

**Red Oak Independent School District  
Russell P. Schupmann Elementary  
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"**

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

Please see items listed in the above summary.

# Demographics

## Demographics Summary

Russell P. Schupmann Elementary currently serves students from Pre-K to 5th Grade. The data reflects approximately 740+ students for enrollment this school year. We are expected to gain additional students throughout the school year. Russell P. Schupmann Elementary School is comprised of the following student demographics:

## Enrollment Numbers

	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023-2024
070911107 - RUSSELL P SCHUPMANN EL	392	429	530	612	682	788

Group	Percentage
Economically Disadvantaged	72.52
ESL/EBs	37.68
Special Education	13
Homeless	.63
GT	6.22
At Risk	52.83
Dyslexia	7.51

Groups	2020-2021	2021-2022	2022-2023	2023-2024
Econ Dis	62.45	62.75	70.53	72.52

<b>Groups</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
At-Risk	48.87	55.88	52.49	52.83
Hispanic	40.75	37.09	39	37.96
Black	39.43	46.24	46.92	49.72
White	13.59	11.27	9.09	7.79

**Demographics Strengths**

Campus enrollment has doubled over the last 6 years. The district has grown by approximately 600+ students between 2017-2018 and 2023-2024, while RPS has grown by approximately 300 + students.

# Student Learning

## Student Learning Summary

Russell P. Schupmann Elementary is committed to providing a safe and supportive learning environment for each of our students every day of the school year. The use of data helps teachers collaborate in Professional Learning Communities (PLC) to design quality instruction based on the needs of individual students. Our goal is to know where students are performing and to provide the appropriate level of challenge to move them to their highest potential. While academic performance is a top priority, so is the assurance that we are providing a safe and respectful learning environment for our students and staff.

Please note: We are waiting on updates from the state to determine our letter grade.

## Student Learning Strengths

\*\*\*Academic Growth is our strength and we need to continue to refine the systems/levers that impact student growth. If we focus on student growth across all levels, it will have a positive impact on student achievement.

We will continue to improve Tier I instruction while strategically planning for interventions across the campus.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** While majority of students meet the approaching level, students need to be continually challenged to perform at the mastery grade level in all categories.

**Root Cause:** Systems for reviewing student data and protocols for increasing student performance in the classroom.

**Problem Statement 2:** While PLC processes have focused on post-assessment data in the past, PLC processes on a campus level have not been consistent in planning for instruction and TEK alignment through TRS. **Root Cause:** Increasing teacher knowledge on indicators and measurements of success for student groups.

# School Processes & Programs

## School Processes & Programs Summary

Schupmann Elementary uses our curriculum coordinators, campus level support, and multiple resources to help guide our planning, delivery, and assessment of instruction. The curriculum, instruction, and assessment focus at Russell P. Schupmann Elementary is based on the Texas Essential Knowledge and Skills. The TCMPC System includes the scope and sequence and curriculum based assessments that promote critical thinking, problem solving, communication skills, creativity and collaboration.

For all subjects, assessment plays a major role in decision making and takes on many different forms at Russell P. Schupmann Elementary. The campus is committed to moving away from using fill-in-the-blank or multiple choice assessments as their only assessment tools. Authentic assessments will be consistently utilized to allow students to demonstrate their learning through performance, products, presentations, and critical writing samples. Campus level dis-aggregation depends on plotting of critical skills and expectations at the beginning of each formative assessment period based on analysis of student need and curricular expectations. We utilize campus/ district benchmarks, STAAR, and additional assessments throughout the school year. Special courses and programs such as physical education, music, special education, dyslexia, and ELL instruction use the same standard of assessments as the grade levels of their students. Texas English Language Proficiency Assessment System (TELPAS) is a major assessment for ELL students.

PLC meetings are conducted weekly by campus administrators and instructional coach. The campus focuses on lessons, data review, and collaborative planning for student interventions and enrichment. Grade levels have a daily common planning and focused intervention time. Formal planning and data meetings occur within a week after a formal assessment has been given. Student progress is monitored through informal and formal assessments, along with focused tutorials and interventions. All staff, professional and para-professional, have many opportunities throughout the school year and summer, to attend professional development sessions, on and off campus, to enhance the teaching and learning environment for our students, and addressing the needs of our campus as identified in the plan.

All decisions regarding professional development, programs, and practices are based upon the needs of identified area in this improvement plan.

## School Processes & Programs Strengths

Teachers utilize district created lessons that are grade level appropriate. Professional development is provided to include best practices and instructional strategies that will increase student dialogue and create a student centered classroom environment.

Teachers collaborate in team planning meetings and grade level PLCs to discuss assessments, student data, monitor growth and plans to provide the appropriate level of challenge for each individual student.

- Data Analysis Protocol and Profile Sheets
- Weekly PLC Meetings
- Team Planning
- Vertical Alignment Opportunities (Needs)
- Talon Time

## Problem Statements Identifying School Processes & Programs Needs



**Problem Statement 1:** Continue refining the process of student goal setting and tracking their own data. **Root Cause:** All grade levels (emphasis on K-2 reading)

**Problem Statement 2:** While our teachers understand the process of collecting data, there is still a need to better understand how to differentiate learning for all levels of performance. **Root Cause:** Refining instructional practice and intentional small groups.

**Problem Statement 3:** Increase student performance by utilizing Talon time to intentionally address student needs. **Root Cause:** Increasing teacher awareness of skill based needs and progress monitoring groups.

**Problem Statement 4:** There is a need to monitor discipline data for all sub-populations across the campus. **Root Cause:** SPED discipline data and intentional decisions regarding infractions.

**Problem Statement 5:** A system for reporting violence and intervention measures is in place. **Root Cause:** Identifying individuals who are in need of assistance and interventions to assist with counseling services.

**Problem Statement 6:** Attendance will continuously be monitored by an attendance committee each year. **Root Cause:** The COVID pandemic impacts regular attendance in school when students are absent due to illness or close contact concerns. At this time a virtual learning is not an option.

# Perceptions

## Perceptions Summary

Russell P. Schupmann Elementary School is a student-centered learning environment. Students and staff are focused on teamwork, working together to grow as lifelong learners and improving student achievement to impact individual student performance. Student activities, staff leadership roles and the overall safety of the Schupmann campus is driven by the three goals.

**Russell P. Schupmann Elementary' s theme for the year is We are Brighter Together!! We are Made for This!!!.** The positive and safe environment at Russell P. Schupmann Elementary is very welcoming for students, parents, and staff. The R.E.A.C.H (Respect, Encourage, Appreciate, Communicate, Honor) characteristics are the expectation for students and staff, and students strive to meet these expectations. Student participation in campus activities is wide-spread and promotes a sense of school pride among students.

## *Student Leadership Summary*

- Spirit Leaders
- RPS News Team
- Girl Start Program
- Choir
- 3rd - 5th student goal setting, Safety Patrol, Flag Patrol
- Students participated in PE events such as Field Day.

## **Staff Leadership Summary**

- Utilization of teacher leaders to facilitate planning, professional development, vertical teaming sessions on campus.
- Capitalizing on strengths of staff to promote growth in areas of need.

## **Safe and Orderly Schools Summary**

- Campus participated in regular drills, Safety Day, and uses RAPTOR to screen all persons entering the building
- Russell P. Schupmann has a full-time, armed Red Oak ISD PD police officer on campus for safety and support daily.
- Russell P. Schupmann Elementary maintains a serious and progressive attitude towards all safety drills and precautions.

## **Perceptions Strengths**

At Russell P. Schupmann Elementary, we are proud to offer a variety of opportunities to support our staff and students to help them grow, not only academically, but socially and emotionally as well. We are also proud of our ongoing partnership with parents and community members. Our goal is to model the four talons in every area of our school year and through a variety of opportunities.

These opportunities include but are not limited to:

<b>Student Activities</b>	<b>Staff Activities</b>	<b>Parent/Community Involvement</b>
Talon Time	Parent-Teacher Conferences	Family Academic Nights
	Heart of a Teacher	Parent Nights
Spirit Leaders	Teacher/ Staff Member of the Year	Title 1 Presentation
Program Performances	Staff social events	PTA Volunteer Opportunities/ Events/ Fundraisers
Student Librarian Ninjas	Team Lead opportunities	Fall Festival
Flag Patrol	Ongoing Professional Development	Music Performances
Safety Patrol	Mentors	Grandparents Day
Schupmann Awards Assemblies	Student Teachers	Book Fair (Fall & Spring)
Anti-bullying program	Education Foundation Partnership	Volunteer Appreciation Breakfast
Red Ribbon Week	Teacher and Staff of the Month	Social Media
Schupmann Success Assemblies	Themed Days	NFL Night
UIL	Homecoming Activities	Multi - Cultural Awareness Activities
Guidance Lessons		RPS 101 Virtual

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Russell P. Schupmann Elementary needs to continue to find innovative ways to increase parental and community involvement at the campus.

# 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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Running Records results
- Observation Survey results

## Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Dyslexia data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

## Parent/Community Data

- Parent surveys and/or other feedback

## Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data

# Goals

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

**Performance Objective 1:** Develop students who are college, career, and military ready that possess the academic skills for post-secondary success.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ensuring a learning environment that is safe, drug-free, and conducive to learning and leads to graduation for all students.</p> <p><b>Evidence that Demonstrates Success:</b> PEIMS Reports            At-Risk Reports            Reach Council (Tabaco, drugs, and alcohol prevention assemblies for 5th grade)            Reach council (Red Ribbon week K-5)            Kid's Connection Small Groups (K-2)            Safety and Emergency Drills            CPI Team            Crisis Team            Teacher Buddy List            Badges            Middle School Program Preview (middle school schedules)            Talon Announcements provided by districts</p> <p><b>Staff Responsible for Monitoring:</b> Director of Transportation            ROISD Police Department            Campus Administrators            Counselor            Teachers</p> <p><b>Title I:</b>            2.5, 2.6</p> <p>- <b>TEA Priorities:</b>            Connect high school to career and college</p> <p>- <b>ESF Levers:</b>            Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Schupmann Elementary will utilize support programs that prevent violence and bullying, and programs for character building and student success.</p> <p><b>Evidence that Demonstrates Success:</b> Unity Week            Reach Council            Red Ribbon Week            Classroom Observations            Guidance Lessons            Assemblies            Talon Announcements</p> <p><b>Staff Responsible for Monitoring:</b> Counselor            Teachers            ROISD Police Dept</p> <p><b>Title I:</b>            2.4, 2.5, 2.6, 4.1, 4.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide a comprehensive intervention plan for identified students designed to close the achievement gap through RtI, accelerated instruction, additional time for intervention during Talon Time or other specified services in a students individualized plan for success.</p> <p><b>Evidence that Demonstrates Success:</b> Additional Targeted Support: In the previous year, Closing the Gaps, Status, and Data Tables indicate that the White student group missed the target(s) on the STAAR achievement and growth components in reading and math. Monitor performance of targeted student groups such as, (All, Hispanic, White, Eco. Dis, and Current SPED) will be monitored and remediated by using AWARE and individual teacher lists. Continue with your whole campus tutoring plan to address areas of need.</p> <p>Suite 360            Reach Council            HB1416 documentation folders (AI) hours</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators            Instructional Coaches            Counselor            Teachers</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b>            Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide opportunities for students to participate in extracurricular activities, internal learning experiences, parent academic engagement nights.</p> <p><b>Evidence that Demonstrates Success:</b> Spirit Leaders            Girl Start            Choir            GT            Tutoring opportunities            Internal Experiences (TEKS based)            Night-Fall Festival (Math Night)            Literacy Night -            STAAR Parent Night/Goal Setting            Open House            Level Up Days            RPS101            News Team            Robotics            UIL</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators            Instructional Coaches            Counselor            Teachers            Committee</p>	Formative			Summative
	Dec	Feb	Apr	June




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


**Performance Objective 2:** Equip students to be well-rounded with interpersonal skills to manage day-to-day challenges.


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide opportunities for students to do service projects and participate in extra curricular activities.</p> <p><b>Evidence that Demonstrates Success:</b> Students will complete service projects and extra curricular activities during the school year. For example;</p> <ul style="list-style-type: none"> <li>Toys for Tots</li> <li>Spring Food Drive</li> <li>Charity Events</li> <li>News Team</li> <li>UIL</li> <li>Choir</li> <li>Spirit Leaders</li> <li>Colors for Caring</li> <li>Specialized days designated by district</li> <li>Grade level performances</li> <li>Safety patrol</li> <li>Flag control</li> <li>Garden Club</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Counselor Teachers Committee</p> <p><b>Title I:</b> 2.4, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Reduce the acts of physical aggression in our Tier II and III program.</p> <p><b>Evidence that Demonstrates Success:</b> Suite 360 interventions and district curriculum lessons            Physical Aggression Academy            Reach small groups            (PBIS) Classroom Dojo, Common Area Talon Tickets, Cafe Wrestling Belts, RPS Wall of Scholars, Level Up,            Positive Office Referrals            Behavior RTI            Restorative Practices            Calming Corners in classrooms with cool down kits for student use</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators            Counslor</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continue ways to recognize students for positive behavior and academic growth/achievement in and outside of the classroom.</p> <p><b>Evidence that Demonstrates Success:</b> Positive Office Referrals - positive communication            Talon Ticket System            Dojo point rewards            Level Up- (including growth goals and level of mastery incentive and experiences)-example: -----Experience presentations, level up incentives, academic awards            Goal Setting            Sunshine Logs            Shout-Outs            Ribbons for E in Conduct            Cafe Behavior Belts</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators            PBIS Committee            Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Utilize Suite360 to build conflict resolution skills and teacher behavior expectations. Reduce the number of out of placement days for all students.</p> <p><b>Evidence that Demonstrates Success:</b> Discipline Referrals Completed Intervention Counseling referrals</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teachers Counselor</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June

 No Progress

 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 3:** Engage students in meaningful learning that includes a variety of instructional strategies.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize district common assessments, GRA, TPRI, IReady, and other data available, dissect and interpret data to facilitate Professional Learning Community (PLC) discussions for determining instruction for students on all levels.</p> <p><b>Evidence that Demonstrates Success:</b> Local and State Assessments</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coaches Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilization of Guided Reading with ongoing professional development to support and intervene with identified struggling readers. The Literacy Strategist position continues and is funded partially with Title I monies. Tutors to support students below reading level or who were not successful on state assessments.</p> <p><b>Evidence that Demonstrates Success:</b> All local reading assessments Reading Groups All trainings Support for reading</p> <p><b>Staff Responsible for Monitoring:</b> Reading Interventionist Instructional Coaches Teachers Campus Administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Grade level teams will meet in Professional Learning Communities (PLC) once per week to monitor student growth and adjust instruction to the needs of each student.</p> <p><b>Evidence that Demonstrates Success:</b> PLC agendas Talon Time RtI TIL/DDI/LAFA</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional Coaches Campus Administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> ELAR Writing instruction is guided and supported by research-based resources approved by the district with a focus on writing.</p> <p><b>Evidence that Demonstrates Success:</b> These components include guided writing, shared writing, and writing across the contents. Gretchen Bernabei writing strategies. The major activities and resources used to support this strategy are:            Target Time            After school tutoring            Textbook Adopted Resources            Writing Across Contents            Word Wall Activities/Grammar Activities Writing            Reading A-Z (RAZ Kids Plus) Brain Pop Jr. Brain Pop            ELL Literacy Footprints Dual Schools-The Learning Patio (RPS and HAW)            i-Ready            Shared Reading            Saxon Phonics</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators            Instructional Coaches            Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Math instruction is guided and supported by research-based resources approved by the district. Tutors to support students below reading level or who were not successful on state assessments.</p> <p><b>Evidence that Demonstrates Success:</b> The major activities and resources used to support this strategy include:            Envision Math Manipulatives            Number Talks            Reflex            Prodigy            TEKSing Toward STAAR            Lone Star Math            Education Galaxy            Target Time            MAP            Think It Up -Mentoring Minds            i-Ready Resources            STAAR Countdown 3-5            STEMscopes Math</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators            Instructional Coaches            Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Campus staff will be trained throughout the year in using data to drive instructional decisions and promote growth both in the students and in themselves.</p> <p><b>Evidence that Demonstrates Success:</b> Data Analysis Reports Improved Instruction Staff will participate in focused Professional Learning Communities (PLCs), Data Driven Instruction, and in Content Area Vertical Alignment Teams to increase the number of students at the meets and exceeds expectations. Reading Academy GRA TPRI Eduphoria Aware Benchmarks Curriculum Based Assessments TELPAS MAP Think it Up/i-Ready</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coaches Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Provide teachers opportunities to have ongoing professional development in the areas of Instructional Leadership, Math, Reading, Writing strategies and best practices.</p> <p><b>Evidence that Demonstrates Success:</b> District Staff Development content based per 6 weeks for resources and alignment</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coaches Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**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			
<p><b>Strategy 1:</b> Maintain a welcoming campus environment that staff take pride in.</p> <p><b>Evidence that Demonstrates Success:</b> Customer Service Appreciation opportunities Culture and Climate</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**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			
<p><b>Strategy 1:</b> Provide a campus mentor/ support for first and second year teachers (new to campus and new to Red Oak ISD) as part of the District New teacher program.</p> <p><b>Evidence that Demonstrates Success:</b> New Teacher Meeting Documentation            New Teacher Training            Agendas            Mentor Meetings (1x week for 1st 6 week, 1x month thereafter)            Job Fairs            Social Media Presence            Shout Outs to new staff            Anchored in Excellence</p> <p><b>Staff Responsible for Monitoring:</b> Mentor Teachers            Instructional Coaches            Executive Director of Human Resources            Campus Administrators</p> <p><b>Title I:</b>            2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Administrators will commit to at least 3-5 informal/formal walks per week.</p> <p><b>Evidence that Demonstrates Success:</b> 3-5 walkthroughs per week            Support Plans - as needed - to work and collaborate with ICs</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators            Instructional Coaches</p> <p><b>TEA Priorities:</b>            Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>            Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June



Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Administrators will use the T-TESS evaluation system to conduct goal progress monitoring for staff. Goal Progress will be monitored and communicated between the staff member and administrator once per grading period. Administrators will attend TEPSA Professional Development Summer Conferences to refine evaluation, coaching and other components of instructional leadership.</p> <p><b>Evidence that Demonstrates Success:</b> TTESS Documents in Strive TEPSA Professional Development Summer Conference Breakthrough Coaching: Supports school administrators to be transformational leaders who achieve student success in a sensible workweek.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Staff development on this campus in Science includes the following: Science Interactive Journaling Exploration through Stem Scopes Horizontal team planning across the district Training for all teachers who teach Science -CAST Conference for Science Rep -Science Penguin -Think Up and IReady</p> <p><b>Evidence that Demonstrates Success:</b> CAST Conference Think Up and IReady Science Penguin Engagement Kits Curriculum-Based Assessments Benchmarks/Interim Assessments STAAR Testing Staff Development Reports Usage of Science Penguin</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coaches Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June


Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Staff development in the area of Reading Language Arts based on previous years' data.</p> <p><b>Evidence that Demonstrates Success:</b> Imagine Learning for ELL  Strategies for ELL learners  Supporting Struggling learners  Collaborate/Plan with Instructional Coach, Literacy Strategist, and Librarian  Guided Reading  Shared Reading  Literacy Stations  Grammar and Editing  Patterns of Power  GRA  TPRI/Tejas Lee  Comprehension Toolkit  Get Your Teach On Conference  Think Up and IReady  Saxon Phonics  Textbook resources  Engagement Kits  Benchmark/Interim Assessments  STAAR Testing  Staff Development Report</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators  Instructional Coaches  Reading Specialist</p> <p><b>Title I:</b>  2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June


Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Staff development in the area of Math based on previous years' data.</p> <p><b>Evidence that Demonstrates Success:</b> Use of manipulatives  STEMscopes  Benchmarks/Interim Assessment  STAAR Testing  TTESS  Staff Development Reports</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators  Instructional Coaches  Teachers</p> <p><b>Title I:</b>  2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				


**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			
<p><b>Strategy 1:</b> Conduct employee incentives/recognition Heart of a Teacher and employee of the month recognition.</p> <p><b>Evidence that Demonstrates Success:</b> Employee Incentives Heart of a Teacher Employee of the Month Anchored in Excellence Level Up for teachers</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Incorporate various ways to show appreciation with a monthly calendar.</p> <p><b>Evidence that Demonstrates Success:</b> Thankful Thursday Staff Luncheon Jean Days PLC Snacks PD Snacks Dinner for parent nights Sonic Drinks 12 Day to Christmas countdown Teacher Appreciation Week Staff Appreciation Days throughout the year</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June

 No Progress





 Accomplished

 Continue/Modify

 Discontinue





**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			
<p><b>Strategy 1:</b> Utilize campus funds to support tutoring for grades K-5 and other specified resources related to the area of math and reading.</p> <p><b>Evidence that Demonstrates Success:</b> Focus on Reading, Math, and Science            Student Sign-up Sheets            Tutorial Letters            Goal Setting            Parent informational letters            HB1416            Academic Programs (Stemscopes, IReady, Hand2Mind, RAZ-Kids, IXL)            Accelerated Learning Plans            Read Live            Literacy Footprints</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators            Instructional Coaches            Teachers</p> <p><b>Title I:</b>            2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Use the weekly reports from Skyward to track spending of Pic 30 funds.</p> <p><b>Evidence that Demonstrates Success:</b> Skyward Approval Review            Team Leader Google Form</p> <p><b>Staff Responsible for Monitoring:</b> Team Leaders            Secretary            Principal            Finance Department</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**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			
<b>Strategy 1:</b> Monitor the usage of funds and anticipated yearly spending using prior record for analysis. <b>Evidence that Demonstrates Success:</b> Skyward Financial Records <b>Staff Responsible for Monitoring:</b> Secretary Principal	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

**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			
<p><b>Strategy 1:</b> Monitor student attendance to attain targeted 97% campus attendance rate. Assemble an Attendance committee that meets periodically to review weekly attendance data and students in danger of violating the 10% rule.</p> <p><b>Evidence that Demonstrates Success:</b> Attendance meetings, contracts, and plans with parents  Attendance phone calls  Perfect/outstanding attendance incentive assemblies (Creature Teacher, Jefferson Knapp (Children Author), Yuck Show)  Classroom attendance incentives (ADA)  Pizza Parties  Level Up Incentives</p> <p><b>Staff Responsible for Monitoring:</b> Counselor  Assistant Principal and Administrative Intern  Registrar  Teachers</p> <p><b>Title I:</b>  2.6</p>	Formative			Summative
	Dec	Feb	Apr	June

 No Progress
 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			
<p><b>Strategy 1:</b> Review the campus crisis plans and ensure that various drills are conducted in accordance with city and state requirements</p> <p><b>Evidence that Demonstrates Success:</b> Drill Schedule and Reports                      After-action reports                      Crisis team                      Weekly door audits                      RAPTOR                      Ultra 3M Film Protectant</p> <p><b>Staff Responsible for Monitoring:</b> ROISD Chief of Police                      Campus Administration</p> <p><b>Title I:</b>                      2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide CPI (Crisis Prevention Intervention) Training for the prevention and intervention campus based teams.</p> <p><b>Evidence that Demonstrates Success:</b> Documentation of Training                      Follow-up with CPI members throughout the year                      De-escalation Training for staff</p> <p><b>Staff Responsible for Monitoring:</b> District Trainer                      Director of Specialized Learning                      Campus Administrators</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

**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			
<p><b>Strategy 1:</b> Counselor led guidance lessons, Counselor sponsored assemblies, Counselor led/sponsored small groups etc.; Including Cyber Safety Harassment Bullying.</p> <p><b>Evidence that Demonstrates Success:</b> Guidance Schedule            Guidance Lessons            Announcements that focus on character traits            REACH Council - 5th grade life skills            REACH small groups - K-2 "Kid's Connection"            Suite 360 - classroom lessons delivered by teachers            Suite 360 - intervention lessons assigned by admin, ISS, or counselor</p> <p><b>Staff Responsible for Monitoring:</b> Counselor            Teachers            Campus Administrators</p> <p><b>ESF Levers:</b>            Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June

 No Progress
  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			
<p><b>Strategy 1:</b> We will ensure our facilities meet at least minimum standards for all programs in order for students to be successful.</p> <p><b>Evidence that Demonstrates Success:</b> Janitors Maintenance and Upkeep</p> <p><b>Staff Responsible for Monitoring:</b> Secretary Assistant Principal Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**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.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Communicate with parents on a regular basis through student folders, calendars, newsletters, and lesson plans on teacher websites, positive phone calls, the district website and scheduled parent conferences.</p> <p><b>Evidence that Demonstrates Success:</b> student folders            calendars            newsletters            positive phone calls            district website            scheduled parent conferences            Class dojo            Social Media            Sunshine log            Attendance phone calls            Flyers            Marquee            RPS 101            Open House            Parent Nights</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators            Instructional Coaches            Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June

 No Progress
 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 2:** Provide opportunities to foster positive relationships between students, parents, schools and staff, and the community.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide opportunities for volunteer support and leadership opportunities- including but not limited to Book Fairs Fall Festival Parenting Nights to coincide with other events such as student performances/PTA.</p> <p><b>Evidence that Demonstrates Success:</b> Book Fairs Fall Festival Parenting Nights to coincide with other events such as student performances/PTA</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coaches Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide opportunities for community members to participate in school events.</p> <p><b>Evidence that Demonstrates Success:</b> Family Nights Student Performances Spelling Bee Hispanic Heritage EXPO RPS 101 Open House</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coaches Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Participate in PTA sponsored activities, Red Oak Education Foundation programs, and community activities.</p> <p><b>Evidence that Demonstrates Success:</b> Family Nights  Student Performances  Spelling Bee  Hispanic Heritage EXPO  RPS 101  Open House  ROISD Education Foundation Grant Program  Partner Days</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators  Instructional Coaches  Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Continue implementing a school-wide PBIS System that builds on the character traits of the four talons, contributes to communal student achievement, encourages student intrinsic motivation and creates schoolwide value placed on good behavior and academic success.</p> <p><b>Evidence that Demonstrates Success:</b> Assemble a behavior committee  Create a school-wide PBIS system</p> <p><b>Staff Responsible for Monitoring:</b> PBIS Committee  Campus Administrators  Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Griselda Hernandez	Instructional Coach	Title I	.25
Irene Gomez	Instructional Coach	Title I	.5
Kristen Knight	Instructional Coach	Title I	.5
Sheri Adams	Literacy Specilaist	Title 1	.5