Red Oak Independent School District



Accountability Rating: C

2026-2027 District Improvement Plan

Generated by Plan4Learning.com
October 07, 2026 at 09:36 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”

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Comprehensive Needs Assessment

Demographics

Summary

Red Oak ISD: Rooted in History, Committed to Excellence

Founded in 1912 through the unification of the Ellis County towns of Red Oak, Ovilla, Glenn Heights, Oak Leaf, and Pecan Hill, Red Oak Independent School District has grown into a vibrant educational community. Today, the district serves students across eight campuses, including:

- One 6A high school
- Two middle schools (grades 6–8)
- Five elementary schools (Pre-K through 5th grade), all of which receive Title I federal funding

Red Oak ISD encompasses both rural and suburban neighborhoods, reflecting the diverse backgrounds and experiences of its families.

At Red Oak ISD, we believe that strong partnerships between families, schools, and the broader community are essential to student success. Our commitment to community engagement fosters a supportive network that enriches the educational experience and empowers every learner.

We are equally dedicated to creating a safe, inclusive, and nurturing environment where students and staff feel respected and valued. Through comprehensive safety measures, we ensure that academic and social opportunities are accessible without fear or distraction.

2025–2026 Student Enrollment Snapshot

- **Total Enrollment:** 6,589 students

Enrollment by Race/Ethnicity:

Group	Percentage
African American	38.97%
Hispanic	41.58%
White	14.86%
Two or More Races	3.54%
Asian	0.71%
American Indian	0.24%
Pacific Islander	0.10%

Enrollment by Student Type:

Category	Percentage
Economically Disadvantaged	58.35%
Emergent Bilingual	15.63%
Receiving Special Education Services	19.38%

Strengths

Red Oak ISD is a dynamic and evolving community, committed to preparing students for a world that extends far beyond the classroom. We empower our learners to develop a deep understanding of others—locally, across Texas, throughout the nation, and around the globe. This broad perspective enriches their educational journey and fosters a culture of mutual respect.

We are dedicated to honoring the diverse backgrounds, experiences, and viewpoints of our students. By embracing what makes each learner unique, we are better equipped to design meaningful and inclusive educational experiences that meet their varied needs and help them thrive.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	The number of students identified for and participating in the Gifted and Talented program has declined, reducing access to advanced academic services and enrichment opportunities.	Limited stakeholder awareness of GT referral and identification practices and opportunities, have resulted in fewer eligible students being identified and served in the Gifted and Talented program.

★ = Priority

Student Learning

Summary

For the 2025-2026 School Year Red Oak ISD received a C rating.

- District Overall Score: 78
- District Student Achievement: 78
- District School Progress: 78
- District Closing the Gaps: 79

Strengths

The district continues to demonstrate a strong commitment to student learning outcomes and college, career, and military readiness indicators. Three campuses, **Red Oak High School, Shields Elementary, and Wooden Elementary**, maintained a **B accountability rating**, reflecting consistent academic achievement and sustained instructional effectiveness across multiple grade levels.

Student engagement and participation remain a district strength, as **attendance rates continue to exceed state averages**. Strong attendance contributes to increased instructional time and supports positive academic outcomes for all students.

The district has also made significant progress in preparing students for postsecondary success. The **percentage of graduates earning an Industry-Based Certification (IBC) has increased and exceeds the state rate**, demonstrating the district's commitment to providing students with valuable workforce credentials and career-ready skills. Additionally, the **number of graduates meeting Texas Success Initiative (TSI) criteria has increased**, indicating that more students are graduating prepared for college-level coursework without the need for remediation.

These accomplishments reflect the district's ongoing focus on academic excellence, student engagement, and college and career readiness. Collectively, these outcomes highlight the effectiveness of district initiatives and the commitment of students, staff, and families to ensuring positive student learning results.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Overall mathematics performance continues to decline across the district, as evidenced by decreasing student achievement outcomes on state and local assessments.	Inconsistent implementation of rigorous, standards-aligned mathematics instruction and varying levels of student mastery of foundational mathematical concepts across grade levels.
2 ★	Science achievement in Grades 5 and 8 continues to decline, with fewer students meeting grade-level expectations on state and local assessments.	Inconsistent implementation of high-quality science instruction, limited inquiry-based learning opportunities, gaps in foundational science knowledge, and insufficient targeted interventions have contributed to declining student performance in science.
3	Academic performance gaps persist between Special Education and Economically Disadvantaged student populations and their non-identified peers across multiple content areas and grade levels.	The academic performance gaps for Special Education and Economically Disadvantaged students are primarily attributable to inconsistent implementation of targeted, data-driven interventions and differentiated instructional practices designed to meet diverse student needs.

★ = Priority

District Processes & Programs

Summary

Red Oak ISD provides a rigorous, TEKS-aligned curriculum supported by data-driven instruction, targeted interventions, and college, career, and military readiness opportunities to ensure student success. The district invests in ongoing professional development through instructional coaching, professional learning communities, and job-embedded training focused on effective instructional practices and student achievement. Decision-making is guided by a collaborative leadership model that incorporates input from educators, families, community stakeholders, and district advisory committees.

Communication with stakeholders is supported through multiple platforms, including district and campus websites, digital communication tools, social media, and community engagement events. As a growing district, Red Oak ISD strategically aligns staffing, resources, and programs to meet the needs of an increasingly diverse student population while maintaining safe and supportive learning environments. Campus schedules are designed to maximize instructional time and provide intervention, enrichment, and advanced learning opportunities. Comprehensive support services, including special education, Section 504, dyslexia, counseling, and multilingual learner programs, help ensure equitable access to learning. Students also benefit from a wide range of extracurricular and co-curricular opportunities in athletics, fine arts, leadership, academic competitions, and career and technical education.

Strengths

Red Oak ISD also offers a broad range of academic, extracurricular, and specialized learning opportunities that support the success of all students. Comprehensive support services, including special education and specialized learning programs, ensure students receive the individualized support necessary to achieve their full potential.

The district's commitment to continuous improvement is reflected in its academic progress, safety initiatives, attendance programs, stakeholder engagement efforts, and strategic planning for future growth. These systems and processes contribute to a positive learning environment and support Red Oak ISD's mission of preparing students to succeed academically, socially, and personally.

Perceptions

Summary

Realizing the Dreams of Every Student: Our Highest Priority

At the heart of our mission is a steadfast commitment to helping each student realize their unique dreams. Success, for us, is not defined by standardized test scores alone—but by the character, values, and growth our students embody through the 4 Talons of the Hawk. These guiding principles shape not only who our students become, but also how they contribute to the world around them.

We hold high expectations for every learner and dedicate ourselves to nurturing their full potential. This journey is not one we take alone—it's a collective effort powered by our entire community. One of the most inspiring reflections of this shared commitment is the remarkable growth in volunteer support.

- 2024–2025, we've reached an incredible 15,015 hours
- 2025-2026, we've reached an __ hours

The rising numbers are more than statistics—they're a testament to the deep belief our community holds in the power of education and the dreams of our students. Together, we're building a legacy of support, empowerment, and transformation.

Strengths

The district continues to foster a positive and supportive culture for students, families, and staff. Parent and family feedback indicates strong levels of satisfaction with the district's learning environment, with 82.9% of parents and families reporting that schools provide a welcoming culture. This reflects the district's commitment to building positive relationships and creating inclusive environments where families feel valued and connected to the educational process.

Communication with stakeholders is another area of strength. 82.4% of parents and families reported that district and campus communication was clear and informative, demonstrating the effectiveness of efforts to keep families engaged and informed regarding district initiatives, student learning, and school activities.

The district also benefits from a stable and experienced workforce. The average years of teacher experience has remained consistent from year to year, reflecting staff retention and providing continuity in instructional programs and student support.

Additionally, staffing levels have increased in alignment with district enrollment and organizational growth, ensuring that campuses and departments have the personnel necessary to support student achievement and operational effectiveness.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Parents, families, and stakeholders do not consistently receive timely feedback regarding student academic progress, and the use of multiple communication platforms across the district has resulted in inconsistent messaging and varying levels of stakeholder engagement.	The district lacks a standardized communication framework and consistent expectations for providing academic updates, leading to variation in communication methods, frequency, and effectiveness across campuses and departments.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Overall mathematics performance continues to decline across the district, as evidenced by decreasing student achievement outcomes on state and local assessments.	Inconsistent implementation of rigorous, standards-aligned mathematics instruction and varying levels of student mastery of foundational mathematical concepts across grade levels.
2 ★	Science achievement in Grades 5 and 8 continues to decline, with fewer students meeting grade-level expectations on state and local assessments.	Inconsistent implementation of high-quality science instruction, limited inquiry-based learning opportunities, gaps in foundational science knowledge, and insufficient targeted interventions have contributed to declining student performance in science.
3 ★	Parents, families, and stakeholders do not consistently receive timely feedback regarding student academic progress, and the use of multiple communication platforms across the district has resulted in inconsistent messaging and varying levels of stakeholder engagement.	The district lacks a standardized communication framework and consistent expectations for providing academic updates, leading to variation in communication methods, frequency, and effectiveness across campuses and departments.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☑ **District goals**
- ☑ **State and federal planning requirements**

Accountability Data

- ☑ **Texas Academic Performance Report (TAPR) data**
- ☑ **Student Achievement Domain**
- ☑ **Student Progress Domain**
- ☑ **Closing the Gaps Domain**
- ☑ **Accountability Distinction Designations**
- ☑ **Federal Report Card and accountability data**

Student Data: Assessments

- ☑ **State and federally required assessment information**
- ☑ **STAAR current and longitudinal results, including all versions**
- ☑ **STAAR End-of-Course current and longitudinal results, including all versions**
- ☑ **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- ☑ **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- ☑ **Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness**
- ☑ **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- ☑ **SAT and/or ACT assessment data**
- ☑ **PSAT**
- ☑ **Local benchmark or common assessments 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] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Homeless 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**

Employee Data

- [x] **Staff surveys and/or other feedback**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**
- [x] **Staff mobility/stability**
- [x] **Support structures: mentors**
- [x] **Teacher recruitment/retention rates and other data**

Parent/Community Data

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

Support Systems and Other Data

☑ **Communications data**

Goals

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

Performance Objective 1

Develop students who are college, career, and military ready by ensuring they possess the academic knowledge, skills, and competencies required for successful post-secondary pathways.

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

Strategy 1

Provide structured opportunities for students to engage in college-readiness assessment preparation.

Evidence that Demonstrates Success: Increase in the percentage of students passing dual credit courses and AP course assessments

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

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Strategy 2

Provide students, teachers, parents, and counselors with comprehensive information regarding higher-education admissions and financial aid opportunities--including programs such as TEXAS Grants and TEACH for Texas--while emphasizing the importance of informed curriculum planning through academic advisement and ensuring access to reliable sources of admissions and financial aid information.

Evidence that Demonstrates Success: College & Career Counselor program records

Staff Responsible for Monitoring: ROHS Associate Principal
ROHS College and Career Readiness Coordinator
ROHS Counselors
Chief of Secondary Schools

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Strategy 3

Expand and strengthen dropout-reduction efforts by increasing student participation in the Hawks Success Program and implementing targeted supports that keep students engaged, on track, and successfully progressing toward graduation.

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

Staff Responsible for Monitoring: ROHS Principal
ROHS Associate Principal
DAEP Administrator
Hawk Success Teacher

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Strategy 4

Utilize Title III funds to supplement the available resources for advancing the academic achievement of Emergent Bilingual students by utilizing Rosetta Stone and adding secondary ESL Specialists.

Evidence that Demonstrates Success: Texas Academic Performance Reports (TAPR)
ESSA Report
Eduphoria - Aware students' academic achievement reports
Texas English Language Proficiency Assessment System (TELPAS) Results

Staff Responsible for Monitoring: Campus Administrators
Teachers
Executive Director of Specialized Learning
Assistant Director of Federal Programs

Funding Sources: 263 Title III,

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Strategy 5

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

Evidence that Demonstrates Success: Course Enrollment, Course Selection Options, Career and College Exploration
Student Organization Participation, High School Expo, parent information nights at ROHS and ROMS. Counselor informational sessions with students.

Staff Responsible for Monitoring: Campus Administrators
Staff Sponsors
Counselors
CTE Director
Fine Arts Director
Athletic Director
Chief of Secondary Schools and Programs

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Performance Objective 2

Equip students to be well-rounded with interpersonal skills to manage day-to-day challenges through a comprehensive school counseling program [TEC 11.252(a)(3)(I)], [TEC 33.005].

Evaluation Data Source: Enrollment in Mentor's Care, Quaver Data, Training Records

Strategy 1

Offer Mentor's Care to students at the High School for student's identified as at-risk.

Evidence that Demonstrates Success: 100% of students identified as needing a mentor will be assigned a mentor.

Staff Responsible for Monitoring: ROHS Counselors

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Strategy 2

Provide lessons focused on interpersonal skills in grades PK-8 [TEC 11.252(a)(3)(E)], [TEC 11.252(a)(3)(B)(ii)].

Evidence that Demonstrates Success: Students will receive weekly lessons on interpersonal skills.
Quaver Data reports
Discipline referral reduction

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

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Strategy 3

Make Resource Coordination through Unite Ellis County available to all students and staff as needed.

Evidence that Demonstrates Success: Counselor referrals; published on the website

Staff Responsible for Monitoring: Campus administrators and counselors
Director of Counseling and Family Services

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Strategy 4

Provide trauma-informed care training to district and campus staff in accordance with Board Policy [TEC 11.252(a)(10)], [TEC 11.252(a)(3)(E)].

Evidence that Demonstrates Success: School Board Policy FFBA Legal and FFBA Local
Sign in sheets

Staff Responsible for Monitoring: Director of Counseling and Family Services
Student Support Specialist
Campus Counselors

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Strategy 5

Staff and students will receive training to prevent suicide and violence, unwanted physical and verbal aggression, sexual harassment, conflict resolution, dating violence, sexual abuse, sex trafficking, and other maltreatment of children [TEC 11.252(a)(3)(B)(i)], [TEC 11.252(a)(3)(B)(iii)], [TEC 11.252(a)(9)], [TEC 38.0041(a)].

Evidence that Demonstrates Success: Compliance training records

Staff Responsible for Monitoring: Chief Technology Officer
Chief Communications Officer
Director of Student Services
Director of Counseling and Family Services
Student Support Specialist

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Performance Objective 3

Engage students in meaningful learning experiences through the use of a diverse range of instructional strategies.

Evaluation Data Source: Strive report of TTESS walkthroughs, Meeting agendas

Strategy 1

Target performance objectives for all accountability groups using assessment instruments (STAAR, EOC, SAT/ACT, iReady Growth, TELPAS, and local assessments, IEPs, Section 504 plans, LPAC, and MTSS/RtI [TEC 11.252(a)(3)(A)].

Evidence that Demonstrates Success: Lead4Ward Reports
IEPs
504 Plans

Staff Responsible for Monitoring: Curriculum & Instruction Department
Campus Administrators
Teachers

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Strategy 2

Provide accelerated instruction to students at risk of not reaching grade level targets [TEC 11.252(a)(3)(H)].

Evidence that Demonstrates Success: Lead4Ward Reports
iReady Growth Reports
Skyward: Student Grades
Eduphoria: Teacher, Campus, and District Assessments
Reading Support Teachers

Staff Responsible for Monitoring: Curriculum & Instruction Department
Campus Administrators
Teachers
Reading Support Teachers

Funding Sources: 211 Title I,

Formative Reviews

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Strategy 3

Ensure all staff are provided opportunities for high quality ongoing professional development including the use of instructional technology [TEC 11.252(a)(3)(D)]; [TEC 11.252(a)(3)(F)].

Evidence that Demonstrates Success: Eduphoria Strive Reports
Instructional Coaches' Logs

Staff Responsible for Monitoring: Curriculum & Instruction Department
Technology Department
Campus Administrators

Funding Sources: 211 Title I, , 255 Titile II,

Formative Reviews

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Strategy 4

Conduct activities for timely identification of students with dyslexia and provide appropriate instruction [TEC 11.252(a)(3)(D)(iv)].

Evidence that Demonstrates Success: Student growth between the beginning of the year and the end of the year through multiple measures.

Staff Responsible for Monitoring: Executive Director of Specialized Learning
Assistant Director of Federal Programs
Dyslexia Specialists
Campus Administrators

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Strategy 5

Provide a comprehensive intervention and enrichment plan for identified students designed to close the achievement gap through a Multi-Tiered System of Supports (MTSS).

Evidence that Demonstrates Success: Completed Intervention Plans, Student Data from Aware, etc.
Summer Intervention
Response To Intervention (RTI)

Talon/Target Time,
Tutoring
Snap and Read access,
Co-Writer access,

Staff Responsible for Monitoring: Campus Administrators
Student Support Specialist

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Strategy 6

Elementary students identified for gifted and talented services will participate in Gifted and Talented (GT) pullout instruction for a minimum of 90 minutes every two week with 100% of eligible students receiving services by the end of each grading period.

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

Staff Responsible for Monitoring: Elementary Principals
GT Teacher
Elementary Curriculum Director

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Strategy 7

Middle School GT students will be assigned to GT specific classes taught by a teacher who has received 30 hour foundational GT training and six hour yearly updates .

Evidence that Demonstrates Success: GT student enrollment and schedules

Staff Responsible for Monitoring: Middle School Principals
Curriculum Director

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Strategy 8

Provide bilingual instruction at Wooden and Schupmann Elementary Schools in order to improve English language proficiency.

Evidence that Demonstrates Success: Student enrollment
TELPAS improvement
STAAR improvement

Staff Responsible for Monitoring: Campus Administrators
Bilingual Instructional Coach
Bilingual Specialists
Bilingual Teachers

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Performance Objective 4 ☑ HB3 Goal

Equip students with the knowledge, skills, and competencies necessary to achieve high levels of academic performance and to succeed in their post-secondary pursuits.

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

Strategy 1

The percentage of 3rd grade students that score Meets on the STAAR Reading will increase according to targets established of 2 percent per year with the overall goal of a 10 percent increase over 5 years. Targets will be revised as appropriate.

Staff Responsible for Monitoring: Chief of Elementary Schools
Elementary Curriculum Director
Elementary ELAR Program Coordinator
Elementary Campus Principals
Elementary ELAR Instructional Coaches

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Strategy 2

The percentage of 3rd grade students that score Meets on the STAAR Math will increase according to targets established of 2 percent per year with the overall goal of a 10 percent increase over 5 years. Targets will be revised as appropriate.

Staff Responsible for Monitoring: Chief of Elementary Schools
Elementary Curriculum Director
Elementary Math Program Coordinator
Elementary Campus Principals
Elementary Math Instructional Coaches

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Strategy 3

The percent of graduates that take and pass AP Exams will increase according to targets established of 2 percent per year with the overall goal of a 10 percent increase over 5 years. Targets will be revised as appropriate.

Evidence that Demonstrates Success: Reports

Staff Responsible for Monitoring: Secondary Curriculum Director
ROHS Principal
ROHS Associate Principal
ROHS Counselors

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Strategy 4

The Curriculum Department will provide lesson plans in the core curriculum and establish primary resources that are provided to teachers that will offer a guaranteed and viable curriculum.

Evidence that Demonstrates Success: Curriculum and Instruction Google Site
Curriculum and Instruction training sign-in sheets

Staff Responsible for Monitoring: Chief of Elementary Schools
Chief of Secondary Schools
Curriculum Directors
Curriculum Coordinators

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Strategy 5

Title I funds will be utilized to provide additional academic support and training to teachers on elementary campuses by employing two Instructional Coaches at each campus. 100% of eligible students will also receive of two hours of intervention per week with at least 50% of those students demonstrating growth on district progress measures.

Evidence that Demonstrates Success: Instructional Coach Logs
Support Staff schedules
Progress Measure Reports

Staff Responsible for Monitoring: Elementary Campus Administrators
Instructional Coaches
Reading Support Teachers

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Performance Objective 5

Design and implement professional learning opportunities that grow the professional capacities of staff members.

Strategy 1 ☑ Results Driven Accountability

Staff training will include strategies to reach learners' needs, including Emergent Bilingual, Special Education, Dyslexia,
and At-Risk students.

Evidence that Demonstrates Success: Training Agendas
Completion of federal- and state- required trainings
Disaggregated student achievement data

Staff Responsible for Monitoring: Campus Administration
Chief Elementary Schools
Executive Director of Specialized Learning

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Strategy 2

Provide Gifted and Talented teachers and leadership staff access to GT professional development to meet state requirements and enhance the delivery of GT services.

Evidence that Demonstrates Success: Training records

Staff Responsible for Monitoring: Elementary Curriculum Director

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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.

Evaluation Data Source: Review salaries with comparison groups, List of Employer-paid Benefits

Strategy 1

Offer at least one additional employer-paid benefit per school year.

Evidence that Demonstrates Success: List of Employer-paid Benefits

Staff Responsible for Monitoring: Benefits and Leave Administrator
Chief Financial Officer

Formative Reviews

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Strategy 2

Maintain a competitive salary structure.

Evidence that Demonstrates Success: By 2027, ROISD salary/wage for teachers will rank in the top 10% of our comparison group.

Staff Responsible for Monitoring: Deputy Superintendent
Chief Financial Officer

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Strategy 3

Provide stipends to eligible employees for advanced degrees (Master's and Doctorate).

Evidence that Demonstrates Success: Staff retention
Number of staff with Masters Degrees

Staff Responsible for Monitoring: Executive Director of Human Resources

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Strategy 4

Develop new teachers through strategic and intentional mentoring and professional development.

Evidence that Demonstrates Success: New Teacher Mentor Program:
Staff (Mentee) Surveys
Mentor Logs

Staff Responsible for Monitoring: Chief of Elementary Schools
Elementary Curriculum Director

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Performance Objective 2

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

Evaluation Data Source: Team-Building Strategy Ideas, Training Sign-in Sheets, EAC Sign-in Sheets, EAC Recommendation Feedback, Staff Surveys

Strategy 1

Increase recognition activities to build district morale and gather staff feedback through surveys to ensure staff recognition efforts are positive.

Evidence that Demonstrates Success: List of recognition activities ad staff survey responses,

Staff Responsible for Monitoring: Deputy Superintendent
Chief Communications Officer

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Strategy 2

Conduct teacher and paraprofessional focus groups/surveys to gain insight into staff retention.

Evidence that Demonstrates Success: EAC Sign-in Sheets,
EAC Recommendation Feedback
Staff Surveys

Staff Responsible for Monitoring: Benefits and Leave Administrator
Superintendent Cabinet

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Performance Objective 3

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

Evaluation Data Source: Provide documentation of staff participating in Grow-Your-Own Programs, Provide documentation of recruitment strategies

Strategy 1

Enhance our grow-your-own program at all levels of the organization.

Evidence that Demonstrates Success: Provide documentation of staff participating in Grow-Your-Own Programs

Staff Responsible for Monitoring: Director of Human Resources
Deputy Superintendent

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Strategy 2

Expand recruitment strategies.

Evidence that Demonstrates Success: ROISD will increase recruiting visits by 15% annually of baseline 2022-23 data.

Staff Responsible for Monitoring: Director of Human Resources
Deputy Superintendent

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

Performance Objective 1

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

Evaluation Data Source: The Annual Financial Report provided by the Auditor, the annual Schools FIRST (Financial Integrity Rating System of Texas) Report, and the receipt of additional grant opportunities each year.

Strategy 1

Continue to receive an unmodified (clean) annual financial audit and passing scores on state financial accountability reports.

Evidence that Demonstrates Success: The District's Annual Financial Report has an unmodified opinion. Receive an A rating on the Schools FIRST report each year.

Staff Responsible for Monitoring: Chief Financial Officer

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Strategy 2

Explore new revenue streams through grants and donations.

Evidence that Demonstrates Success: The District's continually applying for and receiving Federal, State and other grants to address the District's educational objectives and to be able to allocate the proper funds to campuses/departments.

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

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Strategy 3

Ensure fiscal compliance with federal awards.

Evidence that Demonstrates Success: Effective use of federal funding as evidenced by no findings from the annual audit and growth in the allocation of federal grants.

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

Funding Sources: 211 Title I,

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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.

Evaluation Data Source: Maintain a balanced budget each year that meets the goals and needs for that fiscal year and compare year-end Fund Balance to the year-end total General Fund Expenditures. Communication with stakeholders on the budget development process and the development of a comprehensive budget book. Receive communications from Texas Association of School Board Officials (TASBO), Government Finance Officers Association (GFOA) and Association of School Board Officials (ASBO) sharing that the award has been granted, Review campus/department's weekly budget report and provide monthly financial reports to the Board. Reports on the conclusion of the cash flow audit are provided to the appropriate administration each year. Review each campus/department's procurement items to ensure that they follow the Procurement Guidelines. Establish quarterly meetings during the development phase and then each year review the comprehensive Capital Needs report during the budget development process.

Strategy 1

An Annual Budget developed that supports district priorities, objectives, and goals while maintaining fiscal responsibility, aligning with our District mission, and maintaining a healthy fund balance.

Evidence that Demonstrates Success: Adopt a balanced annual budget by date established by TEA and maintain an annual General Fund balance of greater than 25% at the end of the fiscal year.

Staff Responsible for Monitoring: Chief Financial Officer

Formative Reviews

December	February	April	June

Strategy 2

The Budget Development process will demonstrate the District's transparency, integrity and honesty in all financial reporting while submitting financial documents in line with fiscal and transparency awards.

Evidence that Demonstrates Success: To provide the financial resources needed to sufficiently support salaries, instructional programs and materials. Receive the fiscal and transparency State and National awards each year.

Staff Responsible for Monitoring: Chief Financial Officer

Formative Reviews

December	February	April	June

Strategy 3

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

Evidence that Demonstrates Success: Monitor to ensure that the appropriate current-year spending, District's procurement processes are followed, and that Budget Manager adequately manage their budgets. Ensure all campuses follow the District's Financial Procedures related to procurement and financial requirements as evidenced by a clean financial audit.

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

Formative Reviews

December	February	April	June

Strategy 4

Annual review and update of Financial Procedures to ensure purposefulness and support federal and state requirements, as well as, the District's priorities and mission.

Evidence that Demonstrates Success: Provide an annually updated comprehensive and understandable Financial Procedures Manual and State and Federal Grants Manual for all District staff that provides the guidance for the financial process.

Staff Responsible for Monitoring: Director of Accounting
Director of Purchasing
Finance Coordinator
Director of Grants

Formative Reviews

December	February	April	June

Strategy 5

Work with key administrators to strengthen and further define multi-year capital needs plans to see if the projects can be budgeted and are fiscally sustainable.

Evidence that Demonstrates Success: The development and annual update of a comprehensive capital needs plan for appropriate departments to ensure that the capital needs can be funded each year.

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

Formative Reviews

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.

Evaluation Data Source: Periodic updates to the Board as issues come forward that impact the District and funding, Continue to provide updates to the District's website regarding the changes to the financial position of the District. Sharing of information and provide training to community groups throughout the year.

Strategy 1

Continuously monitor local, state and federal legislation that may impact our financial planning and communicate any financial impacts to the stakeholders.

Evidence that Demonstrates Success: Monitor any current legislation to ensure that all stakeholder's are aware of any financial changes that will impact the District.

Staff Responsible for Monitoring: Chief Financial Officer

Formative Reviews

December	February	April	June

Strategy 2

Engage all stakeholders through different methods to communicate the District's ongoing financial position and educate stakeholders regarding school finance.

Evidence that Demonstrates Success: Assist all stakeholders in better understanding the State funding method and the District's current financial situation by providing monthly Financial Reports at the monthly School Board Meetings.

Staff Responsible for Monitoring: Chief Financial Officer
Chief Communications Officer

Formative Reviews

December	February	April	June

Strategy 3

Offer school finance trainings to District and community groups on a regular basis.

Evidence that Demonstrates Success: Provide community groups School Funding 101 sessions as requested or needed. also, provide training to all District administration and admin assistants at scheduled meetings during the school year.

Staff Responsible for Monitoring: Chief Financial Officer

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.

Evaluation Data Source: Annual Demographic Projection Reports; documentation of completed projects, Construction Schedule

Strategy 1

Review student enrollment projections and continue to review the current ROISD facility plan for opportunities to address documented needs.

Evidence that Demonstrates Success: adequate space on each campus for students; facility upgrades that can be accomplished through local district funds

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

Formative Reviews

December	February	April	June

Strategy 2

Continue to review the current ROISD facility plan for opportunities to address documented needs

Evidence that Demonstrates Success: Documentation of completed projects

Staff Responsible for Monitoring: Executive Director of Support Services

Formative Reviews

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.

Evaluation Data Source: Purchase orders and timelines and completion of mandates, Complete the Cybersecurity Rubric for Education and create a plan for continuous improvement, Employee sign in sheets, Documentation through Raptor, Approved submission by the Texas School Safety Center

Strategy 1

Continue implementation/monitor new safety and security mandates from TEA through Spring 2027.

Evidence that Demonstrates Success: Student and Staff Safety

Staff Responsible for Monitoring: Executive Director of Support Services
ROISD Chief of Police
Campus Administration

Formative Reviews

December	February	April	June

Strategy 2

Evaluate and update district technology infrastructure, equipment and protocols to ensure implementation of legislative requirements and best practices.

Evidence that Demonstrates Success: District Technology prepared for possible cyber attack

Staff Responsible for Monitoring: Chief Technology Officer

Formative Reviews

December	February	April	June

Strategy 3

Provide District Wide safety training before each new school year to all staff members, training should include utilization of the Raptor ALERT an Accountability/Reunification system and the Standard Response Protocols (SRP).

Evidence that Demonstrates Success: Student and Staff Safety

Staff Responsible for Monitoring: Director of Safety and Security
ROISD Chief of Police
Campus Administration

Formative Reviews

December	February	April	June

Strategy 4

Conduct two Safety Weeks, one in the Fall and one in the Spring, and conduct other drills throughout the school year, testing the campus responses to all the different parts of the SRP.

Evidence that Demonstrates Success: Student and Staff Safety

Staff Responsible for Monitoring: Director of Safety and Security
ROISD Chief of Police
Campus Administration

Formative Reviews

December	February	April	June

Strategy 5

Continually Update the District's Emergency Operations Plan by the timelines provided by State Law.

Evidence that Demonstrates Success: Student and Staff Safety, updated Plan

Staff Responsible for Monitoring: Director of Safety and Security

Formative Reviews

December	February	April	June

Performance Objective 3

Facilities meet or exceed minimum standards for all programs to provide opportunities for student participation.

Evaluation Data Source: Annual Enrollment for Campuses/Grade Levels/Programs, Student program participation reports with facility needs

Strategy 1

Review and analyze the student populations within ROISD.

Evidence that Demonstrates Success: adequate space on each campus for students to participate in programs

Staff Responsible for Monitoring: Deputy Superintendent
Chief of Technology and Accountability
Campus Principals

Formative Reviews

December	February	April	June

Strategy 2

Monitor student programs within the district in terms of student participation and facility needs.

Evidence that Demonstrates Success: adequate space on each campus for students to participate in programs

Staff Responsible for Monitoring: Chief of Secondary Schools
Chief of Elementary Schools
Campus Principals
Director of Athletics
Director of Career and Technical Education
Executive Director of Specialized Learning
Director of Fine Arts

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 communications.

Evaluation Data Source: Increase campuses tools and resources, improve delivery and usage for parent communication, review parent contact information, and remove barriers.

Strategy 1

Throughout the school year, provide graphic resources and tools for campuses to enhance communication with parents.

Evidence that Demonstrates Success: Create graphics files and easy-to-use content monthly for principals, ensure bilingual availability, provide marquees and training, increase parent-teacher conference opportunities, continue Coffee Talk, use weekly district newsletter, social media posts, and web content metrics.

Staff Responsible for Monitoring: Chief Communication Officer
Director of Communications

Formative Reviews

December	February	April	June

Strategy 2

By fall 2026, launch all-in-one school-to-home communications platform for all district, campus, classroom, group, and teacher-to-parent direct communication. Goal of 95% parent use by the end of the year.

Evidence that Demonstrates Success: Launch program, reports of use by staff, schools, and district, percent of parental engagement - specifically parent-teacher conferences, informal responses from parents.

Staff Responsible for Monitoring: Chief Communication Officer
Chief of Accountability and Technology
Director of Instructional Technology
Director of Communications
Director of PEIMS

Formative Reviews

December	February	April	June

Performance Objective 2

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

Evaluation Data Source: Parent, community surveys, number of events held, growth of participation at events, external communication methods

Strategy 1

By September 2026, develop an annual engagement plan and master calendar for all ROISD schools.

Evidence that Demonstrates Success: Outline the calendar of events and communicate engagement opportunities each month to parents, encourage parents to participate in one group, event, or activity per month.

Staff Responsible for Monitoring: Chief Communication Officer
Director of Communication
Principals

Formative Reviews

December	February	April	June

Strategy 2

Collaborate with principals to develop and implement an annual volunteer satisfaction survey.

Evidence that Demonstrates Success: Create baseline date for 2026-2027 school year through administration of the volunteer survey.

Staff Responsible for Monitoring: Volunteer Coordinator

Formative Reviews

December	February	April	June

Performance Objective 3

Offer attendance incentives to increase student attendance to improve academic student success and increase district funding.

Evaluation Data Source: Campus daily attendance and absences reports, number of students meeting campaign metrics from baseline 2024-2025; 2025-2026 district percentage was 94.78.

Strategy 1

By the end of the school year, increase student ADA districtwide to 96%.

Evidence that Demonstrates Success: Campus daily attendance and absences reports, number of students meeting campaign metrics, campaign posts, and promotions

Staff Responsible for Monitoring: Chief Communications Officer
Director of Communications
Principals
Teachers
PEIMS

Formative Reviews

December	February	April	June

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Lavina Straley	Financial Coordinator	Title I	0.2

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
    - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
    - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan LaKesha Bass

Funding Summary

Funding Summary

199 25 Bi Lingual

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$74,639.00
				+/- Difference	**$74,639.00**

211 Title I

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2		--	$0.00
1	3	3		--	$0.00
3	1	3		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$748,700.00
				+/- Difference	**$748,700.00**

224 IDEA SPED

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,298,197.00
				+/- Difference	**$1,298,197.00**

225 IDEA Pre School

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$22,316.00
				+/- Difference	**$22,316.00**

244 Career and Tech

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$50,855.00
				+/- Difference	**$50,855.00**

255 Titile II

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$179,979.00
				+/- Difference	**$179,979.00**

263 Title III

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$96,009.00
				+/- Difference	**$96,009.00**

289 Title IV

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$52,079.00
				+/- Difference	**$52,079.00**

429 LIFT

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$554,000.00
				+/- Difference	**$554,000.00**

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