

Red Oak Independent School District
Red Oak High School
2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Science
Academic Achievement in Social Studies



Public Presentation Date: October 16, 2017

Mission Statement

The mission of Red Oak High School is to provide an engaging, relevant learning environment where students can exhibit their academic readiness, eagerly tackle challenges, and are nurtured into well-rounded, respectful, productive citizens that will leave their "talon" imprint upon the world.

Vision

WE ARE a community of learners. As Educators, Staff, Parents and Board of Trustees in the RED OAK family, we embody these attributes in ourselves and desire to teach our students:

WE POSSESS the knowledge, skills, heart, and commitment to make a difference.

WE DARE to dream, work hard, and go the extra mile to make those dreams come true.

WE ASPIRE to learn—looking beyond our present classroom walls to seek knowledge and innovation.

WE REPRESENT honesty and respect in all that we do—focusing on the needs of students, families, and the community.

WE FLOURISH in an open, safe and vibrant environment—meeting challenges and seizing opportunities.

WE RECOGNIZE effort, embrace improvement, strengthen achievement, and continually pursue excellence.

Our Students' Success Is Our Success.

We Are Red Oak!

Value Statement

We believe that:

each student is equally important.

every student has value.

students are responsible for their decisions and actions.

each student deserves to be loved and respected.

all students can learn.

all students have the right to a safe school environment.

parental and community involvement strengthens the school environment.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Red Oak High School is a 9th through 12th grade campus in Red Oak ISD. This Comprehensive Needs Assessment is for the 2017-2018 school year. The demographic information comes from the 2016-2017 school year. Total enrollment number was 1844 from PEIMS Snapshot.

Enrollment by Race/Ethnicity

- American Indian/ Alaskan 2 (0.1%)
- Asian/ Pacific Islander 12 (0.7%)
- Multi-Race 30 (1.6)
- Black/ Non Hispanic 417 (22.6%)
- Hispanic 601 (32.6%)
- White/ Non Hispanic 772 (41.9%)

Enrollment by Student Group

- Economically Disadvantaged 38.2%
- English Language Learners 4.6%
- Special Education 10.4%

Demographics Strengths

Red Oak High School has many strengths. Some of the most notable demographic strengths include:

- The student population of Red Oak High School provides our students with a culture that is representative of a "real world" experience.
- Strong academic performance Red Oak High School students has encouraged families to move to Red Oak
- Attendance is encouraged through our district and campus iCount program which offers students rewards for good attendance.
- Strong Scholarship program that offered awards of over 5.6 million dollars last school year.

Student Academic Achievement

Student Academic Achievement Summary

Red Oak High School has achieved a rating of Met Standard for the 2016-17 school year.

- | | | |
|-------------------------------------|-------------------------------|--------------------------|
| • Index 1- Student Achievement | Red Oak High School Score: 77 | (State Target Score: 60) |
| • Index 2- Student Progress | Red Oak High School Score: 27 | (State Target Score: 17) |
| • Index 3- Closing Performance Gaps | Red Oak High School Score: 45 | (State Target Score: 30) |
| • Index 4- Post Secondary Readiness | Red Oak High School Score: 79 | (State Target Score: 60) |

Red Oak High School also earned distinctions in two areas based upon student achievement.

- Academic Achievement in Science
- Academic Achievement in Social Studies

The scores obtained showcase the hard work and dedication to success of the staff and students of Red Oak High School.

Student Academic Achievement Strengths

- Seniors in campus SOAR classes were able to make progress to graduate.
- Increase in both AP and dual credit enrollment
- Increase in SAT and ACT participation
- Multiple pathways for student graduation
- Students in CTE classes obtained numerous student certification

School Processes & Programs

School Processes & Programs Summary

Red Oak High School works with the district Administration Team, Curriculum Department, and our campus Administrators and Instructional Coaches to ensure that student needs are met through a rigorous TEKS based instructional program. We offer a full list of Staff Development options through our Eduphoria Workshop Center, and teachers are encouraged to participate in summer trainings and planning for the upcoming school year. Teachers participate in weekly PLC meetings around common conference periods in most core areas where we focus on studying the TEKS/SE's and planning the lesson, as well as, participate in instructional meetings where we analyze the data to further inform our instructional decisions.

Student progress is monitored through our Level Up Campaign, Curriculum Based Assessments, Pre-Assessments and teacher created tests. Lead4ward's STAAR4ward series is followed closely by our Campus Instructional Team as we roll out instructional strategies and vocabulary development along with other instructional tools.

School Processes & Programs Strengths

Staff (teachers, administrators counselors and instructional coaches) all work together to develop plans that are best for our students' instructional plans. Teachers and IC's work hard on CBA's to edit and review the needs (they scaffold in where data shows it is needed), and they develop unit lessons and assessments that align with their Year at A Glance documents. This helps cover the needed TEKS for the horizontal team and the needed items within the vertical team as well.

We will continue this year with our Level-Up Campaign. We have ordered posters to chart student success for teachers in all core areas. They will hang these outside their classrooms, and we are encouraging competition between the classes.

Perceptions

Perceptions Summary

Our core values and beliefs at Red Oak High School are to embrace the 4 talons of the Graduate and Employee Profile by:

- Planning individualized learning for students
- Embracing new changes with technology
- Encouraging students to be life-long learners

ROHS embraces building relationships while holding students accountable for their own learning while showing by example that we are all life-long learners.

Perceptions Strengths

Red Oak High School has a strong student leadership program guided by teachers who work to both model and cultivate leadership characteristics in our students. A list of these programs can be found below:

- Principal Advisory Committee
- Student Council
- NHS
- HADDIT
- Renaissance Program (We are working on bringing this back to ROHS this year.)
- Band Council
- Drill Team and Cheerleader Leadership
- Book Club
- Chess Club
- Shot-gun Club
- Robotics Club
- Art Club
- And our clubs grow each year to fit many of the growing interests of our students

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

Accountability Data

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR End-of-Course current and longitudinal results, including all versions

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data

Goals

Goal 1: Exhibits Academic Readiness: Provide all learners an engaging and innovative approach to education that reaches the specific and diverse needs of each learner.

Performance Objective 1: Utilize available data to identify and track individual student academic growth

Evaluation Data Source(s) 1: *Curriculum Based Assessments

*State Assessment Reports

*Level Up Charts-- EOC teachers are utilizing by classes

*Students will continue to track progress on CBA's throughout the school year.

*Six Week Grades and Six Week Failure Reports

Summative Evaluation 1:

Strategy Description	Monitor	Evidence that Demonstrates Success	Formative Reviews		
			Dec	Feb	May
<p>System Safeguard Strategy PBMAS</p> <p>1) Each core content team will administer Curriculum Based Assessments (CBAs) that are aligned to the End-of-Course exams (EOCs) in order to monitor each students' progress.</p>	Administration Core Content Teachers (Science, Social Studies, English, Math) Instructional Coaches	The percentage of students meeting the approaching level or higher is at 70% on each CBA.			
<p>2) Core content teachers will track the progress of each class by displaying the average of each CBA administered.</p>	Administration Core Content Teachers (Science, Social Studies, English, Math) Instructional Coaches	The charts are displayed where everyone can see them. Teachers are going over them with each class. Teachers and students are spiraling the content to prevent gaps in learning.			
<p>3) Teachers will offer tutoring before or after school. Students that are struggling will be identified and efforts will be made to get them into tutoring.</p>	Administration Core Content Teachers (Science, Social Studies, English, Math)	Student sign-in sheets will be kept			
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>					

Goal 1: Exhibits Academic Readiness: Provide all learners an engaging and innovative approach to education that reaches the specific and diverse needs of each learner.

Performance Objective 2: Create a process for students, parents and staff to measure growth based on individual needs using a variety of measurements.

Evaluation Data Source(s) 2: *Last year's (2016-17) EOC scores, as well as other national testing data: PSAT, SAT, Aspire, ACT and ASVAB
 *Curriculum Based Assessments to track student growth

Summative Evaluation 2:

Strategy Description	Monitor	Evidence that Demonstrates Success	Formative Reviews		
			Dec	Feb	May
1) Create a Parent Academy Night focused on interpreting data.	Associate Principal Counselors	Attendance Sheet with parent names Agenda of Activities			
2) Develop a more thorough Response to Intervention (RtI) system.	Administration Department Chairs	A flowchart is created and the process is communicated to staff members			
3) Create informational videos that will be posted on the Counselors' website that will help parents and all stakeholders be more informed in the areas of graduation requirements and testing data.	Administration Counselors A/V Teacher	Videos are created & posted			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue					

Goal 1: Exhibits Academic Readiness: Provide all learners an engaging and innovative approach to education that reaches the specific and diverse needs of each learner.

Performance Objective 3: Recruit and retain highly motivated staff while providing ongoing and relevant professional development that translates to student engagement and success.

Evaluation Data Source(s) 3: *Use Lead4ward PLC Menu and Instructional Strategies

*Provide training for CTE staff on content reading strategies to help our ELAR EOC and social study scores

*Continue the common conference periods for teachers in EOC classes for planning

*New Teacher Academy

*Teacher Mentoring Program

*Instructional Coach Support

Summative Evaluation 3:








Strategy Description	Monitor	Evidence that Demonstrates Success	Formative Reviews		
			Dec	Feb	May
1) Train new teachers over Lead4ward and its PLC menu	Associate Principal and Instructional Coaches	Sign-in sheet and data of the use of the PLC menu if available			
2) Attendance at job fairs	Administrators	The hiring of new teachers in a timely manner to get positions filled			
3) Provide training for CTE staff on content reading strategies to help our ELAR and social studies teachers	Associate Principal and Instructional Coaches	Sign-in sheet and follow-up check with teachers on use of techniques of the MiniRead Lessons			
4) Attendance at New Teacher Academy for our teachers new to ROHS	Administrators at ROHS	Skills seen and documented in walk-through data			
5) Mentoring new teachers with a mentor teacher that has a classroom close to them	Selected mentor teachers	Checks at New Teacher Academy to see if mentor is answering daily questions the new teacher may have			
6) Support is ongoing with our Instructional Coaches for our new teachers	Instructional Coaches	Coaches report to Principal on teacher needs			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue					

Goal 1: Exhibits Academic Readiness: Provide all learners an engaging and innovative approach to education that reaches the specific and diverse needs of each learner.

Performance Objective 4: 65% or more students with learning disabilities will score at the approaching level or higher on all End of Course exams.

Evaluation Data Source(s) 4: 6 week grades
CBAs

Summative Evaluation 4:











Strategy Description	Monitor	Evidence that Demonstrates Success	Formative Reviews		
			Dec	Feb	May
1) Students with learning disabilities will be monitored on a weekly basis. Discussions will be held on how to best address any concerns. Parents will be contacted and extra time will be provided to reteach concepts that students struggle with.	Administration SPED Dept. Chair	Agendas of meetings Lesson Plans that show differentiated instruction			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 2: Seek Opportunities and Challenges of Learning: Promote and support a robust digital-aged learning environment to inspire student learning, effective communication, problem solving and creativity.

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) Increase the amount of technology used in the classroom to at least once per six weeks to enhance lessons. Ideas and strategies will be shared at Professional Learning Community meetings.	Administration Technology Committee Instructional Coaches Classroom Teachers	Observation and Walk-Through data			
2) Create a better system for reserving Computers on Wheels (COWs) and Computer Labs to make them more accessible to teachers	Administration Technology Committee	System is developed and explained to the staff Accurate count of labs and number of COWs			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 2: Seek Opportunities and Challenges of Learning: Promote and support a robust digital-aged learning environment to inspire student learning, effective communication, problem solving and creativity.

Performance Objective 2: Design and implement professional learning for instructional staff to facilitate student engagement.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Evidence that Demonstrates Success	Formative Reviews		
			Dec	Feb	May
1) Develop a monthly technology newsletter that identifies new applications that can be used to enhance teacher lessons.	Administration Instructional Coaches Librarian	Monthly Newsletter is created and sent out	✓	✓	✓
					

Goal 2: Seek Opportunities and Challenges of Learning: Promote and support a robust digital-aged learning environment to inspire student learning, effective communication, problem solving and creativity.

Performance Objective 3: Create partnerships with businesses, community organizations, local government, and higher education institutions to prepare students for the future.

Evaluation Data Source(s) 3: Surveys

Lesson Plans
Calendar

Summative Evaluation 3:

Strategy Description	Monitor	Evidence that Demonstrates Success	Formative Reviews		
			Dec	Feb	May
1) Have Health Science students take tours to medical facilities	Administration Counselors Health Science Teacher	Tours are taken Students Debrief and Reflect Survey is given to students on their experience			
2) Criminal Justice classes will use police officers in their classes to give real world, relevant information pertaining to the content of the class.	Administration SROs Counselors Criminal Justice Teacher	Lesson Plans note when the police were used and what the topic was.			
3) Contact the Texas Workforce Commission to help students with resumes, interview etiquette, and entry level employment.	Administration Counselors	Multiple days are scheduled with the Texas Workforce Commission			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue					

Goal 2: Seek Opportunities and Challenges of Learning: Promote and support a robust digital-aged learning environment to inspire student learning, effective communication, problem solving and creativity.

Performance Objective 4: Provide opportunities for all Red Oak ISD students to make meaningful relationships and connections to impact our community.

Evaluation Data Source(s) 4: Calendar
 Surveys
 Lesson Plans

Summative Evaluation 4:

















Strategy Description	Monitor	Evidence that Demonstrates Success	Formative Reviews		
			Dec	Feb	May
1) Arrange tours for Bell, Raytheon, and Triumph	Administration Counselors CTE Teachers	Tours are given			
2) Schedule speakers who work for Raytheon and Triumph during enrichment classes.	Administration Counselors Academic Enrichment Teachers	Speakers are scheduled			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue					

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

Performance Objective 1: Develop district-wide standards and accountability for students and staff related to emotional and social safety issues (ie bullying, harassment, cyber safety).

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Evidence that Demonstrates Success	Formative Reviews		
			Dec	Feb	May
1) Increase communication of resources and programs available to all stakeholders.	Administration Counselors	Principal Newsletter Information on Website Facebook posts Twitter tweets			
2) Promote Red Ribbon Week and have a Drug prevention speaker	Administration Counselors	Assembly takes place during Red Ribbon Week			
3) Coordinate a Mental Health Awareness Week during the month of January	Administration Counselors	Week is planned and implemented			
4) Expand and improve the HADDIT program (Hawks Against Destructive Decisions Inspiring Teens).	Administration Counselors	Increased student participation in the program Disciplinary Action Code #4 will be reduced by 25%			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

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

Performance Objective 2: Evaluate current district-wide safety and security protocols and implement a consistent training program for students, staff and parents that address physical safety and emergency procedures 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) Conduct safety drills that include fire, tornado, lock out and lock down. (Fall/Spring Safety Day and Monthly Drills)	Campus Safety Coordinator	Documentation of completed drills			
2) Train staff over the Crisis Management Plan	Campus Safety Coordinator and ROHS Campus PD	Sign-In Sheets for training			
3) Utilize the RAPTOR system to screen all visitors to campus	Receptionist and ROHS PD	Documentation of campus visits and Review of Raptor data			
4) Utilize the on campus Lock-down System	Campus Administration and ROHS Campus PD	Safety Drill Log			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue					

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

Performance Objective 3: Provide a safe and positive environment to establish a transparent, open, honest, and trusting relationship where parents, students, teachers and staff are valued as well as equip all members with strategies necessary to face any challenge.

Evaluation Data Source(s) 3: New Teacher Academy Data
Principal Advisory Committee Data

Summative Evaluation 3:









Strategy Description	Monitor	Evidence that Demonstrates Success	Formative Reviews		
			Dec	Feb	May
1) Increase communication methods at all levels	Entire ROHS Administration, Counselors and Staff	Fall and Spring Open House Parent Academy on website Parent Teacher Conferences November 17th			
2) Acknowledge accomplishments of students, teachers and staff (Student to student, teacher to student, and student to teacher)	Entire ROHS Administration, Counselors and Staff	Student Enrichment Days New Teacher Academy Beard's Best Students of the Month Heart of a Hawk			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue					

Goal 4: Leaves a Legacy Through Service: Actively engage our community to strengthen partnerships that support the evolving needs of students in the district.

Performance Objective 1: Create partnerships with businesses, community organizations, local government, and higher education institutions to prepare students for the future.

Evaluation Data Source(s) 1: Calendar
Lesson Plans
Surveys

Summative Evaluation 1:








Strategy Description	Monitor	Evidence that Demonstrates Success	Formative Reviews		
			Dec	Feb	May
<p>System Safeguard Strategy PBMAS</p> <p>1) Contact local businesses to arrange tours and schedule speakers.</p>	<p>Julia Porowski Lauren Crain</p>	<p>Partnerships created:</p> <p>Internship, scholarship, resume assistance- Lion's Club Scholarship Waxahachie Junior Service League</p> <p>Triumph, Bell, and Raytheon tours and professional speakers.</p>			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>					

Goal 4: Leaves a Legacy Through Service: Actively engage our community to strengthen partnerships that support the evolving needs of students in the district.

Performance Objective 2: Provide opportunities for all Red Oak ISD students to make meaningful relationships and connections to impact our community.

Evaluation Data Source(s) 2: Lesson Plans
 Student Surveys
 Observation Data

Summative Evaluation 2:

Strategy Description	Monitor	Evidence that Demonstrates Success	Formative Reviews		
			Dec	Feb	May
<p>System Safeguard Strategy PBMAS</p> <p>1) Utilize CTE courses to make real world connections.</p>	<p>Melvin Hall Sharetha Hicks</p>	<p>Student community involvement:</p> <p>Skills USA Community Breakfast Band performances- parade, Education Foundation, Holiday events, etc. NHS, FFA, STUCO awareness campaigns- canned food drives, care packages, and donations.</p> <p>Navarro and UTA partnership CTE/Dual Credit program Hawk Scholars program TSTC program</p>			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>					

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Each core content team will administer Curriculum Based Assessments (CBAs) that are aligned to the End-of-Course exams (EOCs) in order to monitor each students' progress.
4	1	1	Contact local businesses to arrange tours and schedule speakers.
4	2	1	Utilize CTE courses to make real world connections.

2017-18 Site Based Decision Making Team

Committee Role	Name	Position
Classroom Teacher	Diane Kesler	Geometry Teacher
Classroom Teacher	Courtney King	Geometry Teacher
Classroom Teacher	Steven Moss	Band Director
Classroom Teacher	Lauren Crain	Dual Credit Social Studies
Classroom Teacher	Jessica Moreno	U.S. History Teacher
Classroom Teacher	Alexia Mentzel	Art Teacher
Administrator	Brett Haugh	Assistant Principal
Administrator	Julie Wuerch	Associate Principal
Administrator	Sharetha Hicks	Assistant Principal
Administrator	Sandi Grady	Assistant Principal
Administrator	Justin Mathews	Assistant Principal
Administrator	Jerry McLin	Assistant Principal
Parent	Melissa Hauffe	Parent of Sophomore
Community Representative	Melvin Hall	Resident & TSTC Prof.
Parent	Candace Tinsley	Parent of Junior
Classroom Teacher	Kallye Dunavant	SPED Teacher-Science
Classroom Teacher	Megan Kidd	Science Teacher/Coach
Classroom Teacher	Julia Porowski	Science Department Chair
Business Representative	Heath Hall	Business Rep-Josten's
Classroom Teacher	Johnny Johnson	PE Teacher/Coach
Classroom Teacher	Darren Eubanks	PE Teacher/ Coach
Classroom Teacher	Paige Patterson	English Teacher
Classroom Teacher	Lyssa Smith	English Teacher
Parent	Stephanie Newsom	Business Rep.
Classroom Teacher	Leslie Kyle	CTE Teacher