Red Oak Independent School District

District Improvement Plan

2022-2023

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

Demographics Summary

The Ellis County Texas towns of Red Oak, Ovilla, Glenn Heights, Oak Leaf, and Pecan Hill combined in 1912 to found Red Oak ISD. There are seven campuses: One 5A high school, one middle school (grades 6-8), and 5 elementary schools (PK-5). Red Oak consists of both rural and neighborhood populations. The 5 elementary campuses receive Title I federal funds.

TOTAL STUDENT ENROLLMENT 22-23

6,379

STUDENT ENROLLMENT BY RACE/ETHNICITY 22-23

AFRICAN AMERICAN- 28.4%
ASIAN- 0.9%
HISPANIC- 39.2%
AMERICAN INDIAN- 0.4%
PACIFIC ISLANDER- 0.06%
TWO OR MORE RACES- 3.2%
WHITE- 27.9%

STUDENT ENROLLMENT BY TYPE

Economically Disadvantaged- 47.9%
English Language Learner- 12.5%
Students Receiving Special Education Services- 12.4%

Source: https://txschools.gov/districts/070911/profile

Demographics Strengths

Red Oak ISD continues to become more diverse and provides our students with the opportunity to develop an understanding for others on a local, state, national and global level. The overall district report card grade of "B" from the 2022 School Report card indicates there are academic strengths exibited by our students as a whole.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Forty-eight percent of Red Oak ISD students qualify as economically disadvantaged, 12.5% receive special education services, and 12.4% are English Language Learners. Research reports that these three indicators correlate with academic performance. **Root Cause:** ROISD is part of a major metropolitan area where poverty has become evident by Title I, II, and III assistance and includes increased numbers of English as a second language students. Our staff training to assist students in these groups is being evaluated and revised to meet the needs of these students.

Student Learning

Student Learning Summary

Red Oak ISD is pleased to report that in 2022 the district received the rating of B (84) with 2 campuses receiving a rating of A, 4 campuses receiving a B, and 1 campus receiving a rating of C on the TEA Accountability rating for 2022.

District Overall Score: 84 B

Student Achievement: 87

School Progress: 86

Closing the Gaps: 78

Student Learning Strengths

Campuses in Red Oak ISD received a total of 10 distinctions on the TEA Accountability Summary for 2022.

Red Oak High School: Science, Comparative Academic Growth

Red Oak Elementary: Comparative Academic Growth, Comparative Closing the Gaps

Eastridge Elementary: Science, Postsecondary Readiness

Shields Elementary: Comparative Academic Growth

Wooden Elementary: Science, Comparative Academic Growth, Postsecondary Readiness

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Red Oak Middle School is identified for Targeted Support (Federal Accountability). **Root Cause:** The following areas scored below the ESSA target scores: White Students: Academic Achievement in Reading. Academic Growth in Mathematics, and Student Success.

Problem Statement 2: Russell P. Shupmann Elementary is identified for Targeted Support (Federal Accountability). **Root Cause:** The following areas scored below the ESSA target scores: White Students: Academic Achievement in Reading and Mathematics, and Student Success.

Problem Statement 3: ROISD continues to work on building and refining systems to ensure equitable academic growth for all student groups in all academic areas. **Root Cause:** Four of 7 campuses earned a C in the Closing the Gaps domain, 1 B, and 2 A.

District Processes & Programs

District Processes & Programs Summary

ROISD staff members have been formally trained and receive ongoing support on how to operate as professional learning communities with a on focus collaboration, student learning, and results in order to increase student achievement. The ROISD teaching/learning model has been developed to assist with the PLC process. ROISD uses the TEKS Resource System as its curriculum management system.

District Processes & Programs Strengths

ROISD utilizes professional learning communities and Texas Instructional Leadership (TIL) process in lesson planning, including Lesson Alignment and Formative Assessment.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Indicators show that training for the use and implementation of the TEKS Resource System is improving. **Root Cause:** Interviews and observations indicate that teachers and administrators do not understand the importance of maintaining the fidelity of the curriculum management system.

Perceptions

Perceptions Summary

Our Vision in Red Oak ISD is to **R**ealize **O**ur **I**ndividual **S**tudents' **D**reams (ROISD) and our Mission is to incorporate and instill the 4 Talons of the Hawk for each and every one of our students.

Our measure of success does not solely lie on how we grade on a standardized test, but on how we work to instill the 4 Talons of the Hawk in our students and who they become because of that. Seeing evidence of how our students live it out not only in their time as a student with us, but as an adult and a great contributor to our community and society as a whole is our measure of success. We have high expectations for all our students and our commitment is to do all we can to help them reach their fullest potential.

Four Talons of the Hawk are 1) exhibits academic readiness, 2) seeks challenges of learning, 3) strives to be fair, respectful & well rounded, and 4) leaves a legacy through service.

We are on a mission for our students' success.

Perceptions Strengths

Our strength is our belief and committment to all student's academic and social-emotional growth and development.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: ROISD continues to work on communication with various stakeholder groups to meet individual needs and accomplish district goals. **Root Cause:** ROISD will need to identify varying stakeholder perceptions and determine how to best address needs.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Performance Objectives with summative review (prior year)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA 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
- STAAR Emergent Bilingual (EB) progress measure data
- 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data

- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: Exhibits Academic Readiness: Equip all students for high levels of academic achievement and continuous growth and development.

Performance Objective 1: District instructional leadership will work with campus leadership teams to establish campus-specific goals and supports needed to earn an A rating in the 2023 accountability year.

High Priority

Evaluation Data Sources: 2022 STAAR results
Curriculum-Based Assessments
TAPR Report
School report card

Strategy 1 Details	Reviews			
Strategy 1: Expand the current use of instructional technology through the use of CANVAS in grades 3-12 and modeling best practices for its integration as a learning tool.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Evidence that Demonstrates Success: Training Sessions, Meetings, Agendas **Staff Responsible for Monitoring:** Campus Administration Curriculum Coordinators Instructional Coaches Librarians and Lab Managers				

Strategy 2 Details	Reviews			
Strategy 2: Implement district-wide TEKS Resource System training & monitoring of TRS curriculum implementation fidelity.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Evidence that Demonstrates Success: Teachers use of the TRS and tracking the Year at a Glance (YAG). Coordinator PLC meeting observations. Teacher lesson plans. Campus-wide classroom T-TESS observations. Training logs. **Staff Responsible for Monitoring:** Campus T-TESS administrators Curriculum & Instruction Coordinators & Directors				

Strategy 3 Details		Reviews			
Strategy 3: Provide additional academic support in the elementary classroom for students.		**Formative**			**Summative**
Evidence that Demonstrates Success: Assigned schedule to provide support. **Staff Responsible for Monitoring:** Director of Elementary Curriculum and Instruction Campus Administrators **Funding Sources:** Title I - 211 Title I		**Nov**	**Jan**	**Mar**	**June**

Strategy 4 Details		Reviews			
Strategy 4: Utilize Title III funds to supplement the available resources for advancing the academic achievement of English Language Learners (ELL) students. Rosetta Stone, Soluciones Grades K-2, Fonetica y Gramatica Grade K-2 and English/ Spanish Sound-Spelling Training are examples of supplemental programs / materials to be used.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Title III funds will also be utilized to split-fund a paraprofessional to assist at Wooden Elementary in the Bilingual classrooms and as a parent liaison. **Evidence that Demonstrates Success:** TAPR Report ESSA Report Aware Reports TELPAS Results LPAC Reports **Staff Responsible for Monitoring:** Executive Director of C&I Directors of C&I Director of Specialized Learning Administrators Teachers **Title I:** 2.4, 2.5, 2.6, 4.1 **Funding Sources:** - 263 Title III					

Strategy 5 Details		Reviews			
Strategy 5: Bilingual programs at Wooden and Schuppman Elementary schools in order to improve English language proficiency.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Evidence that Demonstrates Success: Student enrollment, TELPAS improvement, STAAR improvement for elementary students and include: Title III funds to supplement the available resources for advancing the academic achievement of EL students. Rosetta Stone, Soluciones Grades K-2, Fonetica y Gramatica Grade K-2 and English/ Spanish Sound-Spelling Training are examples of supplemental programs / materials to be used. Title III funds will also be utilized to split-fund a paraprofessional to assist at Wooden Elementary in the Bilingual classrooms and as a parent liaison. Provide classroom instructional practices using the Gomez & Gomez model. **Staff Responsible for Monitoring:** Executive Director of C&I Director of Specialized Learning Campus principals					

Strategy 6 Details		Reviews			
Strategy 6: Gifted and Talented students will receive: GT pullout instruction at the elementary schools GT trained teachers on secondary campuses Accelerated classes on secondary campuses		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Evidence that Demonstrates Success: Campus schedules and rosters **Staff Responsible for Monitoring:** Directors of C&I Campus GT staff Principals					

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

Goal 1: Exhibits Academic Readiness: Equip all students for high levels of academic achievement and continuous growth and development.

Performance Objective 2: The percent of graduates that meet the criteria for CCMR will increase from 67% to 80% by August 2024.

2020	2021	2022	2023	2024
67%	69%	72%	76%	80%

The percent of 12th graders that meet criteria for College, Career, and Military Ready will increase from 67% to 70%, the percent of CCMR student that meet the threshold for CCMR Outcomes Bonus for Economically Disadvantaged students will increase from 89% to 90%, the percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for Non-Economically Disadvantaged students will increase from 76% to 80%, and the percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for Special Populations students will increase from 19% to 21% by June 2022.

 62% to 66% --African American
 63% to 67%--Hispanic
75% to 76%--White
70% to 72%--Two or More Races
80% to 80%--Special Ed
59% to 64%--Economically Disadvantaged
57% to 62%--English Learners

HB3 Goal

Evaluation Data Sources: TAPR Report
SAT/ACT/TSIA
Associates Degree Earned
College Prep English
College Prep Math
Industry Based Certifications
Level 1 or Level 2 Certificate

Strategy 1 Details	Reviews			
Strategy 1: Review data of student groups needing to have additional guidance for CCMR and address these groups with more opportunities to take SAT or TSIA and for ROISD to cover the costs of these college entrance exams. ROISD will also enroll students below the meets standards on TSIA into a College Prep English and/or Math class.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Evidence that Demonstrates Success: Increase in percentage of students in all groups who take and meet the passing score levels for all college entrance exams or take and pass a College Prep English or Math class, including College Bridge. **Staff Responsible for Monitoring:** ROHS Principal ROHS College and Career Coordinator Advanced Academics Coordinator CTE Assistant Principal **Funding Sources:** TSIA Tests - 461 Campus Activity - $7,000, SAT Tests - 199 31 Counselors - $18,000				

Strategy 2 Details	Reviews			
Strategy 2: Review data of student groups needing to have additional guidance for CCMR and address these groups with more opportunities to take industry-based certifications and for ROISD to cover the costs of these certifications.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Evidence that Demonstrates Success: Increase in percentage of students in all groups who take and meet the passing score levels for all industry-based certifications. **Staff Responsible for Monitoring:** CTE Director **Funding Sources:** Industry-Based Certifications - 199 22 CTE - $38,000				

Strategy 3 Details	Reviews			
Strategy 3: The percentage of graduates that take and pass AP Exams will increase according to targets for each student group established for 2 percent per year with the overall goal of 10 percent after 5 years. Targets will be revised as appropriate.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Evidence that Demonstrates Success: Increase in number of students taking and passing AP Exams. **Staff Responsible for Monitoring:** ROHS Principal ROHS AP Teachers ROHS Counselors and College & Career Coordinator Advanced Academics Coordinator Director of Secondary C&I	0%			

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

Goal 1: Exhibits Academic Readiness: Equip all students for high levels of academic achievement and continuous growth and development.

Performance Objective 3: The percentage of 3rd graders that score Meets grade level or above on STAAR Reading will increase according to the 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.

2020	2021	2022	2023	2024
40%	42%	44%	47%	50%

Using the CIRCLE assessment, the percent of PreK students that score on grade level or above in Reading will increase from 75% to 77%, the percent of K students that score on grade level or above in Reading on the TPRI assessment will increase from 83% to 84%, (English) and 94% to 95% (Spanish), the percent of 1st graders that score on grade level or above will increase from 59% to 61% (English) and 71% to 72% (Spanish), the percent of 2nd graders that score on grade level or above will increase from 65% to 77% (English) and 60% to 62% (Spanish), and 3rd grade students that score on grade level or above in Reading on the STAAR assessment will increase from 40%% to 44% (English) and 15% to 20% (Spanish) by June 2022.

HB3 Goal

Evaluation Data Sources: CIRCLE
TPRI
STAAR
Interim Assessments
Curriculum Bases Assessments

Strategy 1 Details		Reviews			
Strategy 1: Develop and implement a Strong Foundations Literacy Framework for the district.		**Formative**			**Summative**
Evidence that Demonstrates Success: Instructional and purchasing decision are made based on the framework.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus administrators and leaders C&I staff		0%			

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

Goal 1: Exhibits Academic Readiness: Equip all students for high levels of academic achievement and continuous growth and development.

Performance Objective 4: Utilize a variety of processes to monitor and foster student/ teacher achievement and growth.

    Evaluation Data Sources: 2023 Spring Interim Assessment
    Curriculum-Based Assessments
    TAPR Report
    School report card

Strategy 1 Details	Reviews			
Strategy 1: Provide a comprehensive intervention and enrichment plan for identified students designed to close the achievement gap through a Multi-Tiered System of Supports (MTSS).	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

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: Executive Director C&I
    Director of Specialized Learning
    Directors of C&I
    Campus Administrators				

Strategy 2 Details	Reviews			
Strategy 2: Support and intervene with identified struggling readers. Utilize Title I campus-level allocation at elementary schools to provide a Reading Support / Literacy Strategist at each campus. Provide literacy support at secondary campuses.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Evidence that Demonstrates Success: Implementation of Leveled Literacy Intervention, observations, feedback from trained teachers, reading assessment growth at the local and state level. Running Records, DRA Reports Diagnostic Screener Reports.
    Staff Responsible for Monitoring: Executive Director of Accountability
    Directors of C&I
    Director of Specialized Learning
    Campus Administrators
    Teachers
 	
    Funding Sources: Literacy Strategist - 211 Title I - $182,000				

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

Goal 1: Exhibits Academic Readiness: Equip all students for high levels of academic achievement and continuous growth and development.

Performance Objective 5: Recruit, support, retain and reward quality personnel while providing ongoing and relevant professional development that translates to student engagement and success.

    Evaluation Data Sources: Staff Retention Rate

Strategy 1 Details		Reviews			
Strategy 1: Title II funds used for Masters Degree stipends.		**Formative**			**Summative**
Evidence that Demonstrates Success: Staff retention		**Nov**	**Jan**	**Mar**	**June**
Number of staff with Masters Degrees					
Staff Responsible for Monitoring: Director of Human Resources					
Funding Sources: - 255 Titile II					

Strategy 2 Details		Reviews			
Strategy 2: Utilize Title II funds to provide high quality professional development for staff members.		**Formative**			**Summative**
Evidence that Demonstrates Success: Staff retention rate; staff evaluations		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus principals, ESC directors and executive directors in the C&I department					

Strategy 3 Details		Reviews			
Strategy 3: Provide Gifted and Talented teachers and leadership staff access to GT professional development to meet state requirements and enhance the delivery of GT services.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Evidence that Demonstrates Success: Training records					
Staff Responsible for Monitoring: Director of C&I					
GT Coordinators					
Funding Sources: Professional Development for GT service providers - 199 PIC 21 GT - 199-13-6400 - $8,000, Contracted Professional Development for GT service providers - 199 PIC 21 GT - 199-13-62... - $3,500					

Strategy 4 Details		Reviews			
Strategy 4: Support elementary teachers with 2 Instructional Coaches per campus to provided job-embedded professional development. Coaches will be supported with ongoing training throughout the year.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Evidence that Demonstrates Success: Instructional Coaching activity tracking, IC professional development					

schedule and sign ins
Staff Responsible for Monitoring: Curriculum Coordinators, Principals

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

Goal 1: Exhibits Academic Readiness: Equip all students for high levels of academic achievement and continuous growth and development.

Performance Objective 6: The percentage of 3rd graders that score Meets grade level or above on STAAR Math will increase according to the 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.

2020	2021	2022	2023	2024
42%	44%	46%	49%	52%

Using the CIRCLE measure, the percent of PreK students that score on grade level or above in Math will increase from 90% to 91%, the percent of K students that score on grade level or above in Math on the MAP assessment will increase from 47% to 49%, ,the percent of 1st grade students that score on grade level or above in Math on the MAP assessment will increase from 47% to 48%, and the percent of 2nd grade students that score on grade level or above in Math on the MAP assessment will increase from 49% to 50%, and the 3rd grade students that score on grade level or above in Math on the STAAR assessment will increase from 42% to 44% by June 2022.

HB3 Goal

Evaluation Data Sources: CIRCLE
MAP
STAAR
Interim Assessments
Curriculum Based Assessments

Strategy 1 Details		Reviews			
Strategy 1: Develop and implement a Strong Foundations Math Framework for the district.		**Formative**			**Summative**
Evidence that Demonstrates Success: Instructional and purchasing decision are made based on the framework.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus administrators and leaders C&I staff		0%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 2: Seek Opportunities and Challenges of Learning: Promote and support an environment that inspires high levels of student growth, resilience, integrity, and tenacity.

Performance Objective 1: Career Education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEC 11.252(3)(G)].

> **Evaluation Data Sources:** Major Clarity usage
> Master Schedules
> Counselors schedules

Strategy 1 Details	Reviews			
Strategy 1: Provide students the opportunity to explore a variety of career opportunities to build interest and explore strengths through the use of the Major Clarity career software program.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Evidence that Demonstrates Success: Major Clarity logs **Staff Responsible for Monitoring:** Director of CTE College & Career Readiness Coordinator Counselors				

Strategy 2 Details	Reviews			
Strategy 2: Provide ROMS and ROHS students, teachers, parents and counselors information about: Higher education admissions and financial aid opportunities; such as TEXAS and TEACH for TEXAS grant programs; Individual Graduation Plan advisement; Sources of information on higher education admissions and financial aid [TEC 11.252(a)(4)(A-D)].	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Evidence that Demonstrates Success: College & Career Counselor program records Skyward completion of IGP's **Staff Responsible for Monitoring:** Director of School and Family Services ROHS College and Career Readiness Coordinator Secondary Counselors Student Support Specialist/Counselor Liaison	50%	75%		

Strategy 3 Details	Reviews			
Strategy 3: Continue to strengthen Career and Technical course offerings to meet the needs of the job market.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Utilize TSTC course options, certification pathways, and supplemental activities as permitted by Perkins Grant guidelines				
Evidence that Demonstrates Success: Course Enrollment, Workforce Data showing market demand Student certifications Perkins Fund Compliance Report Staff Development records **Staff Responsible for Monitoring:** Director of CTE				

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

Goal 2: Seek Opportunities and Challenges of Learning: Promote and support an environment that inspires high levels of student growth, resilience, integrity, and tenacity.

Performance Objective 2: Execute drop out prevention strategies [TEC 11.255].

Evaluation Data Sources: Drop out records
Campus information related to:
graduation rates
HS equivalency certificate rates, enrolled, drops, complete but do not take the exam, complete but cannot pass the exam
4+ years graduates
9th and 10th grade students academic hours earned, retention rates, placements in DAEP, expulsions
Annual review of ROHS drop out prevention program

Strategy 1 Details	Reviews			
Strategy 1: Compile data from ROHS to assess the strategies.	**Formative**			**Summative**
Evidence that Demonstrates Success: A report that can be used to execute effective strategies.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Executive Director of Assessment and Accountability Director of PEIMS				

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

Goal 3: Demonstrates Fair, Respectful, and Well-Rounded Characteristics: Provide all students with a safe, secure, nurturing, and positive learning environment.

Performance Objective 1: Implementation of a comprehensive school counseling program [TEC 11.252(a)(3)(I)], [TEC 33.005].

    Evaluation Data Sources: Audit of ROISD's alignment with the Texas Comprehensive School Counseling Program.

Strategy 1 Details			Reviews			
Strategy 1: Increase awareness of substance abuse and healthy choices across the district by participation in Red Ribbon Week in order to reduce drug related disciplinary offenses on campuses.			**Formative**			**Summative**
			Nov	**Jan**	**Mar**	**June**
Evidence that Demonstrates Success: Skyward Discipline Report **Staff Responsible for Monitoring:** Campus Administrators Campus Counselors Student Support Specialist/Counselor Liaison Director of School and Family Services			50%	80%		

Strategy 2 Details			Reviews			
Strategy 2: Increase awareness of bullying and harassment and promote positive behavior to reduce reports of bullying and harassment through the implementation of the anonymous reporting app, StopIt, through Leadership classes (from Capturing Kids Hearts) at ROMS, trained staff in Capturing Kids Hearts at ROHS, restorative practices, and campus guidance plans at ROISD elementary schools [TEC 37.0832]			**Formative**			**Summative**
			Nov	**Jan**	**Mar**	**June**
Evidence that Demonstrates Success: Participation Records, Skyward Discipline Report, Counselor reports. **Staff Responsible for Monitoring:** Campus Administration Campus Counselors Student Support Specialist/Counselor Liaison Director of School and Family Services **Funding Sources:** Capturing Kids Hearts programs and support materials - 289 Title IV - $32,000			50%	75%		

Strategy 3 Details	Reviews			
Strategy 3: Communicate with students, parents, staff, and community in a consistent and timely manner, including maintaining district and campus websites, mobile app, and continuation of the community advisory group. Continue increasing social media connections through Twitter, FaceBook, and Instagram. **Evidence that Demonstrates Success:** Likes, followers, posts, etc. (Social Media, app, and website analytics) Advisory group attendance records. **Staff Responsible for Monitoring:** Communications Department	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Establish a systematic procedure to identify and support students in need of resources and services (ie. homeless, family loss, illness, etc.) **Evidence that Demonstrates Success:** Program Reports School and Family Services **Staff Responsible for Monitoring:** Campus Administration Counselors Homeless/Foster Liaison **Funding Sources:** Transportation for Homeless and Foster Students in some circumstances, tutoring for foster / homeless students, other obstacles removed such as supplies for homeless students. - 211 Title I - $9,000	Formative			Summative
	Nov	Jan	Mar	June
	50%	75%		

Strategy 5 Details	Reviews			
Strategy 5: Make Care Solace available to all students and staff as needed. **Evidence that Demonstrates Success:** Referrals to Care Solace. **Staff Responsible for Monitoring:** Campus administrators and counselors School & Family Services staff	Formative			Summative
	Nov	Jan	Mar	June
	50%	75%		

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

Goal 3: Demonstrates Fair, Respectful, and Well-Rounded Characteristics: Provide all students with a safe, secure, nurturing, and positive learning environment.

Performance Objective 2: Implement consistent district-wide training programs for students, staff, and parents that address physical safety and security protocols in collaboration with the Red Oak ISD Police and local authorities.

Strategy 1 Details	Reviews			
Strategy 1: Complete 100% participation relative to lockdown training, secure the building training, fire & tornado drills.	**Formative**			**Summative**
Evidence that Demonstrates Success: District Safety Audit	**Nov**	**Jan**	**Mar**	**June**
ROISD PD Training Documents				
Staff Responsible for Monitoring: Red Oak ISD Police Chief				

Strategy 2 Details	Reviews			
Strategy 2: Implementation and on-going evaluation of the District Emergency Operation Plan.	**Formative**			**Summative**
Evidence that Demonstrates Success: District Safety Audit/ Plan Notes	**Nov**	**Jan**	**Mar**	**June**
ROISD PD Emergency Reponse Protocol				
Staff Responsible for Monitoring: Red Oak ISD Police Chief				

Strategy 3 Details	Reviews			
Strategy 3: Support ethical uses of technology including Internet Safety, Acceptable Use, Social Networking, Digital Footprint and Copyright issues for teachers and students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Evidence that Demonstrates Success: Training Session Feedback **Staff Responsible for Monitoring:** Executive Director of Technology Education Technology Coordinator				

Strategy 4 Details	Reviews			
Strategy 4: Establish a dating violence policy and adopt/implement a policy addressing sexual abuse, sex trafficking, and other maltreatment of children [TEC 11.252(3)(E)], [TEC 37.083(a)]	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Evidence that Demonstrates Success: School Board Policy FFG Local and FFH Local. The policies are also located in the Student Handbook. **Staff Responsible for Monitoring:** Director of Student and Family Services Student Support Specialist	50%	75%		

Strategy 5 Details	Reviews			
Strategy 5: Provide trauma-informed care training to district and campus staff .	Formative			Summative
Evidence that Demonstrates Success: Required Suicide Prevention Training for employees	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Director of School and Family Services Student Support Specialist	50%	75%		

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

Goal 3: Demonstrates Fair, Respectful, and Well-Rounded Characteristics: Provide all students with a safe, secure, nurturing, and positive learning environment.

Performance Objective 3: Prevention program of unwanted physical or verbal aggression and sexual harassment [TEC 11.252(3)(E)], [TEC 37.083(a)]; dating violence [TEC 37.0831], sexual abuse, sex trafficking, and other maltreatment of children [TEC 38.0041(a)], [TEC 11.252(c)(9)].

Evaluation Data Sources: Training records

Strategy 1 Details		Reviews			
Strategy 1: Staff and students will receive training to prevent unwanted physical and verbal aggression and sexual harassment, dating violence, sexual abuse, sex trafficking, and other maltreatment of children. **Evidence that Demonstrates Success:** Training records. Incident reports. **Staff Responsible for Monitoring:** Assistant Superintendents of HR and Operations Director of Student Services Director of School and Family Services Student Support Specialist		**Formative**			**Summative**
		Nov	Jan	Mar	June
		50%	75%		
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 4: Leaves a Legacy Through Service: Actively engage all stakeholders to model and support servant-leadership.

Performance Objective 1: Ensure Red Oak ISD is connected to the community in a partnership to further the success of Red Oak ISD students while communicating transparently and effectively with all stakeholders.

Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities to foster positive relationships between parents, community, and schools to include: Grandparent's Day, Community Partners Academy, District Advisory Committee, Education Foundation events, Senior Citizen Luncheon, Community Advisory Council, and Family Movie Night.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Evidence that Demonstrates Success: Local Partnerships Increased number of community events and community/parent participation **Staff Responsible for Monitoring:** Communications Department Red Oak Education Foundation **Title I:** 4.2				

Strategy 2 Details	Reviews			
Strategy 2: Enhance and strengthen partnerships with institutions of Higher Education.	**Formative**			**Summative**
Evidence that Demonstrates Success: Memorandums of Understanding (MOU) with colleges Dual Credit Crosswalks Graduate School Offerings for staff **Staff Responsible for Monitoring:** Executive Director of C&I Director of CTE Advanced Academics Coordinator	**Nov**	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Continue internships at Baylor Medical Center, Qarbon, and other local industries to build partnerships that create student internships, mentorships, and job-shadow opportunities.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Evidence that Demonstrates Success: Student experiences and business partnerships **Staff Responsible for Monitoring:** CTE Assistant Principal				

Strategy 4 Details		Reviews			
Strategy 4: Create and expand reciprocal relationships with existing businesses; such as Hawks Perks.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Evidence that Demonstrates Success: Local Partnerships Increased number of community events and community/parent participation **Staff Responsible for Monitoring:** Communications Department Red Oak Education Foundation					

Strategy 5 Details		Reviews			
Strategy 5: Foster partnerships with businesses, community organizations, local government, and higher education institutions.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
		0%			

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

Title I Personnel

Name	Position	Program	FTE
Saundra King	Accountant	Title I	.2

District Funding Summary

199 22 CTE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2	Industry-Based Certifications		$38,000.00
				Sub-Total	$38,000.00
				Budgeted Fund Source Amount	$38,000.00
				+/- Difference	$0.00
461 Campus Activity					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	TSIA Tests		$7,000.00
				Sub-Total	$7,000.00
				Budgeted Fund Source Amount	$7,000.00
				+/- Difference	$0.00
199 31 Counselors					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	SAT Tests		$18,000.00
				Sub-Total	$18,000.00
				Budgeted Fund Source Amount	$18,000.00
				+/- Difference	$0.00
				Grand Total Budgeted	$63,000.00
				Grand Total Spent	$63,000.00
				+/- Difference	$0.00

Addendums

RED OAK ISD GRADUATE PROFILE
4 TALONS OF THE HAWK

EXHIBITS ACADEMIC READINESS

1% Better Daily
Loving Tough

SEEKS OPPORTUNITIES AND CHALLENGES OF LEARNING

Growth
Resilience
Integrity
Tenacity

DEMONSTRATES FAIR, RESPECTFUL, & WELL-ROUNDED CHARACTERISTICS

Respect
Encourage
Appreciate
Communicate
Honor

LEAVES A LEGACY THROUGH SERVICE

"We Before Me"

RED OAK ISD
EDUCATOR PROFILE
4 TALONS OF THE HAWK

EXHIBITS ACADEMIC READINESS
1% Better Daily
Loving Tough

SEEKS OPPORTUNITIES AND CHALLENGES OF LEARNING
Growth
Resilience
Integrity
Tenacity

DEMONSTRATES FAIR, RESPECTFUL, & WELL-ROUNDED CHARACTERISTICS
Respect
Encourage
Appreciate
Communicate
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LEAVES A LEGACY THROUGH SERVICE
"We Before Me"