Detection System at Red Oak High School

**Staff Responsible for Monitoring:** Campus Administration

**ESF Levers:** Lever 3: Positive School Culture

#### Formative Reviews

Considerable Progress

December

Considerable Progress

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

Considerable Progress

December

Considerable Progress

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

 Accomplished

December

 Accomplished

February

 Accomplished

April

June


## Strategy 4

Security cameras to monitor the campus.


**Evidence that Demonstrates Success:** Documentation of video usage.

**Staff Responsible for Monitoring:** Campus Administration, Campus Police/Security


### Formative Reviews

 Accomplished

December

 Accomplished

February

 Accomplished

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

Considerable 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.

### 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

Considerable Progress

December

Considerable Progress

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

Moderate Progress

December

Moderate Progress

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 Smore Newsletter platform.

**Evidence that Demonstrates Success:** Newsletter sent weekly to parents and students.

**Staff Responsible for Monitoring:** Principal

**Problem Statements:** Perceptions 1

**ESF Levers:** Lever 3: Positive School Culture

#### Formative Reviews

Moderate Progress

December

Considerable Progress

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

Some Progress

December

Moderate Progress

February

April

June

### Strategy 3

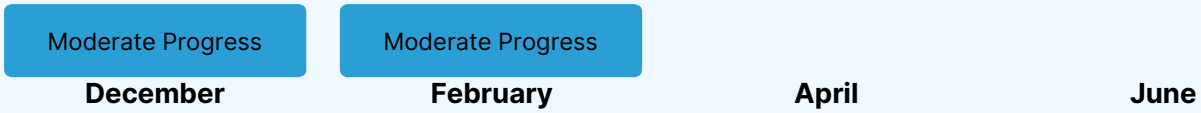
Clearly communicate activities - Parent/Teacher Conferences, Open House, Academic

Showcase, Sporting Events, Concerts, Programs, etc.

**Evidence that Demonstrates Success:** Increased parent participation

**Staff Responsible for Monitoring:** Campus Administration, Athletic Coaches, Program Directors, Teachers

**Formative Reviews**



**Performance Objective 1 Problem Statements Identifying Perceptions**

Problem Statement	Root Cause
<p><b>1</b> Common parent concerns revolved around lack of communication regarding events, important information, and campus and district initiatives.</p>	<p>Utilization of platforms is not consistent. No designated staff to manage communication.</p>

**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**

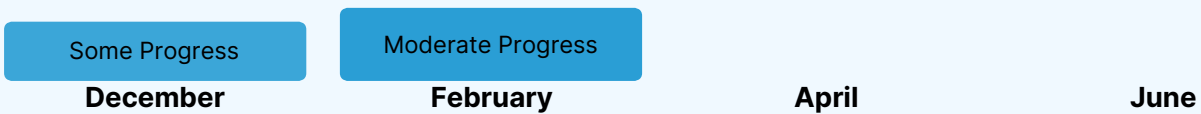
Provide parent workshops including, but not limited to, College Admissions/Financial Aide, Dual Credit, Course Selections and Grade Meetings.

**Evidence that Demonstrates Success:** Sign in Sheets and Increased Attendance

**Staff Responsible for Monitoring:** Campus Administration, Counselors

**Problem Statements:** Perceptions 1

**Formative Reviews**



**Performance Objective 2 Problem Statements Identifying Perceptions**

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.



# **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