

Red Oak Independent School District



Red Oak Elementary School

2025-2026 Campus Improvement Plan

Mission Statement

The Mission of Red Oak ISD:

4 Talons of the Hawk

Exhibits Academic Readiness: 1% Better Daily & Love Tough

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

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

Leaves a Legacy Through Service: "We Before Me"

Vision

The Vision of Red Oak ISD:

"Realizing Our Individual Students' Dreams"

Table of Contents

Comprehensive Needs Assessment	4
Demographics	5
Student Learning	7
School Processes & Programs	11
Perceptions	14
Priority Problem Statements	17
Data Documentation for CNA	21
Improvement Planning Data	22
Accountability Data	22
Goals	23
Goal 1 : Academics: Develop critical thinkers that will transcend college and career ...	24
Goal 2 : Human Resources: Intentional progress to hire and retain high-quality staff...	30
Goal 3 : Finance: Maintain fiscal stewardship and accountability to ensure financial...	34
Goal 4 : Growth, Facilities, Security: Prioritize and allocate resources to ensure saf...	37
Goal 5 : Communications: Ensure District is connected to the community in partner...	40
Policies, Procedures, and Requirements	44



Comprehensive Needs Assessment

Demographics

Summary

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

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

Strengths

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

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

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
<p>1 ★</p> <p>The campus mobility rate of 14% creates challenges in sustaining instructional continuity, fostering long-term student relationships, and supporting consistent academic growth.</p>	<p>The root cause of the 28 percent mobility rate could stem from factors such as economic instability, housing insecurity, or transient employment patterns among families, leading to frequent relocations that disrupt students' school enrollment and continuity.</p>
<p>2 ★</p> <p>Serving 28% of students in Special Education and 2% on 504 plans creates unique instructional and behavioral challenges. Meeting these needs requires intentional planning, additional interventions, and strategic use of personnel and resources.</p>	<p>Students are being referred to Special Education and 504 services at higher rates due to gaps in early intervention and MTSS processes, inconsistent support for foundational literacy and numeracy skills, and limited staffing capacity to provide differentiated instruction and behavioral/SEL interventions within the general education setting.</p>
<p>3 ★</p> <p>With 52% of students identified as Economically Disadvantaged, more than half of the campus population faces barriers that can impact access to academic resources, enrichment opportunities, and consistent support at home, creating challenges in closing achievement gaps.</p>	<p>A significant portion of students identified as Economically Disadvantaged face barriers such as limited access to academic resources at home, early learning gaps, and higher rates of attendance and mobility challenges. These factors contribute to inconsistent academic readiness and ongoing achievement gaps.</p>

★ = Priority

Student Learning

Summary

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

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

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

Strengths

For the 2024–2025 school year, Red Oak Elementary demonstrated several student learning strengths. The campus earned an overall rating of 71 (C), with consistent performance across domains: Student Achievement at 70, School Progress at 70, and Closing the Gaps at 72. Growth data shows that students are making steady year-to-year progress, reflecting the impact of targeted instruction and interventions. TELPAS results highlight that English Learners are progressing in language acquisition, with students in U.S. schools for five or more years showing the strongest performance, as 51% scored Advanced and 16% scored Advanced High. Third-year students also demonstrated acceleration, with 34% reaching Advanced and 14% reaching Advanced High. STAAR performance data further emphasizes campus strengths, as 69% of students achieved Approaches Grade Level or above, 40% reached Meets Grade Level, and 14% scored at Masters Grade Level, with mathematics producing the highest proportion of students at Masters (37 students). Additionally, HB 1416 performance data indicates that students are moving out of the "Does Not Meet" categories into "Approaches" and "Meets," including eight students who advanced from High Does Not Meet to High Approaches and one student who advanced into Meets.

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

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

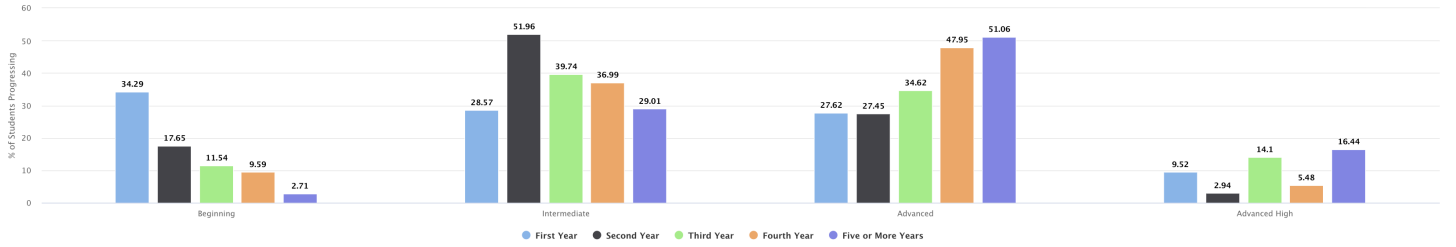
1416 Performance		STAAR 2025						Total
		Low Does Not Meet Grade Level	High Does Not Meet Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level	Masters Grade Level	
STAAR 2024	Low Does Not Meet Grade Level	11	13	2	1	0	0	27
	High Does Not Meet Grade Level	16	14	6	8	1	0	45
	Total	27	27	8	9	1	0	72

2025 for All Subject Areas and (070911101) - Red Oak EL and All Teachers and All Ethnicities and All Categories and All Tests						
	Reading	Mathematics	Science	Social Studies	Totals	Percentage (Rounded to Whole Number)
Total Test	226	225	75	0	526	
<i>Approaches GL or Above</i>	169	149	43	0	361	69
<i>Meets GL or Above</i>	102	92	16	0	210	40
<i>Masters GL</i>	34	37	3	0	74	14
Total Percentage Points						123
Component Points						41

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

Years in U.S. Schools	Total Students		#	% Total	#	% Total	#	% Total	#	% Total
First Year	105	36	34.29%	30	28.57%	29	27.62%	10	9.52%	
Second Year	102	18	17.65%	53	51.96%	28	27.45%	3	2.94%	
Third Year	78	9	11.54%	31	39.74%	27	34.62%	11	14.10%	
Fourth Year	73	7	9.59%	27	36.99%	35	47.95%	4	5.48%	
Five or More Years	517	14	2.71%	150	29.01%	264	51.06%	85	16.44%	

Print/Download



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

Problem Statements Identifying Student Learning Needs

Problem Statement

Root Cause

1
★

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

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

2
★

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

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

3
★

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

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

4
★

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

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

★ = Priority

School Processes & Programs

Summary

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

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

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

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

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

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

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

Strengths

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

Campus leadership operates within a tiered structure that incorporates a variety of voices, including administrators, instructional leaders, team leads, teachers, parents, and community members. This inclusive approach ensures that decisions are data-driven, relying on student achievement results, walkthrough feedback, and stakeholder input. Communication across the campus is

maintained through multiple systems such as the ROE Buzz, email updates, and the GroupMe App, while families receive layered communication through newsletters, daily folders, and social media outreach.

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

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

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1★	Curriculum implementation and instructional practices are not yet consistent across grade levels, limiting the full impact on student achievement.	Teachers are still in the early phases of internalizing new curriculum and instructional frameworks (e.g., Fundamental Five). Limited time for coaching, feedback, and PLC collaboration slows consistent alignment across classrooms.
2★	PLC structures exist and meet regularly, but the effective use of data and collaboration to drive instruction is uneven across grade levels.	Differences in teacher experience, facilitation skills, and comfort with data analysis have led to variability in how PLCs use achievement data to inform instruction and interventions.
3★	Professional development opportunities are offered through Base Camp, external PD, and teacher-led learning, but transfer of knowledge into daily classroom practice is inconsistent.	Systems for accountability, coaching, and ongoing follow-up are not yet fully embedded to ensure professional learning is applied and sustained in instruction.
4★	While multiple communication systems are in place, both internal and family communication still leaves gaps in ensuring clarity and meaningful engagement.	Communication tends to be one-way and information-heavy. Opportunities for two-way dialogue, family feedback, and parent engagement in student learning remain limited.

★ = Priority

Perceptions

Summary

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

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

Mission Statement:

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

Vision Statement:

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

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

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

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

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

Strengths

Red Oak Elementary possesses a strong foundation of returning teachers who bring consistency, uphold the traditions of the campus, and demonstrate a deep commitment to ensuring the continued success of the school. This continuity provides stability for students, fosters a strong sense of community, and supports the ongoing implementation of instructional practices aligned to the district vision.

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

the school community.

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

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


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

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

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Although the high number of returning teachers provides stability and consistency, stakeholders may perceive a reliance on established traditions as limiting opportunities for innovation and growth.	Long-standing traditions and established routines, while providing consistency, can sometimes overshadow the need to adapt to evolving instructional practices, new district initiatives, or innovative approaches that prepare students for future success.
2 ★	Stakeholders have questions about how the Ron Clark House System will be implemented and whether teachers and students will fully buy into the process, creating uncertainty about its ability to effectively impact campus culture, student behavior, and learning outcomes.	Limited communication and training prior to rollout have left staff and families unclear on how the Ron Clark House System will align with existing discipline practices and campus goals, leading to uncertainty about teacher and student buy-in.
3 ★	Although family support is strong, perceptions of engagement may be uneven, with some families feeling less included or represented in campus events and decision-making opportunities.	Family participation is often concentrated among a core group of highly active parents (such as PTA leaders and WATCH D.O.G.S.), which may unintentionally limit broader involvement from families with different backgrounds, work schedules, or cultural perspectives.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

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

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

2
★

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

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

3
★

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

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

4
★

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

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

5
★

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

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

6
★

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

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

7
★

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

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

8
★

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

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

9
★

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

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

10
★

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

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

11
★

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

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

12
★

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

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

13
★

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

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

14
★

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

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

★ = Priority



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

Accountability Data

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



Goals

Goal 1

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

Performance Objective 1

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

Strategy 1 Additional Targeted Support Strategy

Students will actively set personalized reading goals aligned to STAAR standards and engage in regular goal-setting conferences with teachers. These conferences will be used to monitor progress, celebrate milestones, and adjust instructional strategies, fostering student ownership of their learning and promoting consistent academic growth.

Evidence that Demonstrates Success: By June 2026, Red Oak Elementary will elevate the number of students that perform at Meets grade level or above on STAAR reading through the utilization of high quality instructional materials and standards-aligned curriculum which are guided by data-driven practices.

Staff Responsible for Monitoring: Campus Administrators and All Professional Staff

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

December

Some Progress

February

Some Progress

April

June

Strategy 2 Additional Targeted Support Strategy

Red Oak Elementary will use data-driven small group instruction, informed by regular assessments, to provide support for readers that could meet a "Meets or Masters" rating. The campus will ensure that all teachers are trained in instructional strategies to address the needs to meet this goal.

Evidence that Demonstrates Success: By June 2026, the percentage of third graders achieving or exceeding the "Meets Grade Level" standard on STAAR Reading will increase. Additionally, the percentage of fourth and fifth graders meeting or surpassing their individual target goals will also show measurable growth in STAAR Reading and Math

Staff Responsible for Monitoring: Campus Administrators, Counselor, Case Managers, All Professional Staff

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

December

Some Progress

February

Some Progress

April

June

Strategy 3 Additional Targeted Support Strategy

Red Oak Elementary Staff will use regular formative assessments to identify students' math skill levels and create flexible small groups for targeted instruction. This will allow teachers to focus on specific problem-solving and foundational skill gaps, particularly for students who need extra support.

Evidence that Demonstrates Success: By June 2026, Red Oak Elementary will elevate the number of students that perform at Meets grade level or above on STAAR mathematics through the utilization of high quality instructional materials and standards-aligned curriculum which are guided by data-driven practices.

Staff Responsible for Monitoring: Campus Administrators, Counselor, Case Managers, All Professional Staff, Retired Tutors

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

December

Some Progress

February

Some Progress

April

June

Strategy 4 Additional Targeted Support Strategy

Professional Development will be provided to focus on differentiated instruction strategies in both reading and math. This will ensure that all teachers are equipped to meet the diverse learning needs while providing targeted instruction that addresses gaps in both reading foundational skills, text analysis and foundational math skills.

Evidence that Demonstrates Success: By June 2026, the percentage of students identified as economically disadvantaged in the Closing the Gaps domain that perform at Meets grade level or above on STAAR reading and math will increase.

Staff Responsible for Monitoring: Campus Administrators, Counselor, Case Managers, All Professional Staff, Retired Tutors

Title I: 2.5.1, 2.5.2

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

December

Some Progress

February

Some Progress

April

June

Performance Objective 2

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

Strategy 1

Implement the Ron Clark House System to build a strong sense of belonging and connectedness for all students across the campus. Through this we will foster a campus culture that values, understands, and celebrates the strengths of economically disadvantaged students through purposeful staff training and reflective practices.

Evidence that Demonstrates Success: By June 2026, at least 85% of students identified as economically disadvantaged will report a sense of belonging on the annual campus climate survey (an increase from baseline), and discipline referrals for this student group will decrease by 10% compared to the previous school year.

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

Title I: 2.5.3

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

December

Some Progress

February

Some Progress

April

June

Strategy 2 Results Driven Accountability

Implement a campus-wide House System based on the Ron Clark Academy, fostering positive behavior incentives for students, a sense of teamwork, school spirit, and healthy competition while strengthening student belonging and collaboration.

Evidence that Demonstrates Success: By June 2026, at least 90% of students will participate in House System activities, as measured by event attendance, point tracking, and teacher logs. In addition, student survey results will show a 15% increase in students reporting a sense of belonging and teamwork on campus compared to the 2024-2025 school year.

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

Title I: 2.5.3

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

December

No Progress

February

Some Progress

April

June

Strategy 3

Red Oak Elementary Staff will implement SEL programs and activities that teach students about resilience, growth mindset, and goal-setting. There will be strategies that will encourage activities that build teamwork and leadership skills, which are essential for future success in any college or career pathway.

Evidence that Demonstrates Success: By May 2026, 100% of classrooms will implement SEL lessons, Guidance Lessons or Suite 360 activities as documented in lesson plans and campus walkthroughs. At least 85% of students will show improvement in resilience, growth mindset, teamwork, or leadership skills, as measured by student self-assessments, teacher surveys, and a reduction in discipline referrals compared to the previous school year.

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

Title I: 2.5.3

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

Formative Reviews

Moderate Progress

December

Moderate Progress

February

Moderate Progress

April

June

Performance Objective 3

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

Strategy 1

Provide ongoing professional development for campus staff in utilizing data to drive instructional decisions and support continuous growth for students and educators, through active participation in focused Professional Learning Communities (PLCs) and Content Area Vertical Alignment Teams.

Evidence that Demonstrates Success: By May 2026, 100% of grade-level PLCs and Content Area Vertical Alignment Teams will meet at least weekly with agendas and minutes documenting data-driven instructional planning. At least 80% of staff will demonstrate growth in TTESS Domain 2 (Instruction) or student performance data, as evidenced through walkthroughs, benchmark assessments, and end-of-year evaluation reports.

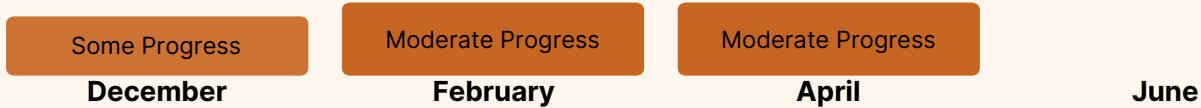
Staff Responsible for Monitoring: Campus Administrators, All Professional Staff

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews



Strategy 2

Red Oak Elementary will integrate multi-sensory approaches in reading and math instruction (e.g., manipulatives, visual aids, and hands-on activities) to support targeted sub-populations in mastering abstract concepts. Teachers will utilize PLCs, formative assessments, and aggressive monitoring to plan scaffolded lessons that break down complex skills into manageable steps, providing specialized acceleration to ensure gradual mastery of foundational skills.

Evidence that Demonstrates Success: By May 2026, 100% of teachers will implement multi-sensory reading and math strategies weekly, as evidenced in lesson plans and walkthroughs. Targeted sub-populations (Special Education, EB, and Economically Disadvantaged students) will demonstrate at least a 10% increase in proficiency on campus-based assessments (CBAs), i-Ready diagnostics, and STAAR results compared to the previous year.

Staff Responsible for Monitoring: Campus Administrators, Case Managers, All Staff Members, Instructional Coaches

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews



Strategy 3

Red Oak Elementary will enhance instruction in reading, math, science, and social studies through the integration of multi-sensory, technology-supported learning experiences designed to meet the needs of targeted student populations. The implementation of interactive flat panels will allow teachers to deliver dynamic, visually rich, and hands-on instruction that supports the development of abstract concepts through real-time modeling, student interaction, and immediate feedback.

Teachers will leverage PLC collaboration, formative assessment data, and ongoing progress monitoring to design scaffolded lessons that break complex skills into manageable components. Interactive flat panels will further support this work by enabling teachers to model thinking processes, annotate text, manipulate virtual tools, and engage students in collaborative problem-solving, ensuring access to rigorous content and accelerating student mastery of foundational skills.

Evidence that Demonstrates Success: Increased student performance on benchmarks and STAAR, including growth across Approaches, Meets, and Masters levels
Improved mastery of priority TEKS as shown through formative assessments, exit tickets, and PLC data cycles
Reduction in achievement gaps among EB, SPED, and economically disadvantaged students
Increased student engagement, academic discourse, and rigor observed through walkthroughs and TTESS data
Higher quality student work, including stronger constructed responses and problem-solving
Consistent teacher implementation of interactive flat panels to support modeling, annotation, and student interaction

Staff Responsible for Monitoring: Teachers and Administrators

Formative Reviews

No Progress
December

No Progress
February

No Progress
April

June

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

Performance Objective 1

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

Strategy 1

Red Oak Elementary will provide staff with activities and supports that promote work-life balance, foster personal and professional well-being, and reduce burnout. These efforts aim to increase job satisfaction and encourage long-term retention within the district.

Evidence that Demonstrates Success: Red Oak Elementary will increase the retention rate of teachers that receive the Teacher Incentive Allotment (TIA) designation by the end of the 2025-2026 school year based on STAAR or iReady data.

Staff Responsible for Monitoring: Campus Administrators

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

Some Progress

December

Some Progress

February

Some Progress

April

June

Performance Objective 2

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

Strategy 1

Red Oak Elementary will provide staff with activities and supports that promote work-life balance, foster personal and professional well-being, and reduce burnout. These efforts aim to increase job satisfaction and encourage long-term retention within the district.

Evidence that Demonstrates Success: By May 2026, Red Oak Elementary will increase the retention rate of teachers with a Teacher Incentive Allotment (TIA) designation.

Staff Responsible for Monitoring: Campus Administrators

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

Some Progress

December

Some Progress

February

Moderate Progress

April

June

Strategy 2

Provide campus-based mentoring and support for first- and second-year teachers, as well as those new to Red Oak Elementary or Red Oak ISD, to foster successful integration and professional growth.

Evidence that Demonstrates Success: By May 2026, 100% of first- and second-year teachers, as well as those new to Red Oak Elementary or Red Oak ISD, will be paired with a campus mentor. At least 90% of participating teachers will demonstrate growth in TTESS evaluations or remain employed at the campus/district, as measured by end-of-year appraisal data and retention reports.

Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Mentor Teachers, Coordinator of Mentors for ROISD

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

Some Progress

April

June

Strategy 3

Red Oak Elementary will empower teacher leaders to share best practices and research-based strategies through staff presentations and professional learning, while providing all teachers with ongoing professional development in Reading, Writing, Math, EB strategies, and other evidence-based instructional practices to strengthen teaching and learning across the campus.

Evidence that Demonstrates Success: By May 2026, 100% of teacher leaders will present best practices or research-based strategies to staff during PLCs or professional learning sessions. At least 85% of teachers will implement these strategies in their classrooms, as evidenced through lesson plans, walkthrough data, and student performance on district benchmarks and STAAR assessments.

Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, Literacy Specialist, ROISD Curriculum and Instruction Department

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

December

Some Progress

February

Some Progress

April

June

Strategy 4

Administrators will conduct a minimum of three formal walkthroughs for each teacher per semester, in addition to weekly Fundamental Five walkthroughs and calibration walks, to ensure consistency in monitoring instruction and providing feedback.

Evidence that Demonstrates Success: By May 2026, administrators will complete a minimum of three formal walkthroughs for 100% of teachers each semester, with documentation in Eduphoria/Strive. Weekly Fundamental Five walkthroughs and monthly calibration walks will be logged, with 90% of teachers receiving timely feedback that demonstrates alignment to instructional expectations and supports growth in TTESS Domain 2 (Instruction).

Staff Responsible for Monitoring: Campus Administrators and Instructional Coach

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

Some Progress

December

Moderate Progress

February

Moderate Progress

April

June

Performance Objective 3

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

Strategy 1

Promote staffing opportunities through campus email, district and campus social media platforms, and community outreach channels to attract diverse, high-quality candidates.

Evidence that Demonstrates Success: By May 2026, Red Oak Elementary will advertise 100% of campus staffing opportunities through email, social media, and community channels, resulting in at least a 15% increase in qualified and diverse applicants compared to the 2024-2025 school year, as measured by applicant pool data and HR recruitment reports.

Staff Responsible for Monitoring: Campus Administrators and Instructional Coach

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

Some Progress

December

Some Progress

February

Some Progress

April

June

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

Performance Objective 1

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

Strategy 1

Leverage campus Title I funds to provide targeted tutoring for students in grades K-5 and to secure instructional resources that strengthen achievement in math, reading, and science.

Evidence that Demonstrates Success: By June 2026, at least 70% of students receiving Title I tutoring support will demonstrate growth of one or more performance levels (e.g., from "Did Not Meet" to "Approaches," or "Approaches" to "Meets") on STAAR, iReady, or campus benchmark assessments in math, reading, or science.

Staff Responsible for Monitoring: All Campus Staff, Administrators, Instructional Coaches, Retired Tutors

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

Some Progress

December

Some Progress

February

Some Progress

April

June

Strategy 2

Allocate Title I funds to implement the Ron Clark House System application as a positive behavior incentive program, promoting student engagement, accountability, and recognition through a campus-wide points system.

Evidence that Demonstrates Success: By May 2026, discipline referrals will decrease by 10% compared to the 2024-2025 school year, and 85% of students will report feeling recognized and motivated for positive behavior on the annual campus climate survey.

Staff Responsible for Monitoring: All Campus Staff, Campus Administrators, Counselor, RCA House Committee, Discipline Committee

Title I: 2.5.3

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

December

Some Progress

February

Some Progress

April

June

Strategy 3

Strengthen RLA and Math instruction in grades 3, 4, and 5 and early literacy skills campus-wide by purchasing and implementing research-based resources (i.e: Heggerty curriculum, Math GPS, decodable readers, etc.)

Evidence that Demonstrates Success: By June 2026, 80% of K-2 students will demonstrate proficiency on end-of-year GRA or iReady literacy assessments, and at least 70% of students in grades 4 and 5 will meet or exceed their target growth measure on math assessments (STAAR, iReady, or campus benchmarks).

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

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

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

Moderate Progress

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

Regularly monitor and evaluate the use of campus funds by analyzing prior expenditure trends and anticipated yearly spending to ensure resources are allocated effectively and aligned to identified campus priorities.

Evidence that Demonstrates Success: By May 2026, 100% of campus Title I and local funds will be reviewed and reconciled on a quarterly basis, with documented expenditure reports showing that at least 90% of spending is directly aligned to strategies and priorities outlined in the Campus Improvement Plan.

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

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

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

Moderate Progress

April

June

Performance Objective 3

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

Strategy 1

Monitor student attendance with the goal of achieving a 97% campus attendance rate, while providing engaging academic experiences and recognition opportunities once each semester to incentivize and celebrate perfect and excellent attendance (no more than one absence or tardy per grading period).

Evidence that Demonstrates Success: By May 2026, campus attendance records will reflect a minimum of 97% average daily attendance, with at least 90% of students recognized each semester for maintaining perfect or excellent attendance (no more than one absence/tardy per grading period), as evidenced through attendance reports and incentives.

Staff Responsible for Monitoring: Campus Administrators, Attendance Committee

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

December

Some Progress

February

Some Progress

April

June

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

Performance Objective 1

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

Strategy 1

Conduct regular reviews and analyses of student programs, enrollment trends, and facility needs to ensure the campus is equipped to support current demands and future growth.

Evidence that Demonstrates Success: By June 2026, the campus will complete a minimum of two annual reviews of student programs, enrollment trends, and facility needs. Findings will be documented in campus reports and used to make at least three actionable recommendations to the district for adjustments or improvements to ensure facilities and resources align with student growth.

Staff Responsible for Monitoring: All Professional Staff, Campus Administrators

Formative Reviews

Some Progress

December

Some Progress

February

Some Progress

April

June

Performance Objective 2

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

Strategy 1

Red Oak Elementary staff will conduct all required safety drills, including bus safety, tornado, fire, and lockdown drills, and ensure timely submission of all documentation in compliance with district and state requirements.

Evidence that Demonstrates Success: By June 2026, the campus will complete 100% of all required safety drills (bus safety, tornado, fire, and lockdown) within state and district timelines, with all documentation submitted accurately and on time, as verified by district safety audits.

Staff Responsible for Monitoring: Campus Safety Coordinator, Campus Principal

Formative Reviews

Moderate Progress

December

Considerable Progress

February

Considerable Progress

April

June

Strategy 2

All campus staff will be trained in the effective use of the Raptor application to ensure accurate accounting of students and staff during safety drills and real-life emergencies, with the expectation of 100% accountability and compliance.

Evidence that Demonstrates Success: By June 2026, 100% of campus staff will complete training on the Raptor application, and all safety drills will demonstrate 100% student and staff accountability as verified through Raptor drill reports and district safety audits.

Staff Responsible for Monitoring: Campus Principal, Campus Safety Coordinator, School Resource Officer

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Moderate Progress

December

Considerable Progress

February

Considerable Progress

April

June

Performance Objective 3

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

Strategy 1

Red Oak Elementary will maintain facilities that meet or exceed required standards for all programs, ensuring safe, functional, and supportive learning environments that promote student success.

Evidence that Demonstrates Success: By June 2026, the campus will complete 100% of required facility inspections and address all identified compliance issues within established timelines, ensuring that all learning spaces meet or exceed program standards as documented in district facility reports.

Staff Responsible for Monitoring: Principal, Secretary, Assistant Principal, Teachers

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

Moderate Progress

Moderate 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 and teacher communications.

Strategy 1

Red Oak Elementary Staff will establish consistent and effective communication through newsletters, social media, and text alerts. The Staff will use multiple formats to ensure all families receive important updates and invitations to events.

Evidence that Demonstrates Success: By June 2026, Red Oak Elementary will increase overall family engagement participation by 20% for district and campus events by implementing family engagement initiatives and strategies.

Staff Responsible for Monitoring: Campus Administrators, Counselor, All Classroom Teachers

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

December

Considerable Progress

February

Considerable Progress

April

June

Strategy 2

Red Oak Elementary will actively engage students, staff, and families in PTA-sponsored and community events, including Title I Family Literacy and Math Nights, Title I information sessions, and the Spring Open House. The campus will also collaborate with area businesses and invite community members to support programs that promote student success, increase awareness, and strengthen a positive school culture.

Evidence that Demonstrates Success: By May 2026, Red Oak Elementary will host at least three Title I family engagement events and two PTA-sponsored and/or community partnership events annually, with a minimum of 60% family participation as measured by sign-in sheets. The campus will also establish at least five active business or community partnerships, documented through collaboration logs and program support records, to strengthen school culture and student success.

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

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

December

Moderate Progress

February

Moderate Progress

April

June

Performance Objective 2

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

Strategy 1

Red Oak Elementary will provide multiple opportunities to build trust, foster participation, and strengthen positive relationships with parents and the community through events such as PTA activities, parent conferences, Meet the Teacher, Fine Arts programs, Watch D.O.G.S., Talon Rallies, House Assemblies, and Title I Family Literacy and Math Nights.

Evidence that Demonstrates Success: By May 2026, Red Oak Elementary will host a minimum of six parent and community engagement events annually, with at least 65% of families participating as measured by event sign-in sheets and digital attendance records. Family and community surveys will reflect at least 80% positive feedback on trust, communication, and school relationships.

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

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

December

Moderate Progress

February

Moderate Progress

April

June

Strategy 2

Red Oak Elementary will host Family Engagement Math and Literacy Nights each semester to equip parents with strategies and resources that support student learning at home. These events will provide hands-on activities, academic resources, and opportunities for families to collaborate with teachers, fostering stronger home-school connections and reinforcing academic growth.

Evidence that Demonstrates Success: By May 2026, Red Oak Elementary will host at least two Family Engagement Math and Literacy Nights, with a minimum of 60% of families in attendance as measured by sign-in sheets and digital records. Post-event surveys will reflect at least 80% of families reporting increased confidence in supporting math and literacy learning at home.

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

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Some Progress

December

Some Progress

February

Some Progress

April

June

Strategy 3

Red Oak Elementary will actively engage parents and community members by creating ongoing opportunities for involvement in campus programs, volunteer initiatives, and partnerships with local organizations. These efforts will strengthen home-school-community connections, promote shared responsibility for student success, and build a positive campus culture.

Evidence that Demonstrates Success: By May 2026, Red Oak Elementary will establish at least three active community partnerships and increase parent volunteer participation by 20% compared to the 2024-2025 school year, as measured through volunteer logs, sign-in sheets, and partnership agreements.

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

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

Formative Reviews

Some Progress

December

Moderate Progress

February

Some Progress

April

June

Performance Objective 3

By the end of the 2025-2026 school year, students participating in the home instructional support initiative will demonstrate measurable academic growth, as evidenced by at least a 10% increase in the number of students meeting grade-level expectations on STAAR and a 15% increase in mastery on campus-based formative and benchmark assessments in reading and mathematics

Evaluation Data Source: Parent/family surveys on use of instructional materials
Communication logs (teacher-parent contact, newsletters, apps)
Participation rates in family engagement activities or resource distribution
Feedback from families on usability and effectiveness of materials

Strategy 1

The campus will implement a comprehensive home-school support strategy by providing families with standards-aligned instructional materials and learning resources in reading, mathematics, science, and social studies. These resources will include hands-on materials, guided practice activities, and TEKS-aligned tools designed to reinforce classroom instruction and support student mastery of grade-level expectations.

Evidence that Demonstrates Success: Increased student performance on STAAR and campus-based assessments

Growth in targeted student groups as measured by formative assessments and progress monitoring
Increased family engagement as evidenced by participation, communication, and feedback

Staff Responsible for Monitoring: administrators, iCoaches and teachers

Formative Reviews

No Progress

December

No Progress

February

No Progress

April

June

Performance Objective 4 High Priority

By the end of the 2025-2026 school year, parent and family engagement will increase as evidenced by at least a 20% increase in participation in campus engagement activities and improved student outcomes, including increased academic performance on STAAR and campus-based assessments.

Evaluation Data Source: Sign-in sheets and participation logs for events
Parent/family surveys and feedback forms
Communication records (emails, newsletters, apps)

Strategy 1

(Parent & Family Engagement)

The campus will implement intentional parent and family engagement activities, such as "Muffins for Moms," to increase family participation and build capacity to support student learning at home. These events will include the sharing of academic expectations, instructional strategies, and resources aligned to TEKS.

Staff will foster a welcoming environment that encourages ongoing communication and collaboration between families and the school. Participation and feedback will be used to refine future engagement efforts and ensure alignment with student academic needs.

Evidence that Demonstrates Success: Parent/family surveys on use of instructional materials
Communication logs (teacher-parent contact, newsletters, apps)
Participation rates in family engagement activities or resource distribution
Feedback from families on usability and effectiveness of materials

Staff Responsible for Monitoring: administrators, teachers

Formative Reviews

No Progress

December

No Progress

February

No Progress

April

June



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