# Red Oak Independent School District

# Red Oak High School

# 2024-2025 Campus Improvement Plan

# Mission Statement

**The Mission of Red Oak ISD:**

**4 Talons of the Hawk**

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

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

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

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

# Vision

**The Vision of Red Oak ISD:**

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

# Table of Contents

# Comprehensive Needs Assessment

## Demographics

**Demographics Summary**

Red Oak High School had a student population of 2,163 in grades 9-12 during the 2023-2024 academic school year.  Demographic percentages have shown an increase in certain groups.  For the 2023-2024 school year they were Hispanic - 37.15%, American Indian - 0.34%, Asian - 0.99%, African American 39.4%, Native Hawaiian - 0.04%, White - 17.84% and Two or More - 4.6%.  Male students accounted for 52.41% of the student population, while female students accounted for 47.59%.   In addition, 88.35% of students participate in our Career and Technical Education program.

**Student Profile: Attendance**

2018 - 2019 - 95.87%

2019 - 2020 - 95.81%

2020 - 2021 - 96.50% COVID Year

2021 - 2022 - 91.48%

2022 - 2023 - 94.04%

2023 - 2024 - 93.70%

**Student Profile: Special groups**

| Group | Percentage |
|---|---|
| Economically Disadvantaged | 60.32% |
| ELS/EBs | 11.82% |
| Special Education | 12.15% |
| Homeless | 1.33% |
| GT | 5.20% |
| At Risk | |

| Group | Percentage |
|---|---|
| Dyslexia | 7.78% |

**Demographics Strengths**

- 88.35% student participation in Career and Technical Education programs.
- Majority of our ELAR teachers are ESL certified.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** College, Career, and Military Readiness is 11% below the state average. (2021-2022)   **Root Cause:** No direct monitoring of CCMR Systems need to be established for monitoring and tracking student CCMR data.

**Problem Statement 2 (Prioritized):** Industry Based Certifications earned is 10% below the state average. (2021-2022)   **Root Cause:** No direct monitoring of students completing courses aligned to IBCs. Students need to complete programs of study to become completers.

**Problem Statement 3 (Prioritized):** Attendance rates are still below pre-covid averages.   **Root Cause:** Monitoring of student attendance on all levels.

# Student Learning

**Student Learning Summary**

**STAAR EOC DATA:**

| | Did Not Meet % | | | Approaches % | | | Meets % | | | Masters % | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| English I | 37 | 32 | 33 | 63 | 67 | 67 | 46 | 55 | 54 | 12 | 20 | 17 |
| English II | 30 | 25 | 26 | 71 | 76 | 75 | 52 | 62 | 60 | 6 | 11 | 9 |
| Algebra I | 28 | 20 | 21 | 72 | 80 | 79 | 38 | 47 | 45 | 16 | 28 | 25 |
| US History | 4 | 4 | 5 | 96 | 96 | 95 | 62 | 71 | 69 | 30 | 40 | 37 |
| Biology | 11 | 9 | 9 | 89 | 91 | 91 | 49 | 59 | 58 | 14 | 21 | 19 |

First Column - Campus
Second Column - Region
Third Column - State

- Red Oak HS is below the state and region in all areas of the STAAR EOC except US History - Approaches

**ROHS Advance Placement Data:**

**5-Year AP Report**

|  | **2020** | **2021** | **2022** | **2023** | **2024** |
|---|---|---|---|---|---|
| **Total AP Students** | 211 | 148 | 158 | 164 | 192 |
| **Number of Exams** | 360 | 236 | 266 | 284 | 341 |
| **AP Students with Scores 3+** | 112 | 62 | 90 | 86 | 99 |
| **% of Total AP Students with Scores 3+** | 53.08 | 41.89 | 56.96 | 52.44 | 51.56 |

**Student Learning Strengths**

- US History scored higher than state average in approaches.
- Continued integration for many high school students into grade-level courses through inclusion.
- Continue providing credit recovery and grade repair to prevent dropouts.
- ROHS offers 28 programs of study through our Career and Technical Education programs.
- Students earned 325 Industry Based Certifications for the 2023-2024 school year.

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** CCMR needs to increase to 88%.   **Root Cause:** No direct focus on CCMR Systems need to be established for tracking and monitoring all students.

**Problem Statement 2 (Prioritized):** Students had a low achievement rate for meets and masters level on all subjects.   **Root Cause:** Focus of academic success has been on passing the assessments, not advanced scores.

# School Processes & Programs

**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.

**Discipline Data:**

| Discipline Action Codes | 2021 - 2022 | | | | | | 2022 - 2023 | | | | | | 2023 - 2024 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | RP 1 | RP 2 | RP 3 | RP 4 | RP 5 | RP 6 | RP 1 | RP 2 | RP 3 | RP 4 | RP 5 | RP 6 | RP 1 | RP 2 | RP 3 | RP 4 | RP 5 | RP 6 |
| JJAEP | | | | | | 1 | | | | | 1 | | | | | | | |
| OSS | 103 | 117 | 120 | 91 | 145 | 198 | 83 | 121 | 105 | 122 | 159 | 135 | 94 | 133 | 109 | 93 | 207 | 81 |
| ISS | 186 | 297 | 214 | 315 | 489 | 356 | 197 | 344 | 435 | 330 | 496 | 435 | 374 | 470 | 287 | 301 | 576 | 135 |
| DAEP | 34 | 52 | 52 | 45 | 40 | 49 | 35 | 30 | 41 | 59 | 58 | 55 | 26 | 52 | 56 | 37 | 32 | 19 |
| Partial Day OSS | 24 | 31 | 32 | 8 | 18 | 28 | 13 | 19 | 14 | 16 | 34 | 39 | 15 | 23 | 9 | 14 | 15 | 20 |
| Partial Day ISS | 172 | 226 | 164 | 236 | 384 | 225 | 221 | 293 | 183 | 169 | 239 | 243 | 294 | 377 | 288 | 281 | 277 | 119 |

| Offense | Count |
|---|---|
| Dress Code Violation | 1558 |
| Tardy | 828 |
| Insubordinate Behavior | 608 |

| | |
|---|---|
| Skipping | 427 |
| Phone | 357 |
| Class Disruptions | 336 |
| Out of Assigned Area | 325 |
| Leaving Class without Permission | 260 |
| Other | 216 |
| Profanity | 150 |
| Total | 5065 |

| Reason Code | Offense | Count |
|---|---|---|
| 02 | Conduct Punishable as a Felony | 1 |
| 04 | Possessed, Sold, Used, or Was Under the Influence of Marihuana or Other Controlled Substance (valid until September 1, 2023) | 33 |
| 05 | Possessed, Sold, Used, or Was Under Influence of Alcoholic Beverage | 1 |
| 21 | Violation of Student Code of Conduct | 1414 |
| 23 | Emergency Placement/Expulsion | 4 |
| 27 | Assault against employee/volunteer | 5 |
| 28 | Assault against someone other than school employee/volunteer | 35 |
| 30 | Aggravated Assault against someone other than employee/volunteer | 4 |
| 35 | False Alarm/False Report | 2 |
| 41 | Fighting/Mutual Combat | 75 |
| 46 | Aggravated Robbery | 4 |
| 60 | Harassment Against an Employee of the School District | 2 |
| 62 | Possessed, Sold, Gave, Used, Delivered, or Was Under Influence of Marihuana or Tetrahydrocannabinol | 98 |
| 63 | Possessed, Sold, Gave, Delivered, or Used E-Cigarette | 76 |
| 64 | Possessed, Sold, Gave, Used, Delivered, or Was Under Influence of Other Controlled Substance | 14 |
| | Total | 2083 |

**School Processes & Programs Strengths**

- Quality faculty and staff
- 42% 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
- Instructional coaches for all core content areas

**Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Students at ROHS do not uniformly adhere to district and campus expectations for behavior as evidenced by disciplinary referral rates.   **Root Cause:** ROHS staff is not consistently enforcing and monitoring expectations of student behaviors.

**Problem Statement 2 (Prioritized):** ROHS has difficulty recruiting and maintaining highly qualified staff from year-to-year.   **Root Cause:** There is a lack of highly qualified applicants applying for positions posted at ROHS.

# Perceptions

**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.

**Perceptions 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 1 (Prioritized):** Common parent concerns revolved around lack of communication regarding events, important information, and campus and district initiatives. **Root Cause:** Utilization of platforms is not consistent. No designated staff to manage communication.

# Priority Problem Statements

**Problem Statement 1**: CCMR needs to increase to 88%.
**Root Cause 1**: No direct focus on CCMR Systems need to be established for tracking and monitoring all students.
**Problem Statement 1 Areas**: Student Learning

**Problem Statement 2**: College, Career, and Military Readiness is 11% below the state average. (2021-2022)
**Root Cause 2**: No direct monitoring of CCMR Systems need to be established for monitoring and tracking student CCMR data.
**Problem Statement 2 Areas**: Demographics

**Problem Statement 3**: Industry Based Certifications earned is 10% below the state average. (2021-2022)
**Root Cause 3**: No direct monitoring of students completing courses aligned to IBCs. Students need to complete programs of study to become completers.
**Problem Statement 3 Areas**: Demographics

**Problem Statement 4**: Attendance rates are still below pre-covid averages.
**Root Cause 4**: Monitoring of student attendance on all levels.
**Problem Statement 4 Areas**: Demographics

**Problem Statement 5**: Students had a low achievement rate for meets and masters level on all subjects.
**Root Cause 5**: Focus of academic success has been on passing the assessments, not advanced scores.
**Problem Statement 5 Areas**: Student Learning

**Problem Statement 6**: Students at ROHS do not uniformly adhere to district and campus expectations for behavior as evidenced by disciplinary referral rates.
**Root Cause 6**: ROHS staff is not consistently enforcing and monitoring expectations of student behaviors.
**Problem Statement 6 Areas**: School Processes & Programs

**Problem Statement 7**: ROHS has difficulty recruiting and maintaining highly qualified staff from year-to-year.
**Root Cause 7**: There is a lack of highly qualified applicants applying for positions posted at ROHS.
**Problem Statement 7 Areas**: School Processes & Programs

**Problem Statement 8**: Common parent concerns revolved around lack of communication regarding events, important information, and campus and district initiatives.
**Root Cause 8**: Utilization of platforms is not consistent. No designated staff to manage communication.

**Problem Statement 8 Areas**: Perceptions

# Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**

- District goals
- Campus goals
- HB3 CCMR goals

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data

**Student Data: Assessments**

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

**Student Data: Behavior and Other Indicators**

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

- Enrollment trends

**Support Systems and Other Data**

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

# Goals

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

**Performance Objective 1:** Red Oak High School will increase its English 1 and 2 passing rates to 80% approaches, 60% meets, and 20% masters by May 2025.

**High Priority**

**Evaluation Data Sources:** STAAR, CBAs, Benchmarks

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** 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. | **Formative** | | | **Summative** |
| | Dec | Feb | Apr | June |
| **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: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 2 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** 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. | **Formative** | | | **Summative** |
| | Dec | Feb | Apr | June |
| **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: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 2 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **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.<br><br>    **Evidence that Demonstrates Success:** Campus Needs Assessment<br>    **Staff Responsible for Monitoring:** Principal | **Formative** | | | **Summative** |
| | **Dec** | **Feb** | **Apr** | **June** |
| | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** Use of high quality instructional materials in all classrooms (faculty trained on HQIM with teams following provided lesson plans)<br>    **Evidence that Demonstrates Success:** Lesson Plans, Walkthroughs, Observations, STAAR Scores<br>    **Staff Responsible for Monitoring:** Campus Administration, Instructional Coaches<br><br>    **ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments | **Formative** | | | **Summative** |
| | **Dec** | **Feb** | **Apr** | **June** |
| | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 5:** Writing across the curriculum using ACE.  ECRs every six weeks in Eduphoria.<br>    **Evidence that Demonstrates Success:** Student Writing Samples. Increase in ECR scores.<br>    **Staff Responsible for Monitoring:** Associate Principal, Instructional Coach | **Formative** | | | **Summative** |
| | **Dec** | **Feb** | **Apr** | **June** |
| | | | | |

0% No Progress     100% Accomplished     → Continue/Modify     ✗ Discontinue

**Performance Objective 1 Problem Statements:**

| Student Learning |
|---|
| **Problem Statement 2**: Students had a low achievement rate for meets and masters level on all subjects.   **Root Cause**: Focus of academic success has been on passing the assessments, not advanced scores. |

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

**Performance Objective 2:** Algebra I will increase approaches, meets, and masters by 10% from the previous school year.

> **High Priority**

> **Evaluation Data Sources:** STAAR, CBAs, Benchmarks

| Strategy 1 Details | | | | Reviews | | | |
|---|---|---|---|---|---|---|---|
| **Strategy 1:** 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. | | | | **Formative** | | | **Summative** |
| | | | | **Dec** | **Feb** | **Apr** | **June** |
| **Evidence that Demonstrates Success:** Lesson Plans, PLC agendas<br>**Staff Responsible for Monitoring:** Campus Administration, Instructional Coach<br><br>**ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments<br>**Problem Statements:** Student Learning 2 | | | | | | | |

| Strategy 2 Details | | | | Reviews | | | |
|---|---|---|---|---|---|---|---|
| **Strategy 2:** Provide materials, including technology, and targeted intervention resources, to ensure the mastery of required Algebra I TEKS for all students (IXL, ALEKS, Sirius) | | | | **Formative** | | | **Summative** |
| | | | | **Dec** | **Feb** | **Apr** | **June** |
| **Evidence that Demonstrates Success:** Use of Materials/Programs<br>**Staff Responsible for Monitoring:** Campus Administration, Instructional Coach, Teachers<br><br>**ESF Levers:**<br>Lever 5: Effective Instruction | | | | | | | |

| Strategy 3 Details | | | | Reviews | | | |
|---|---|---|---|---|---|---|---|
| **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. | | | | **Formative** | | | **Summative** |
| | | | | **Dec** | **Feb** | **Apr** | **June** |
| **Evidence that Demonstrates Success:** Comprehensive Needs Assessment<br>**Staff Responsible for Monitoring:** Principal | | | | | | | |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |
|---|---|---|---|

**Performance Objective 2 Problem Statements:**

| Student Learning |
|---|
| **Problem Statement 2**: Students had a low achievement rate for meets and masters level on all subjects.   **Root Cause**: Focus of academic success has been on passing the assessments, not advanced scores. |

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

**Performance Objective 3:** ROHS will aim for the Biology STAAR End-of-Course Assessment to score at or above 90% approaches, 60% meets, and 30% masters for the 2024-2025 school year.

**High Priority**

**Evaluation Data Sources:** STAAR, CBAs, Benchmarks

| Strategy 1 Details | | Reviews | | | |
|---|---|---|---|---|---|
| **Strategy 1:** 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. | | **Formative** | | | **Summative** |
| | | **Dec** | **Feb** | **Apr** | **June** |
| **Evidence that Demonstrates Success:** PLC Agendas, Increase in STAAR scores <br> **Staff Responsible for Monitoring:** Campus Administration, Instructional Coach, Teachers | | | | | |

| Strategy 2 Details | | Reviews | | | |
|---|---|---|---|---|---|
| **Strategy 2:** Increase the number of short-constructed responses used in class, emphasizing the use of sentence stems. | | **Formative** | | | **Summative** |
| **Evidence that Demonstrates Success:** Lesson Plans, PLC agendas | | **Dec** | **Feb** | **Apr** | **June** |
| **Staff Responsible for Monitoring:** Campus Administration, Instructional Coach, Teachers <br><br> **ESF Levers:** <br> Lever 4: High-Quality Instructional Materials and Assessments | | | | | |

| Strategy 3 Details | | Reviews | | | |
|---|---|---|---|---|---|
| **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. | | **Formative** | | | **Summative** |
| | | **Dec** | **Feb** | **Apr** | **June** |
| **Evidence that Demonstrates Success:** Comprehensive Needs Assessment <br> **Staff Responsible for Monitoring:** Principal | | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **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. | **Formative** | | | **Summative** |
| | **Dec** | **Feb** | **Apr** | **June** |
| **Evidence that Demonstrates Success:** PLC Agendas, Increase in STAAR scores<br>**Staff Responsible for Monitoring:** Campus Administration, Instructional Coach, Teachers<br><br>**Problem Statements:** Student Learning 2 | | | | |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |
|---|---|---|---|

**Performance Objective 3 Problem Statements:**

| Student Learning |
|---|
| **Problem Statement 2**: Students had a low achievement rate for meets and masters level on all subjects.   **Root Cause**: Focus of academic success has been on passing the assessments, not advanced scores. |

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

**Performance Objective 4:** By June 2025, US History STAAR End-of-Course Assessment at ROHS will increase the student mastery rate from 30% to 40%.

**High Priority**

**Evaluation Data Sources:** STAAR, CBAs, Benchmarks

| Strategy 1 Details | | | | Reviews | | | |
|---|---|---|---|---|---|---|---|
| **Strategy 1:** 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.<br><br>**Evidence that Demonstrates Success:** PLC Agendas, Increase in STAAR scores<br>**Staff Responsible for Monitoring:** Campus Administration, Instructional Coach, Teachers<br><br>**Problem Statements:** Student Learning 2 | | | | **Formative** | | | **Summative** |
| | | | | **Dec** | **Feb** | **Apr** | **June** |
| | | | | | | | |

| Strategy 2 Details | | | | Reviews | | | |
|---|---|---|---|---|---|---|---|
| **Strategy 2:** 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.<br><br>**Evidence that Demonstrates Success:** Comprehensive Needs Assessment<br>**Staff Responsible for Monitoring:** Principal | | | | **Formative** | | | **Summative** |
| | | | | **Dec** | **Feb** | **Apr** | **June** |
| | | | | | | | |

0% No Progress          100% Accomplished          → Continue/Modify          ✕ Discontinue

**Performance Objective 4 Problem Statements:**

| Student Learning |
|---|
| **Problem Statement 2**: Students had a low achievement rate for meets and masters level on all subjects.   **Root Cause**: Focus of academic success has been on passing the assessments, not advanced scores. |

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

**Performance Objective 5:** Increase the number of students who are CCMR met in the ROHS Class of 2025 to 88% or higher by the end of the 2024-2025 school year.

    **High Priority**

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Implement Texas College Bridge in Math and English courses.  Plan for specific days for seniors to complete TCB during the school day. | **Formative** | | | **Summative** |
| | Dec | Feb | Apr | June |
|     **Evidence that Demonstrates Success:** TCB certification for students.<br>    **Staff Responsible for Monitoring:** Campus Administration, CCMR Coordinator, TCB Teachers<br><br>    **Problem Statements:** Demographics 1 - Student Learning 1 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Increase the total number of student who earn industry-based certificates.  CTE department will prepare students to earn any and all possible industry certifications and provide other real-world experiences. | **Formative** | | | **Summative** |
| | Dec | Feb | Apr | June |
|     **Evidence that Demonstrates Success:** Students will earn industry based certificates.<br>    **Staff Responsible for Monitoring:** Director of CTE<br><br>    **Problem Statements:** Demographics 2 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Increase the total number of students to pass both the Reading and Math portions of TSIA, score a 22 on the ACT in both Math and Reading, or a 480 on the reading portion of the SAT and a 530 on the Math portion of the SAT.  Provide students opportunities to prepare and review for TSI assessments. | **Formative** | | | **Summative** |
| | Dec | Feb | Apr | June |
|     **Evidence that Demonstrates Success:** Increase performance on the TSIA, ACT, SAT<br>    **Staff Responsible for Monitoring:** Campus Administration, CCMR Coordinator, Testing Coordinator<br><br>    **Problem Statements:** Student Learning 1 | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** Increase the number of current ROHS teachers credentialed to teach Dual Credit Courses.  This would allow more students to earn CCMR indicators for dual credit math and english.<br>    **Evidence that Demonstrates Success:** More staff credentialed to teach Dual Credit Courses<br>    **Staff Responsible for Monitoring:** Principal, Associate Principal | **Formative** | | | **Summative** |
| | Dec | Feb | Apr | June |
| | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 5:** Monitor all students using On Data Suite and other resources to track who has obtained CCMR met status.<br>    **Evidence that Demonstrates Success:** Increase in CCMR percentage<br>    **Staff Responsible for Monitoring:** Principal, CCMR Coordinator, Executive Director of CCMR, Counselors<br><br>    **Problem Statements:** Demographics 1 - Student Learning 1 | **Formative** | | | **Summative** |
| | Dec | Feb | Apr | June |
| | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 6:** Provide resources/guidance and promote scholarship opportunities for all students.<br>    **Evidence that Demonstrates Success:** Scholarship Awards<br>    **Staff Responsible for Monitoring:** CCMR Coordinator, Counselors<br><br>    **ESF Levers:**<br>Lever 3: Positive School Culture | **Formative** | | | **Summative** |
| | Dec | Feb | Apr | June |
| | | | | |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| **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.<br>    **Evidence that Demonstrates Success:** Higher CCMR Results<br>    **Staff Responsible for Monitoring:** Principal, Associate Principal, Director of CTE | **Formative** | | | **Summative** |
| | Dec | Feb | Apr | June |
| | | | | |

0% No Progress          100% Accomplished          ➡ Continue/Modify          ✖ Discontinue

## Performance Objective 5 Problem Statements:

| Demographics |
|---|
| **Problem Statement 1**: College, Career, and Military Readiness is 11% below the state average. (2021-2022)   **Root Cause**: No direct monitoring of CCMR Systems need to be established for monitoring and tracking student CCMR data. |
| **Problem Statement 2**: Industry Based Certifications earned is 10% below the state average. (2021-2022)   **Root Cause**: No direct monitoring of students completing courses aligned to IBCs. Students need to complete programs of study to become completers. |

**Student Learning**

**Problem Statement 1**: CCMR needs to increase to 88%.   **Root Cause**: No direct focus on CCMR Systems need to be established for tracking and monitoring all students.

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

**Performance Objective 6:** 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 97% or greater by the end of the 2024-2025 school year.

**High Priority**

**Evaluation Data Sources:** ADA reports, SABIPs, Truancy Filings

| Strategy 1 Details | | | Reviews | | |
|---|---|---|---|---|---|
| **Strategy 1:** Implement truancy prevention measures (TPM) for students experiencing attendance concerns. | | | **Formative** | | **Summative** |
| **Evidence that Demonstrates Success:** reducing loss of academic credit due to absences, improving achievement due to increased instructional time | **Dec** | **Feb** | **Apr** | **June** | |
| **Staff Responsible for Monitoring:** Assistant Principals | | | | | |
| **ESF Levers:** Lever 3: Positive School Culture | | | | | |

| Strategy 2 Details | | | Reviews | | |
|---|---|---|---|---|---|
| **Strategy 2:** Exempt students from fall/spring exams based on attendance for the semester, in addition to academic requirements. | | | **Formative** | | **Summative** |
| **Evidence that Demonstrates Success:** Attendance Rate | **Dec** | **Feb** | **Apr** | **June** | |
| **Staff Responsible for Monitoring:** Campus Administration, Teachers | | | | | |
| **ESF Levers:** Lever 3: Positive School Culture | | | | | |

0% No Progress    100% Accomplished    → Continue/Modify    ✕ Discontinue

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

**Performance Objective 7:** Provide students the opportunity to learn and recover from failure.

   **Evaluation Data Sources:** Increase in student success.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Provide accelerated instruction for students who were not successful on the STAAR Assessments - EOC Academy, Summer Tutoring, Talon Time (IXL), Saturday Camps. | **Formative** | | | **Summative** |
|    **Evidence that Demonstrates Success:** Attendance, Increase in STAAR scores for retesters. | **Dec** | **Feb** | **Apr** | **June** |
|    **Staff Responsible for Monitoring:** Campus Administration, Instructional Coaches, Teachers | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Credit Recovery opportunities provided during the school year and during summer school. | **Formative** | | | **Summative** |
|    **Evidence that Demonstrates Success:** Completion of credit recovery courses. | **Dec** | **Feb** | **Apr** | **June** |
|    **Staff Responsible for Monitoring:** Counselors, Credit Recovery Teachers, Summer School Staff<br><br>   **ESF Levers:**<br>Lever 2: Strategic Staffing | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Continue Grade Repair Program at the end of each grading period. | **Formative** | | | **Summative** |
|    **Evidence that Demonstrates Success:** Improvement of student grades. | **Dec** | **Feb** | **Apr** | **June** |
|    **Staff Responsible for Monitoring:** Associate Principal, Counselors | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** Talon Time is provided during 5th period as an intervention, academic enrichment, and student enrichment time during the school day. | **Formative** | | | **Summative** |
|    **Evidence that Demonstrates Success:** Utilization of Talon Time, IXL Usage, Decrease in Failures and Missing Assignments. | **Dec** | **Feb** | **Apr** | **June** |
|    **Staff Responsible for Monitoring:** Principal, Associate Principal, Teachers | | | | |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue |
|---|---|---|---|

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

**Performance Objective 8:** 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.

**High Priority**

**Evaluation Data Sources:** Student Surveys

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Mentors' Care mentoring program will be continued on the campus to benefit at-risk students who are experiencing social and emotional barriers. | **Formative** | | | **Summative** |
| **Evidence that Demonstrates Success:** Students will be equipped to reach their full potential with no emotional barriers. **Staff Responsible for Monitoring:** Principal, Mentors' Care Director, Counselors **ESF Levers:** Lever 3: Positive School Culture | Dec | Feb | Apr | June |
| | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Ensure consistency of state and campus enforcement of the Student Code of Conduct and Handbook. | **Formative** | | | **Summative** |
| **Evidence that Demonstrates Success:** Discipline Reports - PEIMS **Staff Responsible for Monitoring:** Campus Administration **Problem Statements:** School Processes & Programs 1 | Dec | Feb | Apr | June |
| | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Intervention and Support Counselors are available for students. | **Formative** | | | **Summative** |
| **Evidence that Demonstrates Success:** Students meeting with counselors. **Staff Responsible for Monitoring:** Counselors **ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture | Dec | Feb | Apr | June |
| | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** Implement class meetings at the beginning of the school year to provide campus expectations for all students. | **Formative** | | | **Summative** |
| **Evidence that Demonstrates Success:** Meetings | **Dec** | **Feb** | **Apr** | **June** |
| **Staff Responsible for Monitoring:** Campus Administration **ESF Levers:** Lever 3: Positive School Culture | | | | |

0% No Progress        100% Accomplished        → Continue/Modify        ✗ Discontinue

## Performance Objective 8 Problem Statements:

| School Processes & Programs |
|---|
| **Problem Statement 1**: Students at ROHS do not uniformly adhere to district and campus expectations for behavior as evidenced by disciplinary referral rates.   **Root Cause**: ROHS staff is not consistently enforcing and monitoring expectations of student behaviors. |

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

**Performance Objective 1:** Attract, engage, and retain top talent through competitive compensation packages.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Follow established procedures to ensure applicants are certified/highly qualified for available positions. | **Formative** | | | **Summative** |
| **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<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br> - ESF Levers:<br>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing<br>**Problem Statements:** School Processes & Programs 2 | **Dec** | **Feb** | **Apr** | **June** |
| Strategy 2 Details | Reviews | | | |
| **Strategy 2:** Provide professional development opportunities for all teachers and staff. | **Formative** | | | **Summative** |
| **Evidence that Demonstrates Success:** Provide training in all areas of compliance **Staff Responsible for Monitoring:** Campus Administrators<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br> - ESF Levers:<br>Lever 1: Strong School Leadership and Planning | **Dec** | **Feb** | **Apr** | **June** |
| 0% No Progress        100% Accomplished        Continue/Modify        ✕ Discontinue | | | | |

**Performance Objective 1 Problem Statements:**

| School Processes & Programs |
|---|
| **Problem Statement 2**: ROHS has difficulty recruiting and maintaining highly qualified staff from year-to-year. **Root Cause**: There is a lack of highly qualified applicants applying for positions posted at ROHS. |

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

**Performance Objective 2:** Foster a supportive and inclusive work environment through differentiated strategies that promotes employee retention.

| Strategy 1 Details | | | Reviews | | | |
|---|---|---|---|---|---|---|
| **Strategy 1:** Nominate teacher of the month | | | **Formative** | | | **Summative** |
| **Evidence that Demonstrates Success:** Staff will select teachers of the month | | | **Dec** | **Feb** | **Apr** | **June** |
| **Staff Responsible for Monitoring:** Principal | | | | | | |
| Strategy 2 Details | | | Reviews | | | |
| **Strategy 2:** Provide mentors for new and newly assigned teachers to the campus. | | | **Formative** | | | **Summative** |
| **Evidence that Demonstrates Success:** Mentor Assignments and Completion of Documentation | | | **Dec** | **Feb** | **Apr** | **June** |
| **Staff Responsible for Monitoring:** Associate Principal<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br> **- ESF Levers:**<br>Lever 2: Strategic Staffing, Lever 3: Positive School Culture<br>**Problem Statements:** School Processes & Programs 2 | | | | | | |

0% No Progress       100% Accomplished       ➡ Continue/Modify       ✖ Discontinue

**Performance Objective 2 Problem Statements:**

| School Processes & Programs |
|---|
| **Problem Statement 2**: ROHS has difficulty recruiting and maintaining highly qualified staff from year-to-year.   **Root Cause**: There is a lack of highly qualified applicants applying for positions posted at ROHS. |

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

**Performance Objective 3:** Develop innovative and targeted recruitment practices that meet the diverse District needs of all employees.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Develop hiring committees by subject area consisting of 2 administrators, the team lead, and a separate teacher representative. | **Formative** | | | **Summative** |
| | **Dec** | **Feb** | **Apr** | **June** |
| **Evidence that Demonstrates Success:** Multiple perspectives on candidate quality **Staff Responsible for Monitoring:** Campus Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Appropriately certified teachers, counselors, and paraprofessionals will be recruited and retained by offering a quality work environment, retention stipends, administrative support, and ample professional development in content knowledge and classroom practices through Region 10 and Campus/District Professional Development. | **Formative** | | | **Summative** |
| | **Dec** | **Feb** | **Apr** | **June** |
| **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: Strong School Leadership and Planning | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Attend Job Fairs and College Recruiting Days | **Formative** | | | **Summative** |
| **Evidence that Demonstrates Success:** Job Fair and College Recruiting Day attendance. **Staff Responsible for Monitoring:** Campus Administration | **Dec** | **Feb** | **Apr** | **June** |
| **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing **Problem Statements:** School Processes & Programs 2 | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** Work with alternative certification programs to identify qualified candidates for open positions. | **Formative** | | | **Summative** |
| **Evidence that Demonstrates Success:** Communication with Alternative Certification Programs. | **Dec** | **Feb** | **Apr** | **June** |
| **Staff Responsible for Monitoring:** Campus Administration<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br> - ESF Levers:<br>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing<br>**Problem Statements:** School Processes & Programs 2 | | | | |

0% No Progress        100% Accomplished        → Continue/Modify        ✖ Discontinue

**Performance Objective 3 Problem Statements:**

| School Processes & Programs |
|---|
| **Problem Statement 2**: ROHS has difficulty recruiting and maintaining highly qualified staff from year-to-year.   **Root Cause**: There is a lack of highly qualified applicants applying for positions posted at ROHS. |

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

**Performance Objective 1:** Ensure fiscal accountability and responsibility of resources to support the District's mission.

| Strategy 1 Details | | | Reviews | | | |
|---|---|---|---|---|---|---|
| **Strategy 1:** Monitor the usage of funds and anticipated yearly spending using prior record for analysis. | | | **Formative** | | | **Summative** |
| **Evidence that Demonstrates Success:** Skyward Financial Records | | | **Dec** | **Feb** | **Apr** | **June** |
| **Staff Responsible for Monitoring:** Secretary<br>Principal | | | | | | |

0% No Progress          100% Accomplished          → Continue/Modify          ✖ Discontinue

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

**Performance Objective 2:** Ensure fiscal integrity by creating and maintaining a sufficient operating budget for the everyday operations of the District.

| Strategy 1 Details | | | Reviews | | |
|---|---|---|---|---|---|
| **Strategy 1:** Principal runs weekly reports to monitor appropriate use of school funds. | | | **Formative** | | **Summative** |
| **Evidence that Demonstrates Success:** Weekly meetings with School Secretary to monitor budget.<br>**Staff Responsible for Monitoring:** Principal<br>School Secretary | | **Dec** | **Feb** | **Apr** | **June** |
| | | | | | |

0% No Progress          100% Accomplished          → Continue/Modify          ✗ Discontinue

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

**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 Details | | | Reviews | | | |
|---|---|---|---|---|---|---|
| **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** | | | **Summative** |
| | | | **Dec** | **Feb** | **Apr** | **June** |
| | | | | | | |

0% No Progress          100% Accomplished          → Continue/Modify          ✗ Discontinue

**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 Details | | Reviews | | |
|---|---|---|---|---|
| **Strategy 1:** Review and analyze student programs and facility needs | | **Formative** | | **Summative** |
| **Evidence that Demonstrates Success:** Full utilization of available facilities | | **Dec** | **Feb** | **Apr** | **June** |
| **Staff Responsible for Monitoring:** Principal | | | | | |
| | 0% No Progress    100% Accomplished    → Continue/Modify    ✖ Discontinue | | | | |

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

**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 Details | | Reviews | | | |
|---|---|---|---|---|---|
| **Strategy 1:** Conduct safety drills that include Hold, Secure, Lockdown, Evacuate, and Shelter. | | **Formative** | | | **Summative** |
| **Evidence that Demonstrates Success:** Participation in required security drills.<br>**Staff Responsible for Monitoring:** Campus Administrators<br>All Campus Staff | | **Dec** | **Feb** | **Apr** | **June** |
| | | | | | |

| Strategy 2 Details | | Reviews | | | |
|---|---|---|---|---|---|
| **Strategy 2:** Students and Staff will be trained over the Crisis Management Plan and Standard Response Protocols. | | **Formative** | | | **Summative** |
| **Evidence that Demonstrates Success:** Staff attendance to trainings and student training in classes.<br>**Staff Responsible for Monitoring:** Campus Administration and Campus Staff | | **Dec** | **Feb** | **Apr** | **June** |
| | | | | | |

| Strategy 3 Details | | Reviews | | | |
|---|---|---|---|---|---|
| **Strategy 3:** Security cameras to monitor the campus. | | **Formative** | | | **Summative** |
| **Evidence that Demonstrates Success:** Documentation of video usage.<br>**Staff Responsible for Monitoring:** Campus Administration, Campus Police/Security | | **Dec** | **Feb** | **Apr** | **June** |
| | | | | | |

| Strategy 4 Details | | Reviews | | | |
|---|---|---|---|---|---|
| **Strategy 4:** 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. | | **Formative** | | | **Summative** |
| **Evidence that Demonstrates Success:** Daily Reports and Monitoring<br>**Staff Responsible for Monitoring:** Campus Administration, Campus Police/Security, Campus Secretary | | **Dec** | **Feb** | **Apr** | **June** |
| | | | | | |

0% No Progress    100% Accomplished    → Continue/Modify    ✖ Discontinue

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

**Performance Objective 3:** Attempt to have facilities meet or exceed minimum standards for all programs to provide opportunities for student participation.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** We will ensure our facilities meet at least minimum standards for all programs in order for students to be successful. | **Formative** | | | **Summative** |
| **Evidence that Demonstrates Success:** Janitors | **Dec** | **Feb** | **Apr** | **June** |
| Maintenance and Upkeep | | | | |
| **Staff Responsible for Monitoring:** Secretary | | | | |
| Assistant Principal | | | | |
| Teachers | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **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. | **Formative** | | | **Summative** |
| **Evidence that Demonstrates Success:** Streamlining use of ROHS facilities and ensuring that all stakeholders have | **Dec** | **Feb** | **Apr** | **June** |
| equitable access. | | | | |
| **Staff Responsible for Monitoring:** Campus Principal and Principal Secretary | | | | |

0%  No Progress          100% Accomplished          ➡ Continue/Modify          ❌ Discontinue

**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 Sources:** Number of Communications

| Strategy 1 Details | | | | Reviews | | | |
|---|---|---|---|---|---|---|---|
| **Strategy 1:** Utilize campus web pages, skyward, Facebook, marquee, email, and community pages to invite and involve parents and the community to school events.<br>    **Evidence that Demonstrates Success:** Increased awareness and connectivity to community<br>    **Staff Responsible for Monitoring:** Principal<br>Journalism Teacher<br><br>    **Problem Statements:** Perceptions 1 | | | | **Formative** | | | **Summative** |
| | | | | Dec | Feb | Apr | June |
| | | | | | | | |

| Strategy 2 Details | | | | Reviews | | | |
|---|---|---|---|---|---|---|---|
| **Strategy 2:** Clearly communicate activities - Parent/Teacher Conferences, Open House, Academic Showcase, Sporting Events, Concerts, Programs, etc.<br>    **Evidence that Demonstrates Success:** Increased parent participation<br>    **Staff Responsible for Monitoring:** Campus Administration, Athletic Coaches, Program Directors, Teachers<br><br>    **Problem Statements:** Perceptions 1 | | | | **Formative** | | | **Summative** |
| | | | | Dec | Feb | Apr | June |
| | | | | | | | |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue |
|---|---|---|---|

**Performance Objective 1 Problem Statements:**

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

**Goal 5:** Communications: Ensure District is connected to the community in partnerships to further student success while communicating transparently and effectively.

**Performance Objective 2:** Provide opportunities to foster positive relationships between students, parents, schools and staff, and the community.

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

| Strategy 1 Details | | | | Reviews | | | |
|---|---|---|---|---|---|---|---|
| **Strategy 1:** Provide parent workshops including, but not limited to, College Admissions/Financial Aide, Dual Credit, Course Selections and Grade Meetings.<br>    **Evidence that Demonstrates Success:** Sign in Sheets and Increased Attendance<br>    **Staff Responsible for Monitoring:** Campus Administration, Counselors | | | | **Formative** | | | **Summative** |
| | | | | Dec | Feb | Apr | June |
| | | | | | | | |

0% No Progress    100% Accomplished    → Continue/Modify    ✖ Discontinue