

Red Oak Independent School District
Red Oak High School
2018-2019 Campus Improvement Plan



Mission Statement

The Mission of Red Oak High School

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

"Reaching Our Individual Students' Dreams"

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Comprehensive Needs Assessment

Demographics

Demographics Summary

In 2017-2018, ROHS started with 1,827 students (444-Freshmen; 464-Sophomores; 472-Juniors; and 447-Seniors). ROHS ending the school year with 1,812 students (457-Freshmen; 439-Sophomores; 459-Juniors; and 457-Seniors). At the start of the 2018-2019 school year, ROHS started with 1,840 students (511-Freshmen; 440- Sophomores; 447-Juniors; and 442-Seniors). The 2018-2019 Freshmen Class is the largest class in Red Oak ISD. Approximately 25% of the student population is African-American; 33.46% are Hispanic; and 38.56% are White. Approximately, 41.49% of the student population is identified as Economically Disadvantaged. ROHS is comprised of 49.23% males and 50.77% females. ROHS has 5.10% students that are identified as English Language Learners. The mobility rate at ROHS is 9.70%

Student Achievement

Student Achievement Summary

ROHS met standards for accountability purposes in 2018. ROHS received four distinctions in the areas of Math, Science, Social Studies, and Closing the Gap. That is an increase of two distinctions from 2017. In 2017, the number of students that took one or more Advanced Placement (AP) tests was 156. In 2018, the number of students that took one or more AP tests was 200. In 2017, there were 264 AP tests taken. In 2018, there were 352 AP tests taken. In 2017, there were 82 students that scored at least a three on their AP test. (52.6%) In 2018, there were 106 students that scored at least a three on their AP test (53%).

Student Achievement Strengths

ROHS had a record number of students taking Advanced Placement tests.

Comprehensive Needs Assessment Data Documentation

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






Goals

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

Performance Objective 1: Ensure that all students can access an engaging instructional environment that promotes high levels of achievement.

Evaluation Data Source(s) 1:

Summative Evaluation 1:







Strategy Description	Monitor	Evidence that Demonstrates Success	Formative Reviews		
			Dec	Feb	May
1) Create a new school-wide lesson plan template based on Madeline Hunter's model that requires a daily lesson target, a "hook", specific instructional strategies, formative assessment, and an exit ticket that signals mastery of target or not.	Administrators Lead Learners	100% of the teaching staff have lesson plans that conform to the requirements that were taught/communicated during teacher in-service.			
2) Develop a RtI system that efficiently identifies struggling students and provides interventions in a timely manner.	Teachers Lead Learners Administration	Students Identified Meetings Held Intervention Logs			
 = Accomplished  = No Progress  = Discontinue					

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

Performance Objective 2: Utilize a variety of processes to monitor and foster measurable growth in students and staff.

Evaluation Data Source(s) 2:

Summative Evaluation 2:






Strategy Description	Monitor	Evidence that Demonstrates Success	Formative Reviews		
			Dec	Feb	May
1) Talon Time - an Intervention/Enrichment time during school focused on filling-in learning gaps while at the same time pushing the advanced students to achieve higher.	Academic coaches Counselors Teachers	Year-to-year positive percentage increases in the number of students passing their core subjects during each six-weeks and semester.			
Comprehensive Support Strategy Targeted Support Strategy 2) Algebraic reasoning course offered, in preparation of high school students to college reading/math performance for T.S.I.	Instructional Coaches Teachers Building Principal	Positive year-to-year pass rates increases of students taking and passing T.S.I. exam.			
3) The administrative student responsibilities were revamped with each administrator tasked with monitoring the progress of their portion of the alphabet. During Weekly Administrator Meetings, students will be discussed and strategies will be developed and implemented to help all students be successful.	Administration	All students in need are identified and a response to intervention plan is put into place.			
 = Accomplished  = No Progress  = Discontinue					

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

Performance Objective 3: Recruit, support, retain and reward quality personnel while providing ongoing and relevant professional development that translates to student engagement and success.

Evaluation Data Source(s) 3:

Summative Evaluation 3:






Strategy Description	Monitor	Evidence that Demonstrates Success	Formative Reviews		
			Dec	Feb	May
1) Redesign the role of Department Chairs and train them to lead their departments in professional development (Lead Learners).	Principal Lead Learners	Agendas Observations of Meetings			
2) Create more time during the day for teachers that teach EOC tested subjects to engage in PLCs.	Lead Learners Instructional Coaches Administration	Agendas Meetings Lesson Plans Observations			
 = Accomplished  = No Progress  = 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: Encourage students to explore, identify and develop their strengths and passions through multiple pathways that are appropriate to each individual.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Evidence that Demonstrates Success	Formative Reviews		
			Dec	Feb	May
1) Hawk Scholars	Counselors Certified AP staff Building Principal	Increased awareness of college study, through successful completion of math pathway, with			
2) Each guidance counselor will meet with each of their students individually to go over their graduation plan.	Counselors	Every student will have met with their counselor and will have their graduation plan created (freshmen) or updated.			
 = Accomplished  = No Progress  = 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: Design and implement professional learning opportunities that grow the personal and professional capacities of staff members.

Evaluation Data Source(s) 2: Reviewed Data derived from C.B.A.'s with positive trends, in regards to growth of student, from 1st initial benchmark test.

Summative Evaluation 2:

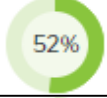

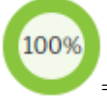


Strategy Description	Monitor	Evidence that Demonstrates Success	Formative Reviews		
			Dec	Feb	May
1) P.L.C. meetings conducted per department on a weekly basis to discuss student academic needs, concerns, and best practices.	Principal Assistant Principal Instructional coaches	Positive year over previous year gains in six-weeks, semester and yearly increases in: Core subject pass rates, C.B.A. scores, E.O.C. mastered score percentages, as well as , local college (T.S.I.) entry exams, and national exams, such as P.S.A.T. / S.A.T. / A.C.T.			
<p>Comprehensive Support Strategy Targeted Support Strategy</p> 2) Lead Forward training for campus administration, as well as, Lead Learners. First training in July 2018 and 2nd training in January 2019. <p>Discussion, Planning, Implementation, and Review of "P.L.C." expectations, Processes, and Norms.</p>	District Administration Campus Principals	Implementation of strategies and norms provided at District level training, through "survey" taken by campus staffs.			
3) The ROHS staff will participate in a year long book study using the book: Learning by Doing by DuFour, DuFour, Eaker, Many, & Mattos.	Teachers Lead Learners Administration	Agendas with book study discussions and activities			
= Accomplished = No Progress = 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: Provide a safe and positive environment to establish transparent, open, honest, and trusting relationships. Parents, students, teachers, and staff are valued and equipped with strategies necessary to overcome challenges.

Evaluation Data Source(s) 1:

Summative Evaluation 1:



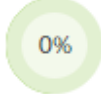

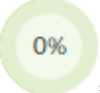

Strategy Description	Monitor	Evidence that Demonstrates Success	Formative Reviews		
			Dec	Feb	May
1) Teachers will implement Restorative Practices with their students on a daily basis.	Teachers Lead Learners Administrators	Reduced number of referrals Increased Attendance %			
2) The ROHS Staff will participate in a book study using the book entitled: The Energy Bus by Jon Gordon. During the school year staff members will use the 7 principles presented in the book to create a positive environment that enables students to re frame challenges into opportunities.	ROHS Staff Lead Learners Administration	Bulletin Boards Lesson Plans Morning Announcements Student Discussions Positive responses to questions on culture and environment surveys			
 = Accomplished  = No Progress  = 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.

Evaluation Data Source(s) 2:

Summative Evaluation 2:





Strategy Description	Monitor	Evidence that Demonstrates Success	Formative Reviews		
			Dec	Feb	May
1) ROHS will have a Safety Week and Safety Day that is focused on Safety Drills and communicating to the staff and students what should be done in the event there is an emergency.	Administration	Drills are conducted and documented Accountability Records			
 = Accomplished  = No Progress  = Discontinue					

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

Performance Objective 1: Foster partnerships with businesses, community organizations, local government, and higher education institutions.

Evaluation Data Source(s) 1:

Summative Evaluation 1:





Strategy Description	Monitor	Evidence that Demonstrates Success	Formative Reviews		
			Dec	Feb	May
1) Provide opportunities and solicit volunteers from the community (i.e. business leaders, community members, government officials, universities, and post secondary institutions) to volunteer and work with the high school students.	CTE Teachers Counselors	Newsletters Volunteer Sign-In Sheet Lesson Plans			
 = Accomplished  = No Progress  = Discontinue					

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

Performance Objective 2: Provide opportunities for all Red Oak ISD students to develop meaningful relationships and connections that serve communities.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Evidence that Demonstrates Success	Formative Reviews		
			Dec	Feb	May
1) Partner with the organization Mentors Care which will partner high school students up with a mentor from the community. The organization will train the mentors to develop positive relationships that focus on the whole child (i.e. physical health, academics, mental health, and social well-being).	Counselors Administration	60 students are identified and partnered with a mentor that meets with them on a weekly basis.			
 = Accomplished  = No Progress  = Discontinue					

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	2	Algebraic reasoning course offered, in preparation of high school students to college reading/math performance for T.S.I.
2	2	2	Lead Forward training for campus administration, as well as, Lead Learners. First training in July 2018 and 2nd training in January 2019. Discussion, Planning, Implementation, and Review of "P.L.C." expectations, Processes, and Norms.

2018-2019 Campus Site-Based Commitee

Committee Role	Name	Position
Administrator	Jimmy Alcorn	Assistant Principal
Non-classroom Professional	Julie Wuerch	Associate Principal
Non-classroom Professional	Justin Mathews	Assistant Principal
Non-classroom Professional	Maricela Torres	Assistant Principal
Administrator	Miller Beard	Principal
Non-classroom Professional	Sandi Grady	Assistant Principal
Non-classroom Professional	Sharetha Hicks	Assistant Principal
Classroom Teacher	Diane Kesler	Geometry Teacher
Classroom Teacher	Courtney King	geometry teacher
Classroom Teacher	Lauren Crain	U.S. History Teacher
Parent	Candace Tinsley	Parent of Senior
Parent	Melissa Hauffe	Parent
Community Representative	Melvin Hall	Resident
Business Representative	Heath Hall	Josten's
Classroom Teacher	Lyssa Smith	English I Teacher
District-level Professional	Rachel Jones	Executive Director of Sec.