Red Oak Independent School District

Red Oak Elementary School

Accountability Rating: C

2026-2027 Campus Improvement Plan

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Mission Statement

The Mission of Red Oak ISD:

4 Talons of the Hawk

Exhibits Academic Readiness: 1% Better Daily & Love Tough

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

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

Leaves a Legacy Through Service: "We Before Me"

Vision

The Vision of Red Oak ISD:

"Realizing Our Individual Students' Dreams”

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Comprehensive Needs Assessment

Demographics

Summary

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

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

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

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

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

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

Strengths

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

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

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

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

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

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

Problem Statements Identifying Demographics Needs

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

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

★ = Priority

Student Learning

Summary

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

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

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

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

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

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

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

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

Strengths

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

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

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

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

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

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

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

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Although 69% of students scored Approaches Grade Level or above on STAAR, only 40% achieved Meets and 14% achieved Masters, indicating that a significant number of students are not yet demonstrating grade-level mastery or higher-order thinking required for long-term academic success.	Instruction has not consistently incorporated enough rigor, higher-order questioning, and opportunities for students to apply learning in novel, complex situations. Limited alignment between classroom formative assessments and STAAR-level expectations has made it challenging to fully prepare students for Meets and Masters performance.
2 ★	TELPAS data shows that while students with three or more years in U.S. schools are making progress, only 16% of long-term ELs reached Advanced High, and students in their first and second years remain heavily concentrated in the Beginning and Intermediate levels.	Core content instruction has not fully embedded language acquisition strategies, academic vocabulary development, and structured opportunities for speaking and writing across subjects. Inconsistent implementation of sheltered instruction and limited monitoring of linguistic accommodations have slowed language development for ELs.
3 ★	i-Ready diagnostic results show improvement across all grade levels from BOY to EOY; however, a sizable percentage of students remain one or more grade levels below in both math and reading, particularly in upper grades.	Gaps in foundational literacy and numeracy skills from earlier grades have compounded over time, especially for students who entered school below grade level. Intervention systems are in place but need more consistency in delivery, progress monitoring, and differentiation to accelerate growth for students who are multiple years behind.
4 ★	HB 1416 data highlights that a portion of students remain in the Low and High "Does Not Meet" performance bands year over year, with too few transitioning into Meets or Masters categories.	Early intervention efforts have not been fully effective at remediating learning gaps before they widen, due to limited use of small-group instruction, inconsistent RtI implementation, and gaps in teacher training for identifying and addressing root skill deficiencies.

★ = Priority

School Processes & Programs

Summary

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

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

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

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

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

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

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

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

for immediate and targeted communication.

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

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

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

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

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

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

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

Strengths

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

School Processes & Programs — Strengths

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Problem Statements Identifying School Processes & Programs Needs

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

★ = Priority

Perceptions

Summary

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

The campus mission reflects this commitment:

Mission Statement:

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

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

Vision Statement:

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

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

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

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

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

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

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

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

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

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

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

Strengths

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

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

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

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

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

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

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

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

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

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

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

Problem Statements Identifying Perceptions Needs

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

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Student achievement at the Meets and Masters performance levels remains an area of need across RLA, mathematics, and science. On the 2026 STAAR, 66% of students achieved Approaches Grade Level or above, while 45% achieved Meets Grade Level or above and 17% achieved Masters Grade Level. Increasing the percentage of students demonstrating grade-level mastery and higher levels of academic achievement	Tier 1 instruction does not yet consistently provide the level of rigor, higher-order questioning, student discourse, academic vocabulary, and application necessary for students to demonstrate grade-level mastery. Formative assessment and instructional response are not consistently aligned to the depth and complexity of grade-level standards.
2 ★	Students receiving Special Education services demonstrate significant achievement gaps compared with overall campus performance. Across all 2026 STAAR subjects, students receiving Special Education services achieved 39% Approaches, 20% Meets, and 3% Masters compared with overall campus performance of 66% Approaches, 45% Meets, and 17% Masters.	Students receiving Special Education services have not consistently had access to grade-level Tier 1 instruction alongside their general education peers in the least restrictive environment. Collaboration between general education and Special Education teachers also requires greater consistency in planning, implementation of accommodations and specially designed instruction, and monitoring.
3 ★	Achievement gaps persist among students represented within campus accountability groups. On the 2026 STAAR, High Focus students achieved 53% Approaches, 33% Meets, and 11% Masters compared with overall campus performance of 66%, 45%, and 17%, respectively. Economically Disadvantaged students also demonstrate achievement gaps compared with Non-Economically Disadvantaged students.	Instructional planning and intervention systems have not consistently identified and responded to the specific academic needs of individual students represented within accountability groups. PLCs need increased intentionality in disaggregating student-level data, identifying students requiring intervention or acceleration, and planning differentiated instruction based on skill and TEKS.
4 ★	Although 69% of students scored Approaches Grade Level or above on STAAR, only 40% achieved Meets and 14% achieved Masters, indicating that a significant number of students are not yet demonstrating grade-level mastery or higher-order thinking required for long-term academic success.	Instruction has not consistently incorporated enough rigor, higher-order questioning, and opportunities for students to apply learning in novel, complex situations. Limited alignment between classroom formative assessments and STAAR-level expectations has made it challenging to fully prepare students for Meets and Masters performance.
5 ★	TELPAS data shows that while students with three or more years in U.S. schools are making progress, only 16% of long-term ELs reached Advanced High, and students in their first and second years remain heavily concentrated in the Beginning and Intermediate levels.	Core content instruction has not fully embedded language acquisition strategies, academic vocabulary development, and structured opportunities for speaking and writing across subjects. Inconsistent implementation of sheltered instruction and limited monitoring of linguistic accommodations have slowed language development for ELs.

6 ★	i-Ready diagnostic results show improvement across all grade levels from BOY to EOY; however, a sizable percentage of students remain one or more grade levels below in both math and reading, particularly in upper grades.	Gaps in foundational literacy and numeracy skills from earlier grades have compounded over time, especially for students who entered school below grade level. Intervention systems are in place but need more consistency in delivery, progress monitoring, and differentiation to accelerate growth for students who are multiple years behind.
7 ★	HB 1416 data highlights that a portion of students remain in the Low and High "Does Not Meet" performance bands year over year, with too few transitioning into Meets or Masters categories.	Early intervention efforts have not been fully effective at remediating learning gaps before they widen, due to limited use of small-group instruction, inconsistent RtI implementation, and gaps in teacher training for identifying and addressing root skill deficiencies.
8 ★	Curriculum implementation and instructional practices are not yet consistent across grade levels, limiting the full impact on student achievement.	Teachers are still in the early phases of internalizing new curriculum and instructional frameworks (e.g., Fundamental Five). Limited time for coaching, feedback, and PLC collaboration slows consistent alignment across classrooms.
9 ★	PLC structures exist and meet regularly, but the effective use of data and collaboration to drive instruction is uneven across grade levels.	Differences in teacher experience, facilitation skills, and comfort with data analysis have led to variability in how PLCs use achievement data to inform instruction and interventions.
10 ★	Professional development opportunities are offered through Base Camp, external PD, and teacher-led learning, but transfer of knowledge into daily classroom practice is inconsistent.	Systems for accountability, coaching, and ongoing follow-up are not yet fully embedded to ensure professional learning is applied and sustained in instruction.
11 ★	While multiple communication systems are in place, both internal and family communication still leaves gaps in ensuring clarity and meaningful engagement.	Communication tends to be one-way and information-heavy. Opportunities for two-way dialogue, family feedback, and parent engagement in student learning remain limited.

12 ★

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

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

13 ★

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

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

14 ★

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

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

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

Performance Objective 1

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

Strategy 1 ☑ Additional Targeted Support Strategy

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

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

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

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

Funding Sources: 211 Title I,

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 2 ☑ Additional Targeted Support Strategy

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

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

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

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

Funding Sources: 211 Title I,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 3 ☑ Additional Targeted Support Strategy

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

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

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

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

Funding Sources: 211 Title I,

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

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

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Strategy 4 ☑ Additional Targeted Support Strategy

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

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

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

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

Funding Sources: 211 Title I,

Title I: 2.5.1, 2.5.2

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

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

Formative Reviews

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Strategy 5

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

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

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

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

Formative Reviews

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Strategy 6

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

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

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

Formative Reviews

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Strategy 7

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

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

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

Formative Reviews

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Strategy 8

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

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

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

Formative Reviews

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Performance Objective 2

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

Strategy 1

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

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

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

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

Funding Sources: 211 Title I,

Title I: 2.5.3

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Strategy 2 ☑ Results Driven Accountability

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

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

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

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

Funding Sources: 211 Title I,

Title I: 2.5.3

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 3

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

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

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

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

Funding Sources: 211 Title I,

Title I: 2.5.3

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

Formative Reviews

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Performance Objective 3

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

Strategy 1

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

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

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

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

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

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Strategy 2

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

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

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

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

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

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Strategy 3

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

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

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

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

Formative Reviews

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

Performance Objective 1

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

Strategy 1

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

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

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

Staff Responsible for Monitoring: Campus Administrators

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

December	February	April	June

Performance Objective 2

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

Strategy 1

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

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

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

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

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

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Strategy 2

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

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

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

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

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

December	February	April	June

Strategy 3

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

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

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

Staff Responsible for Monitoring: Campus Administrators and All Campus Staff

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

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

Formative Reviews

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Performance Objective 3

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

Strategy 1

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

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

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

Staff Responsible for Monitoring: Campus Administrators and Instructional Coach

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

December	February	April	June

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

Performance Objective 1

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

Strategy 1

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

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

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

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

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

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Strategy 2

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

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

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

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

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

Formative Reviews

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Performance Objective 2

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

Strategy 1

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

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

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

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

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

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Performance Objective 3

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

Strategy 1

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

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

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

Staff Responsible for Monitoring: Campus Administrators and Campus Improvement Committee

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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

Performance Objective 1

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

Strategy 1

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

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

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

Formative Reviews

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Performance Objective 2

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

Strategy 1

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

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

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

Formative Reviews

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Strategy 2

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

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

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

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

Formative Reviews

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Performance Objective 3

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

Strategy 1

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

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

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

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Goal 5

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

Performance Objective 1

Prioritize and enhance parent and teacher communications.

Strategy 1

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

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

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

Funding Sources: 211 Title I,

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Strategy 2

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

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

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

Funding Sources: 211 Title I,

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December	February	April	June

Performance Objective 2

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

Strategy 1

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

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

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

Funding Sources: 211 Title I,

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

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

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

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

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

Formative Reviews

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Funding Summary

Funding Summary

211 Title I

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

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

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