Red Oak Independent School District

Red Oak High School

Accountability Rating: B

Distinction Designation:
Academic Achievement in Science, Academic Achievement in Social Studies

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
October 07, 2026 at 09:41 AM

Mission Statement

The Mission of Red Oak ISD:

4 Talons of the Hawk

Exhibits Academic Readiness: 1% Better Daily & Love Tough

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

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

Leaves a Legacy Through Service: "We Before Me"

Vision

The Vision of Red Oak ISD:

"Realizing Our Individual Students' Dreams”

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 8

School Processes & Programs 11

Perceptions 13

Priority Problem Statements 15

Data Documentation for CNA 17

Improvement Planning Data 18

Accountability Data 18

Student Data: Assessments 18

Student Data: Student Groups 18

Student Data: Behavior and Other Indicators 19

Employee Data 19

Parent/Community Data 20

Support Systems and Other Data 20

Goals 21

Goal 1 : Academics: Develop critical thinkers that will transcend college and career ... 22

Goal 2 : Human Resources: Intentional progress to hire and retain high-quality staff... 39

Goal 3 : Finance: Maintain fiscal stewardship and accountability to ensure financial... 43

Goal 4 : Growth, Facilities, Security: Prioritize and allocate resources to ensure saf... 45

Goal 5 : Communications: Ensure District is connected to the community in partner... 48

Committees 50

Site Based Decision Making Committee 51

Meeting Logs 51

Members 51

Policies, Procedures, and Requirements 52

Comprehensive Needs Assessment

Demographics

Summary

Student Enrollment

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Total Students	1,960	2,019	2,160	2,163	2,296	2,279
Female	968	984	1,063	1,034	1,064	1,049
Male	992	1,035	1,097	1,129	1,232	1,230
Grade 9	489	587	692	595	625	567
Grade 10	538	448	516	626	574	594
Grade 11	495	504	445	499	588	546
Grade 12	438	480	507	443	509	572

Student Demographics

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
African American	31.4%	34.1%	37.50%	36.1%	39.79%	41.42%
Hispanic	35.5%	35.7%	36.30%	40.1%	38.09%	39.45%
White	29.3%	25.8%	21.10%	18.7%	16.06%	14.57%
American Indian	0.6%	0.4%	0.40%	0.2%	0.52%	.48%
Asian	0.7%	1.0%	1.00%	1.0%	1.04%	.75%
Pacific Islander	0.1%	0.0%	0.00%	0.1%	.13%	.13%
Two or More Races	2.4%	3.0%	3.70%	3.8%	4.35%	3.2%

Student Profile - Special Programs

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Economically Disadvantaged	40.6%	46.0%	54.5%	57.61%	57.6%	54.45%
Section 504	9.5%	9.7%	10.3%	10.9%	10.36%	10.4%
EB Students	7.7%	9.4%	10.6%	11.4%	12.8%	12.15%
At-Risk	42.0%	52.4%	52.5%	53.4%	53.37%	56.87%
Gifted and Talented	8.1%	7.3%	6.5%	5.0%	5.05%	5.92%
Special Education	12.2%	12.0%	11.2%	11.1%	12.19%	13.3%
Mobility (for the prior year)	9.6%	10.9%	11.8%	11.3%	12.86%	12.86%

Student Profile: Attendance

2019 - 2020 - 95.81%

2020 - 2021 - 96.50% COVID Year

2021 - 2022 - 91.48%

2022 - 2023 - 94.04%

2023 - 2024 - 93.70%

2024 - 2025 - 93.77%

2025 - 2026 - 94.0%

College, Career, and Military Readiness (CCMR)

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
CCMR	64.8%	59.1%	55.1%	72.0%	92%

Staff Profile - Teachers by Years of Experience

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Beginning Teachers	3.0%	3.0%	3.1%	12.8%	5%	5.4%
1-5 Years Experience	33.6%	34.6%	29.0%	23.0%	31.1%	26.5%
6-10 Years Experience	25.1%	23.3%	26.2%	19.7%	19.6%	22.1%
11-20 Years Experience	19.1%	20.5%	22.3%	23.9%	23.4%	27.1%
21-30 Years Experience	12.8%	10.7%	12.0%	13.9%	15.2%	11.7%
Over 30 Years Experience	6.5%	7.9%	7.4%	6.6%	5.6%	7.1%

Strengths

- CCMR has increase substantially over the last two years.
- 466 students earned 600+ Industry Based Certifications earned during the 2025-2026 school year.
- 86% student participation in Career and Technical Education programs.
- Majority of our ELAR teachers are ESL certified.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Attendance rates are still below pre-COVID averages.	Monitoring of student attendance on all levels.

★ = Priority

Student Learning

Summary

ROHS STAAR Data - Spring 2026

	ROHS	State		ROHS	State
English I			**Algebra I**		
Approaches	70	73	Approaches	77	83
Meets	45	53	Meets	37	51
Masters	7	12	Masters	11	28
English II			**Biology**		
Approaches	71	73	Approaches	92	93
Meets	48	58	Meets	62	69
Masters	4	9	Masters	27	34
			US History		
			Approaches	91	93
			Meets	63	69
			Masters	31	37

STAAR Progress Data (2022-2024):

	2021-2022			2022-2023			2023-2024			2024-2025			2025-	
	Approaches or Above	Meets or Above	Masters	Approaches or Above	Meets or Above	Masters	Approaches or Above	Meets or Above	Masters	Approaches or Above	Meets or Above	Masters	Approaches or Above	M A
English I	66%	43%	7%	71%	48%	9%	67%	41%	11%	65%	43%	9%	70%	
Algebra I	69%	38%	18%	78%	31%	9%	76%	35%	15%	75%	36%	16%	77%	
Biology	82%	54%	18%	86%	47%	14%	90%	47%	13%	88%	55%	11%	92%	
English II	75%	56%	8%	78%	56%	7%	71%	52%	6%	63%	42%	4%	71%	
US History	84%	60%	33%	90%	64%	31%	96%	63%	31%	93%	55%	26%	91%	

ROHS Advance Placement Data:

6-Year AP Report

	2021	2022	2023	2024	2025	2026
Total AP Students	148	158	164	193	215	232
Number of Exams	236	266	284	343	374	427
AP Students with Scores 3+	62	90	86	100	131	146
% of Total AP Students with Scores 3+	41.89%	56.96%	52.44%	51.81%	60.93%	62.93%

Student Learning Needs:

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

Strengths

- For all grades and all subjects, ROHS averaged higher than the state.
- SAT/ACT All Subjects - State averaged 87%. ROHS was 94%.
- Continued integration for many high school students into grade-level courses through inclusion.
- Continue providing credit recovery and grade repair to prevent dropouts.
- ROHS offers 28 programs of study through our Career and Technical Education programs.
- Dual Credit options have increased for CTE courses.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Students had a low achievement rate for meets and masters level on ELAR and Math.	Focus of academic success has been on passing the assessments, not advanced scores.

★ = Priority

School Processes & Programs

Summary

Curriculum and Instruction process centers around Professional Learning Communities, walkthrough observations by administrators, and the Fundamental 5 instructional strategies.

New teachers are provided mentors to assist in the transition to teaching on the high school campus.

Recruitment of high quality teachers at the high school level is challenging, particularly in specialty subjects and those designated as teacher shortage areas.

Instruction is targeted to meet TEKS and increase student achievement based on data analysis.

Informal and formal classroom assessment, released EOC tests, and CBAs serve as teacher administered benchmark assessments to predict student success on state assessments.

All students are provided their own personal Chromebook for school and home to support instruction.

ROHS will continue to implement MTSS Program

Staff Profile - Teachers by Years of Experience

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

Strengths

- Quality faculty and staff
- 44% of teachers at ROHS have 11 or more year of experience.
- Mentor teachers support new teachers to facilitate transition and increase retention
- Data analysis drives instructional decision-making through PLCs
- Common Planning for all STAAR tested subjects
- Access to technology
- Chromebooks provided to all students
- Campus technology technician

Problem Statements Identifying School Processes & Programs Needs

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

★ = Priority

Perceptions

Summary

From surveys conducted by the campus, stakeholders describe the campus as a safe place where everyone is treated equally and with respect. Overall, stakeholders strongly agree or agree with what is occurring on the high school campus. The majority of stakeholders feel that we are providing a quality education to our students at Red Oak High School and preparing for life beyond this campus. The high school staff constantly seeks ways to provide all students with a safe, secure, nurturing, and positive learning environment. Faculty members build meaningful relationships with students to enhance their learning experience. The high school campus has a staff that works together to ensure the success of our students.

Strengths

Most parent's felt the vision of Red Oak ISD is “Realizing Our Individual Students’ Dreams.” Is the mission clear and understandable.

Most stakeholders thought Red Oak ISD provides a safe and secure learning environment for all students and staff.

Problem Statements Identifying Perceptions Needs

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

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Students had a low achievement rate for meets and masters level on ELAR and Math.	Focus of academic success has been on passing the assessments, not advanced scores.
2 ★	Attendance rates are still below pre-COVID averages.	Monitoring of student attendance on all levels.
3 ★	ROHS has difficulty recruiting and maintaining highly qualified staff from year-to-year.	There is a lack of highly qualified applicants applying for positions posted at ROHS.
4 ★	Students at ROHS do not uniformly adhere to district and campus expectations for behavior as evidenced by disciplinary referral rates.	ROHS staff is not consistently enforcing and monitoring expectations of student behaviors.
5 ★	Common parent concerns revolved around lack of communication regarding events, important information, and campus and district initiatives.	Utilization of platforms is not consistent. No designated staff to manage communication.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☑ **District goals**
- ☑ **Campus goals**
- ☑ **HB3 CCMR goals**
- ☑ **Campus/District improvement plans (current and prior years)**

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Dual-credit and/or college prep course completion data**
- [x] **Pregnancy and related services data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Annual dropout rate data**
- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Violence and/or violence prevention records**
- [x] **Tobacco, alcohol, and other drug-use data**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**

- [x] **T-TESS data**
- [x] **T-PESS data**
- [x] **Support structures: mentors**
- [x] **Teacher recruitment/retention rates and other data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent engagement rate**
- [x] **Parent and community partnership data**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Study of best practices and high yield strategies**

Goals

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

Performance Objective 1 ☑ High Priority

Red Oak High School will increase its English 1 and 2 passing rates to 75% approaches, 55% meets, and 15% masters by May 2027.

Evaluation Data Source: STAAR, CBAs, Benchmarks

Next Year's Recommendation: 80% Approaches, 65% Meets, and 15% Masters

Strategy 1

EOC Teachers will concentrate on student growth throughout the school year. Utilizing student growth trackers for each individual student.

Evidence that Demonstrates Success: Student Growth

Staff Responsible for Monitoring: Principal, Associate Principal, Instructional Coaches, Teachers

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

Formative Reviews

December	February	April	June

Strategy 2

Identify students who scored a zero on extended-constructed response (ECR), intervening with identified students throughout the year, and monitoring the progress of those students. Student/ Teacher conferences about ECR.

Evidence that Demonstrates Success: Decrease in students with a 0 on ECR and an increase in STAAR approaches, meets, and masters.

Staff Responsible for Monitoring: Principal, Associate Principal, ELAR Instructional Coach, Teachers

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

December	February	April	June

Strategy 3

English 1 and English 2 teachers will engage in daily collaborative planning to create a guaranteed and viable curriculum and common assessments to identify students who need additional targeted support. Adjust instruction through PLCs based on Instructional Focus Documents with action plans.

Evidence that Demonstrates Success: Meeting Agendas, Increase in STAAR Scores

Staff Responsible for Monitoring: Campus Administration, Instructional Coach, Department Assistant Principal

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

December	February	April	June

Strategy 4

A comprehensive needs assessment will be conducted to identify educational strengths and weaknesses in student performance, school culture and climate, staff quality, curriculum and instruction, family and community involvement, school context and organization, and technology.

Evidence that Demonstrates Success: Campus Needs Assessment

Staff Responsible for Monitoring: Principal

Formative Reviews

December	February	April	June

Strategy 5

Use of high quality instructional materials in all classrooms (faculty trained on HQIM with teams following provided lesson plans)

Evidence that Demonstrates Success: Lesson Plans, Walkthroughs, Observations, STAAR Scores

Staff Responsible for Monitoring: Campus Administration, Instructional Coaches

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

December	February	April	June

Strategy 6

ECRs every six weeks in Eduphoria.

Evidence that Demonstrates Success: Student Writing Samples. Increase in ECR scores.

Staff Responsible for Monitoring: Associate Principal, Instructional Coach

Formative Reviews

December	February	April	June

Strategy 7

All PLCs will implement a writing plan for the year.

Evidence that Demonstrates Success: Student work analysis

Staff Responsible for Monitoring: Teachers
Instructional Coaches
APs

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	February	April	June

Strategy 8

Teachers will explicitly teach and reinforce strategies for creating level 1, 2, & 3 questions in order to increase the rigor of Tier 1 instruction.

Evidence that Demonstrates Success: PLC Agendas, Lesson Plans, Observations

Staff Responsible for Monitoring: Teachers, Instructional Coaches, and APs

Formative Reviews

December	February	April	June

Performance Objective 2 ☑ High Priority

Algebra I will increase approaches, meets, and masters by 5% from the previous school year.

Evaluation Data Source: STAAR, CBAs, Benchmarks

Strategy 1

EOC Teachers will concentrate on student growth throughout the school year. Utilizing student growth trackers for each individual student.

Evidence that Demonstrates Success: Student Growth

Staff Responsible for Monitoring: Principal, Associate Principal, Instructional Coaches, Teachers

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

Formative Reviews

December	February	April	June

Strategy 2

Use internalization protocol for district HQIMs to deepen understanding of TEKS, instructional implications, and possible misconceptions. Adjust instruction through PLCs based on Instructional Focus Documents with action plans.

Evidence that Demonstrates Success: Lesson Plans, PLC agendas

Staff Responsible for Monitoring: Campus Administration, Instructional Coach

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

December	February	April	June

Strategy 3

Provide materials, including technology, and targeted intervention resources, to ensure the mastery of required Algebra I TEKS for all students (IXL, ALEKS, Sirius)

Evidence that Demonstrates Success: Use of Materials/Programs

Staff Responsible for Monitoring: Campus Administration, Instructional Coach, Teachers

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	February	April	June

Strategy 4

A comprehensive needs assessment will be conducted to identify educational strengths and weaknesses in student performance, school culture and climate, staff quality, curriculum and instruction, family and community involvement, school context and organization, and technology.

Evidence that Demonstrates Success: Comprehensive Needs Assessment

Staff Responsible for Monitoring: Principal

Formative Reviews

December	February	April	June

Performance Objective 3 ☑ High Priority

ROHS will aim for the Biology STAAR End-of-Course Assessment to score at or above 90% approaches, 60% meets, and 20% masters for the 2026-2027 school year.

Evaluation Data Source: STAAR, CBAs, Benchmarks

Strategy 1

EOC Teachers will concentrate on student growth throughout the school year. Utilizing student growth trackers for each individual student.

Evidence that Demonstrates Success: Student Growth

Staff Responsible for Monitoring: Principal, Associate Principal, Instructional Coaches, Teachers

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

Formative Reviews

December	February	April	June

Strategy 2

Biology teachers will engage in daily collaborative planning to create a guaranteed and viable curriculum and common assessments to identify students who need additional targeted support. Adjust instruction through PLCs based on Instructional Focus Documents with action plans.

Evidence that Demonstrates Success: PLC Agendas, Increase in STAAR scores

Staff Responsible for Monitoring: Campus Administration, Instructional Coach, Teachers

Formative Reviews

December	February	April	June

Strategy 3

Increase the number of short-constructed responses used in class, emphasizing the use of sentence stems.

Evidence that Demonstrates Success: Lesson Plans, PLC agendas

Staff Responsible for Monitoring: Campus Administration, Instructional Coach, Teachers

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

December	February	April	June

Strategy 4

A comprehensive needs assessment will be conducted to identify educational strengths and weaknesses in student performance, school culture and climate, staff quality, curriculum and instruction, family and community involvement, school context and organization, and technology.

Evidence that Demonstrates Success: Comprehensive Needs Assessment

Staff Responsible for Monitoring: Principal

Formative Reviews

December	February	April	June

Performance Objective 4 ☑ High Priority

ROHS will aim for the US History STAAR End-of-Course Assessment to score at or above 98% approaches, 60% meets, and 30% masters for the 2026-2027 school year.

Evaluation Data Source: STAAR, CBAs, Benchmarks

Strategy 1

EOC Teachers will concentrate on student growth throughout the school year. Utilizing student growth trackers for each individual student.

Evidence that Demonstrates Success: Student Growth

Staff Responsible for Monitoring: Principal, Associate Principal, Instructional Coaches, Teachers

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

Formative Reviews

December	February	April	June

Strategy 2

US History teachers will engage in daily collaborative planning to create a guaranteed and viable curriculum and common assessments to identify students who need additional targeted support. Adjust instruction through PLCs based on Instructional Focus Documents with action plans.

Evidence that Demonstrates Success: PLC Agendas, Increase in STAAR scores

Staff Responsible for Monitoring: Campus Administration, Instructional Coach, Teachers

Formative Reviews

December	February	April	June

Strategy 3

A comprehensive needs assessment will be conducted to identify educational strengths and weaknesses in student performance, school culture and climate, staff quality, curriculum and instruction, family and community involvement, school context and organization, and technology.

Evidence that Demonstrates Success: Comprehensive Needs Assessment

Staff Responsible for Monitoring: Principal

Formative Reviews

December	February	April	June

Strategy 4

US History teachers will engage in daily collaborative planning to create a guaranteed and viable curriculum and common assessments to identify students who need additional targeted support. Adjust instruction through PLCs based on Instructional Focus Documents with action plans.

Evidence that Demonstrates Success: PLC Agendas, Increase in STAAR scores

Staff Responsible for Monitoring: Campus Administration, Instructional Coach, Teachers

Formative Reviews

December	February	April	June

Performance Objective 5 ☑ High Priority

Increase the number of students who are CCMR met in the ROHS Class of 2027 to 95% or higher by the end of the 2026-2027 school year.

Evaluation Data Source: CCMR Percentage, Accountability report for 26-27 school year

Strategy 1

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

Evidence that Demonstrates Success: TCB certification for students.

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

Formative Reviews

December	February	April	June

Strategy 2

Increase the total number of student who earn industry-based certificates. CTE department will prepare students to earn any and all possible industry certifications and provide other real-world experiences.

Evidence that Demonstrates Success: Students will earn industry based certificates.

Staff Responsible for Monitoring: Director of CTE

Formative Reviews

December	February	April	June

Strategy 3

Increase the total number of students to pass both the Reading and Math portions of TSIA, score a 22 on the ACT in both Math and Reading, or a 480 on the reading portion of the SAT and a 530 on the Math portion of the SAT. Provide students opportunities to prepare and review for TSI assessments.

Evidence that Demonstrates Success: Increase performance on the TSIA, ACT, SAT

Staff Responsible for Monitoring: Campus Administration, CCMR Coordinator, Testing Coordinator

Formative Reviews

December	February	April	June

Strategy 4

Increase the number of current ROHS teachers credentialed to teach Dual Credit Courses. This would allow more students to earn CCMR indicators for dual credit.

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

Staff Responsible for Monitoring: Principal, Associate Principal

Formative Reviews

December	February	April	June

Strategy 5

Monitor all students using On Data Suite and other resources to track who has obtained CCMR

met status.

Evidence that Demonstrates Success: Increase in CCMR percentage

Staff Responsible for Monitoring: Principal, CCMR Coordinator, Executive Director of CCMR, Counselors

Formative Reviews

December	February	April	June

Strategy 6

Provide resources/guidance and promote scholarship opportunities for all students.

Evidence that Demonstrates Success: Scholarship Awards

Staff Responsible for Monitoring: CCMR Coordinator, Counselors

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	February	April	June

Strategy 7

To facilitate effective transitions for students from high school to post-secondary careers, all students will have the opportunity to participate in the Career and Technical Education program.

Evidence that Demonstrates Success: Higher CCMR Results

Staff Responsible for Monitoring: Principal, Associate Principal, Director of CTE

Formative Reviews

December	February	April	June

Strategy 8

Complete the Comprehensive Local Needs Assessment (CLNA) through collaboration with campus, district, and community stakeholders to identify CTE program strengths, performance gaps, access barriers, and workforce alignment needs. Utilize CLNA findings to prioritize Perkins V expenditures and other resources that strengthen programs of study, improve student access and achievement, increase industry-based certification attainment, and prepare students for postsecondary education and high-demand careers.

Evidence that Demonstrates Success: Completed CLNA
CLNA stakeholder meeting documentation
CTE performance and enrollment data analysis
Program-of-study reviews
Labor market/workforce alignment data
Perkins funding requests aligned to identified CLNA needs
Documentation of equipment, instructional resources, or professional development purchased with Perkins funds
Student industry-based certification and program completion data
Annual evaluation of progress toward identified CTE priorities

Staff Responsible for Monitoring: Director of CTE/CCMR
High School Principal
Chief of Secondary Schools

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 6: Campus Finance and Operations

Formative Reviews

December	February	April	June

Strategy 9

With the elimination of traditional College Prep and Bridge pathways as CCMR indicators, the campus will transition to scalable, dual credit opportunities that align with CCMR accountability benchmarks. Campus and district leaders will work collaboratively with higher education partners to expand dual credit access, identify eligible students, and ensure pathway alignment with graduation and postsecondary goals.

Evidence that Demonstrates Success: Growth in the percentage of students meeting CCMR indicators.
Improved student completion rates for dual credit coursework.
Increased staff knowledge and effectiveness in advising students on CCMR pathways.

Staff Responsible for Monitoring: Chief of Secondary Schools, Principal, Associate Principal, Teachers

Formative Reviews

December	February	April	June

Performance Objective 6 ☑ High Priority

ROHS will use both proactive and reactive strategies to emphasize the importance of regular student attendance and reduce absences, resulting in an ADA rate of 95% or greater by the end of the 2026-2027 school year.

Evaluation Data Source: ADA reports, SABIPs, Truancy Filings

Strategy 1

Implement truancy prevention measures (TPM) for students experiencing attendance concerns.

Evidence that Demonstrates Success: reducing loss of academic credit due to absences, improving achievement due to increased instructional time

Staff Responsible for Monitoring: Assistant Principals and Secretaries

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	February	April	June

Strategy 2

Exempt students from fall/spring exams based on attendance for the semester, in addition to academic requirements.

Evidence that Demonstrates Success: Attendance Rate

Staff Responsible for Monitoring: Campus Administration, Teachers

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	February	April	June

Strategy 3

District attendance incentive for students with perfect attendance.

Evidence that Demonstrates Success: Perfect Attendance Percentage Increases and Overall attendance percentage increase

Staff Responsible for Monitoring: District and Campus Administration

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	February	April	June

Strategy 4

Student incentives provided for students with perfect attendance each grading period and semester.

Evidence that Demonstrates Success: Attendance Reports

Staff Responsible for Monitoring: Campus Administration

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	February	April	June

Strategy 5

Implement the use of Student Conductor Tardy Kiosks to help monitor and record student tardies.

Evidence that Demonstrates Success: Tardy Reports each Grading Period

Staff Responsible for Monitoring: Campus Administration and Secretaries

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	February	April	June

Performance Objective 7

Provide students the opportunity to learn and recover from failure.

Evaluation Data Source: Increase in student success.

Strategy 1

Provide accelerated instruction for students who were not successful on the STAAR Assessments - EOC Academy, Summer Tutoring, Talon Time (Mastery Prep), Boot Camps, and Saturday Camps.

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

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

Formative Reviews

December	February	April	June

Strategy 2

Credit Recovery opportunities provided during the school year and during summer school.

Evidence that Demonstrates Success: Completion of credit recovery courses.

Staff Responsible for Monitoring: Counselors, Credit Recovery Teachers, Summer School Staff

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

December	February	April	June

Strategy 3

Continue Grade Repair Program at the end of each grading period.

Evidence that Demonstrates Success: Improvement of student grades.

Staff Responsible for Monitoring: Associate Principal, Counselors

Formative Reviews

December	February	April	June

Strategy 4

Talon Time is provided during 5th period as an intervention, academic enrichment, and student enrichment time during the school day.

Evidence that Demonstrates Success: Utilization of Talon Time, Mastery Prep Usage, Decrease in Failures and Missing Assignments.

Staff Responsible for Monitoring: Principal, Associate Principal, Teachers

Formative Reviews

December	February	April	June

Strategy 5

Work with Region 10 during the school year to create/implement an MTSS program for red oak high school.

Evidence that Demonstrates Success: Creation and Implementation of Program

Staff Responsible for Monitoring: Campus and District Administration, MTSS Committee

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

Formative Reviews

December	February	April	June

Performance Objective 8 ☑ High Priority

Every student understands the expected standards of behavior on the campus and feels that their safety and well-being are a priority of the district.

Evaluation Data Source: Student Surveys

Strategy 1

Mentors' Care mentoring program will be continued on the campus to benefit at-risk students who are experiencing social and emotional barriers.

Evidence that Demonstrates Success: Students will be equipped to reach their full potential with no emotional barriers.

Staff Responsible for Monitoring: Principal, Mentors' Care Director, Counselors

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	February	April	June

Strategy 2

Ensure consistency of state and campus enforcement of the Student Code of Conduct and Handbook.

Evidence that Demonstrates Success: Discipline Reports - PEIMS

Staff Responsible for Monitoring: Campus Administration

Formative Reviews

December	February	April	June

Strategy 3

Intervention and Support Counselors are available for students.

Evidence that Demonstrates Success: Students meeting with counselors.

Staff Responsible for Monitoring: Counselors

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

Formative Reviews

December	February	April	June

Strategy 4

Implement class meetings at the beginning of the school year to provide campus expectations for all students.

Evidence that Demonstrates Success: Meetings

Staff Responsible for Monitoring: Campus Administration

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	February	April	June

Strategy 5

Incentives provided for students who earn A Honor Roll and A/B Honor Roll each grading period.

Evidence that Demonstrates Success: Six Weeks Grade Reports

Staff Responsible for Monitoring: Campus Administration

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	February	April	June

Strategy 6

Birthday messages sent to staff and students on their birthdays throughout the school year.

Evidence that Demonstrates Success: Messages Sent

Staff Responsible for Monitoring: Assistant Principal

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	February	April	June

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

Performance Objective 1

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

Strategy 1

Follow established procedures to ensure applicants are certified/highly qualified for available positions.

Evidence that Demonstrates Success: All hired staff are certified/highly qualified or seeking certification.

Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals, Human Resources

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

December	February	April	June

Strategy 2

Provide professional development opportunities for all teachers and staff.

Evidence that Demonstrates Success: Provide training in all areas of compliance

Staff Responsible for Monitoring: Campus Administrators

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

December	February	April	June

Performance Objective 2

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

Strategy 1

Nominate teacher of the month

Evidence that Demonstrates Success: Staff will select teachers of the month

Staff Responsible for Monitoring: Principal

Formative Reviews

December	February	April	June

Strategy 2

Provide mentors for new and newly assigned teachers to the campus.

Evidence that Demonstrates Success: Mentor Assignments and Completion of Documentation

Staff Responsible for Monitoring: Associate Principal

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

December	February	April	June

Performance Objective 3

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

Strategy 1

Develop hiring committees by subject area consisting of 2 administrators, the team lead, and a separate teacher representative.

Evidence that Demonstrates Success: Multiple perspectives on candidate quality

Staff Responsible for Monitoring: Campus Principal

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

December	February	April	June

Strategy 2

Appropriately certified teachers, counselors, and paraprofessionals will be recruited and retained by offering a quality work environment, retention stipends, administrative support, and ample professional development in content knowledge and classroom practices through Region 10 and Campus/District Professional Development.

Evidence that Demonstrates Success: Higher Staff Retention Rates

Staff Responsible for Monitoring: Campus Principal and Campus Administration

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

December	February	April	June

Strategy 3

Attend Job Fairs and College Recruiting Days

Evidence that Demonstrates Success: Job Fair and College Recruiting Day attendance.

Staff Responsible for Monitoring: Campus Administration

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

December	February	April	June

Strategy 4

Work with alternative certification programs to identify qualified candidates for open positions.

Evidence that Demonstrates Success: Communication with Alternative Certification Programs.

Staff Responsible for Monitoring: Campus Administration

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

December	February	April	June

Performance Objective 4

Strengthen instructional practices and improve student engagement by actively participating in the Region 10 Classroom Management Cohort and implementing research-based classroom management strategies that promote a positive, structured, and productive learning environment.

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

Performance Objective 1

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

Strategy 1

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

Evidence that Demonstrates Success: Skyward Financial Records

Staff Responsible for Monitoring: Secretary
Principal

Formative Reviews

December	February	April	June

Performance Objective 2

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

Strategy 1

Principal runs weekly reports to monitor appropriate use of school funds.

Evidence that Demonstrates Success: Weekly meetings with School Secretary to monitor budget.

Staff Responsible for Monitoring: Principal
School Secretary

Formative Reviews

December	February	April	June

Performance Objective 3

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

Strategy 1

Campus administration will work with all campus stakeholders during the decision-making process determining proper usage of all resources.

Evidence that Demonstrates Success: Discussions of fund usage.

Staff Responsible for Monitoring: Principal

Formative Reviews

December	February	April	June

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

Performance Objective 1

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

Strategy 1

Review and analyze student programs and facility needs

Evidence that Demonstrates Success: Full utilization of available facilities

Staff Responsible for Monitoring: Principal

Formative Reviews

December	February	April	June

Performance Objective 2

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

Strategy 1

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

Evidence that Demonstrates Success: Daily usage

Staff Responsible for Monitoring: Campus Administration

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	February	April	June

Strategy 2

Conduct safety drills that include Hold, Secure, Lockdown, Evacuate, and Shelter.

Evidence that Demonstrates Success: Participation in required security drills.

Staff Responsible for Monitoring: Campus Administrators
All Campus Staff

Formative Reviews

December	February	April	June

Strategy 3

Students and Staff will be trained over the Crisis Management Plan and Standard Response Protocols.

Evidence that Demonstrates Success: Staff attendance to trainings and student training in classes.

Staff Responsible for Monitoring: Campus Administration and Campus Staff

Formative Reviews

December	February	April	June

Strategy 4

Upgrade security cameras to Verkada to provide improved campus monitoring.

Evidence that Demonstrates Success: Documentation of video usage.

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

Formative Reviews

December	February	April	June

Strategy 5

The campus will use integrated school safety software that enables them to screen visitors, track volunteers, report on drills, respond to emergencies, and reunite families.

Evidence that Demonstrates Success: Daily Reports and Monitoring

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

Formative Reviews

December	February	April	June

Performance Objective 3

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

Strategy 1

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

Evidence that Demonstrates Success: Janitors
Maintenance and Upkeep

Staff Responsible for Monitoring: Secretary
Assistant Principal
Teachers

Formative Reviews

December	February	April	June

Strategy 2

ROHS will utilize multiple strategies, including campus facilities use calendars and forms, to reserve/use campus facilities for campus, district, and community events.

Evidence that Demonstrates Success: Streamlining use of ROHS facilities and ensuring that all stakeholders have equitable access.

Staff Responsible for Monitoring: Campus Principal and Principal Secretary

Formative Reviews

December	February	April	June

Goal 5

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

Performance Objective 1

Prioritize and enhance parent and teacher communications.

Evaluation Data Source: Number of Communications

Strategy 1

Weekly Newsletter provided to parents and students using the ParentSquare platform.

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

Staff Responsible for Monitoring: Principal

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	February	April	June

Strategy 2

Utilize campus web pages, skyward, Facebook, marquee, email, and community pages to invite and involve parents and the community to school events.

Evidence that Demonstrates Success: Increased awareness and connectivity to community

Staff Responsible for Monitoring: Principal
Journalism Teacher

Formative Reviews

December	February	April	June

Strategy 3

Clearly communicate activities - Parent/Teacher Conferences, Meet the Teacher, Open House, Meet the Hawks, Sporting Events, Concerts, Cultural Programs, etc.

Evidence that Demonstrates Success: Increased parent participation

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

Formative Reviews

December	February	April	June

Performance Objective 2

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

Evaluation Data Source: Parents and school community participation in events such as homecoming, open house and other campus events.

Strategy 1

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

Evidence that Demonstrates Success: Sign in Sheets and Increased Attendance

Staff Responsible for Monitoring: Campus Administration, Counselors

Formative Reviews

December	February	April	June

Committees

Committees

Site Based Decision Making Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
May 24, 2027 @ 4:30 PM	Red Oak High School	--	--
February 18, 2027 @ 4:30 PM	Red Oak High School	--	--
November 4, 2026 @ 4:30 PM	Red Oak High School	--	--
September 16, 2026 @ 4:30 PM	Red Oak High School	--	--

Members

First Name	Last Name	Position	Committee Role
Diane	Kesler	Teacher	Member
Patricia	Shah	Teacher	Member
Cristi	Watts	District	Representative
Raul	Martinez	Teacher	Member
Elizabeth	Georgoulis	Teacher	Member
Beth	Seck	Teacher	Member
Belinda	Ferguson	Parent	Member
Lyssa	Smith	Teacher	Member
April	Moon	Teacher	Member
Paige	Patterson	Principal	Facilitator

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

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