

**Red Oak Independent School District**  
**Russell P. Schupmann Elementary**  
**2022-2023 Campus Improvement Plan**



# **Mission Statement**

## **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**

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

# Table of Contents

"Realizing Our Individual Students' Dreams"	3
Comprehensive Needs Assessment	5
Needs Assessment Overview	5
Demographics	5
Student Learning	6
School Processes & Programs	8
Perceptions	10
Priority Problem Statements	12
Comprehensive Needs Assessment Data Documentation	13
Goals	15
Goal 1: Goal 1: Exhibits Academic Readiness: Equip all students for high levels of academic achievement and continuous growth and development.	16
Goal 2: Seek Opportunities and Challenges of Learning: Promote and support an environment that inspires high levels of student growth, resilience, integrity, and tenacity.	23
Goal 3: Demonstrates Fair, Respectful, and Well-Rounded Characteristics: Provide all students with a safe, secure, nurturing, and positive learning environment.	29
Goal 4: Leaves a Legacy Through Service: Actively engage all stakeholders to model and support servant-leadership.	33
Title I Personnel	36

# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

See related data and overview on the previous pages.

# Demographics

## Demographics Summary

Russell P. Schupmann Elementary currently serves students from Pre-K to 5th Grade. Russell P. Schupmann Elementary began the 2021-2022 school year with students enrolled. Russell P. Schupmann Elementary School is comprised of the following Ethnic Distribution as of:

African American: 41%

Hispanic: 39%

White: 13%

Other: 7%

Economically Disadvantaged: 63%

English Learners: 20%

Special Education: 11%

## Demographics Strengths

- Due to students on COVID protocol and the option of virtual learning our attendance rate was at 96% The attendance rate for previous years met the goal. Our goal is 97% or higher. Incentives are provided to individuals, classes, and the campus for meeting our attendance goal.

# 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.

Accountability System			
	Component Score	RPS	Rating
Overall		87	Met Standard
Student Achievement STAAR		78	Met Standard
Student Progress			Met Standard
Student Growth	80	88	Met Standard
Relative Performance (Eco. Dis. 58.2)	51	81	Met Standard
Closing the Gaps	89	84	Met Standard

Please note: A letter grade was not given in the 2019-2020 school year.

	2019			2018		
Test	Approaches	Meets	Masters	Approaches	Meets	Masters
3 <sup>rd</sup> Grade Reading	85%	58%	33%	72%	20%	11%
3 <sup>rd</sup> Grade Math	88%	58%	28%	72%	38%	15%
4 <sup>th</sup> Grade Reading	63%	32%	16%	46%	23%	13%
4 <sup>th</sup> Grade Math	73%	38%	20%	54%	25%	9%
4 <sup>th</sup> Grade Writing	64%	29%	5%	39%	16%	4%
5 <sup>th</sup> Grade Reading	85%	48%	31%	87%	50%	17%
5 <sup>th</sup> Grade Math	89%	57%	37%	96%	61%	13%
5 <sup>th</sup> Grade Science	77%	51%	20%	84%	51%	18%

## Student Learning Strengths

Based on 2019:

Russell P. Schupmann Elementary increased our Meets level in 3rd grade reading from 20% to 52%, a 32% difference.

Russell P. Schupmann Elementary increased our Meets level in 3rd grade math from 38% to 55%, a 17% difference.

Russell P. Schupmann Elementary increased our Approaches level in 4th writing from 39% to 61%, a 22% difference.

Russell P. Schupmann Elementary increased our Approaches level in 4th reading from 46% to 61%, a 15% difference.

Russell P. Schupmann Elementary increased our Approaches level in 4th math from 54% to 72%, a 17% difference.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** RPS was identified as needing targeted assistance in 2019 (white demographic area). **Root Cause:** Systems for reviewing student data and protocols for increasing student performance in the classroom to meet ESSA requirements.

**Problem Statement 2:** 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 3:** 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 TEKS Resource 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. By ensuring all grade level skills are taught and that students learn them, Russell P. Schupmann Elementary can demonstrate how the 21st Century Skills are being mastered. 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 TPRI, DRA2, Fontas and Pinnell Guided Reading, 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. The RTI committee meets throughout the year, after school, to provide support and academic strategies for teachers to utilize with identified students. 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 the TRS system resources to design 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
- Profile Boxes
- 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:** 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 Six Houses, One Mission, United!! Our Motto is Anchored in Excellence.** 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 (TBD based on COVID guideline)*

- Spirit Leaders
- Spanish Club
- 3rd - 5th student goal setting, Safety Patrol, Flag Patrol, (TBD-based on activity guidelines and restrictions)
- Students participated in PE events such as Field Day.
- All events and activities TBD based on COVID.

### **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:

Student Activities	Staff Activities	Parent/Community Involvement
Talon Time	Parent-Teacher Conferences	Family Academic Nights
Bricks for Kids	Heart of a Teacher	Parent Nights
Spirit Leaders	Teacher/ Staff Member of the Year	Title 1 Presentation

Student Activities	Staff Activities	Parent/Community Involvement
Program Performances	Staff social events	PTA Volunteer Opportunities/ Events/ Fundraisers
Student Librarians	Team Lead opportunities	Fall Festival
Flag Patrol	Ongoing Professional Development	Music Performances
Safety Patrol	Mentors	Grandparents Day
Schupmann House 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	Reading Under the Stars
UIL	Homecoming Activities	STEAM Night/Multi - Cultural Awareness Night
Guidance Lessons		Black History Month Performance
		Hispanic Heritage
		RPS 101

Parent Survey 2021:

Strengths

- Welcoming Environment
- Informed about Activities and Communication
- Communication (All Ways)
- Reading and Math Instruction Help

### 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. **Root Cause:** COVID Friendly

# 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- 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:** 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



**High Priority**







Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize district common assessments, GRA, TPRI, MAP, and other data available, dissect and interpret data to facilitate Professional Learning Community (PLC) discussions for determining instruction for students on all levels.  <b>Evidence that Demonstrates Success:</b> Students success on CBAs, formative assessments, summative assessments, STAAR tests, TPRI, DRA2, and MAP. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Reading Support Instructional Coaches Classroom Teachers Special Education Teacher  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 2 Details	Reviews			
<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. <b>Evidence that Demonstrates Success:</b> GRA results TPRI RTI Literacy Footprints (Digital and Print) <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Reading Support Instructional Coaches Classroom Teachers Special Education Teacher  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - 211 Title I	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> ELAR Writing instruction is guided and supported by research-based resources approved by the district with a focus on writing. 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 include:</p> <p>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)</p> <p><b>Evidence that Demonstrates Success:</b> Student progress on ELAR/SLAR CBAs, formative and summative assessments, including STAAR tests, TELPAS, and writing assessments,. Student interactive journals and the usage of text structures. Utilization of a student friendly rubric</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coaches ELAR Teachers Special Education Teachers Dyslexia Therapist Reading Support</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> A-Z - 211 Title I - \$2,508</p>	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Math instruction is guided and supported by research-based resources approved by the district. The major activities and resources used to support this strategy include:</p> <p>Envision Math Manipulatives Education Genius 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>Evidence that Demonstrates Success:</b> Curriculum Based Assessments STAAR Testing Pre-Assessments MAP data</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coach Math Vertical Math Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Think Up Resources - 211 Title I - \$6,200</p>	Formative			Summative
	Nov	Jan	Mar	June
				







Strategy 5 Details	Reviews			
<b>Strategy 5:</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. <b>Evidence that Demonstrates Success:</b> Calendar, agenda and minutes.  Collaborative meeting/planning document. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Reading Support Instructional Coaches Classroom Teachers Special Education Teacher  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1:** 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.









**High Priority**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide a comprehensive intervention plan for identified students designed to close the achievement gap through the Response to Intervention (RtI), accelerated instruction, accelerated instruction plans, and Talon/ Intervention Time. Additional Targeted Support: 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 monitor groups and individual teacher lists. Then continue on with your whole campus tutoring plan, etc</p> <p><b>Evidence that Demonstrates Success:</b> Eduphoria (Aware, Axiom) RTI progress monitoring</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor Instructional Coaches Reading Support Classroom Teachers Dyslexia Strategist Special Education Teacher</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 211 Title I</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</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. Staff will participate in focused Professional Learning Communities (PLCs) and in Content Area Vertical Alignment Teams. Areas of focus will be: Balanced Literacy</p> <p>Literacy Stations GRA TPRI Eduphoria Aware Benchmarks Curriculum Based Assessments TELPAS Prior year STAAR Data**/BOY Diagnostic Assessments</p> <p><b>Evidence that Demonstrates Success:</b> Students and staff will be more aware of their growth through goal setting based B.O.Y. DRA and MAP data. Student data binders and a data wall will be utilized to track continued growth.</p> <p><b>Staff Responsible for Monitoring:</b> All professional Staff Members</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



**Goal 1:** 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.









Strategy 1 Details	Reviews			
<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. <b>Evidence that Demonstrates Success:</b> Meeting Notes/ Agenda <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coach Coordinator of Advanced Academics & Professional Development  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide teachers opportunities to have ongoing professional development in the areas of Instructional Leadership, Math, Reading, Writing strategies and best practices (includes ELAR consultant and Gretchen Bernabei training). <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coach Reading Support Team Leads ROISD Curriculum Department  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  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:** Encourage students to explore, identify and develop their strengths and passions through multiple pathways that are appropriate to each individual.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide opportunities for students to participate in extracurricular activities such as:  Spirit Leaders Spanish Club GirlStart Choir GT Tutoring opportunities Internal and External Field Trips (TEKS based)  Parents will have an opportunity to engage in the learning community during parent engagement nights.  -Math Night-Fall Festival -Literacy Night -STAAR Parent Night -Open House  <b>Evidence that Demonstrates Success:</b> Participation in programs <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal GT Teacher Fine Arts Teacher Counselor PE Teacher Professional Staff  <b>Title I:</b> 2.4, 2.5, 2.6, 4.2 <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Participate in the Texas Performance Standards Projects or like curriculum for identified Gifted and Talented students in K-5. <b>Evidence that Demonstrates Success:</b> Open House Lesson Plans <b>Staff Responsible for Monitoring:</b> GT Specialists  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Grade level teams will use Professional Learning Communities (PLC), Response to Intervention (RtI), Curriculum-Based Assessments (CBAs) to know the needs of each student at any given time including (general education students, special education students, Gifted and Talented (GT) students, and English Learners (ELs). Additional Targeted Support: Closing the Gaps Status and Data Tables indicate that one group missed the target(s) on the STAAR achievement and growth components in reading and math. Students in the groups will be monitored and remediated by using AWARE monitor groups and individual teacher lists. Then continue on with your whole campus tutoring plan, etc. <b>Evidence that Demonstrates Success:</b> Staff discussions of student growth and needed interventions. Ongoing collaboration horizontally and vertically with grade levels K-5 will take place on a regular basis. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal All professional staff members  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







**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.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide monthly school professional development that gives teachers with the tools to incorporate the technology provided at Russell P. Schupmann Elementary. <b>Evidence that Demonstrates Success:</b> Teachers and students use of technology in the classroom. Observation and walk-through data 4th Wednesday Learning Opportunities will be provided by Library/Technology Support Staff Member <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coach Team Lead All professional staff Technology Committee  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</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. <b>Evidence that Demonstrates Success:</b> Eduphoria <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Title I:</b> 2.5	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Utilization of instructional resources to provide ongoing support for staff and students. <b>Evidence that Demonstrates Success:</b> CBA data Team Lead Agendas Faculty meeting Agendas <b>Staff Responsible for Monitoring:</b> Campus Administration Instructional Coach Leadership Team	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Staff development on this campus in Math includes the following:  Use of manipulatives Math centers Number Talks Supporting struggling learners Horizontal and vertical team meetings across the district and/or area Lead4ward Conference (Rocking Review) TEPSA Reflex Math Zearn Math Hand 2 Mind Kits Stemscopes Math Think Up and IReady <b>Evidence that Demonstrates Success:</b> Curriculum Based Assessments Benchmarks/ Interim Assessment STAAR Testing TTESS Staff Development Reports <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coach Curriculum Dept.  <b>Title I:</b> 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				







Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Staff development on this campus in Reading/English Language Arts (ELAR) includes the following: Balanced Literacy Strategies Gretchen Bernabei writing strategies Strategies for ELL Learners Supporting struggling learners Collaborate/Plan with Instructional Coach, Literacy Strategist, and Librarian Lead4ward Intentional Intervention Guided Reading Literacy Stations Grammar and Editing Imagine Learning for ELL Invitation to Notice (mentor sentences) GRA TPRI/Tejas Lee Comprehension Toolkit Think Up and IReady Saxon Phonics ESGI CLI  Textbook Resources Literacy Footprints Readworks Engagement Kits  <b>Evidence that Demonstrates Success:</b> Curriculum Based Assessments Benchmarks/ Interim Assessments STAAR Testing Staff Development Report  <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coach Reading Support   <b>Title I:</b> 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 6 Details	Reviews			
<b>Strategy 6:</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 Leads -Science Penguin -Think Up and IReady -Engagement Kits -On Campus Experiences w/ Outside People and Resources  <b>Evidence that Demonstrates Success:</b> Curriculum-Based Assessments Benchmarks/ Interim Assessments STAAR Testing Staff Development Reports Usage of Science Penguin  <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coach Science teachers Special Education Teacher  <b>Title I:</b> 2.5, 2.6 <b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**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.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Assemble a Behavior Committee that will collectively accomplish the following.</p> <p>Create a school-wide House 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. Also, strive cultivate a culture of belonging and student realization that good behavior and academic success are praiseworthy.</p> <p>Design a discipline program that is focused on changing behavior, by building relationships, providing behavior interventions and academic support. We will proactively design and implement systems that track behavior and provide a hierarchy of consequences aligned with the Code of Conduct. We will design a system that makes student completion of work mandatory, while providing extra time and more intensive academic support.</p> <p>Classroom Hallways Restrooms Recess Cafe Behavior Committee</p> <p><b>Evidence that Demonstrates Success:</b> HOUSE DoJo documentation. Positive Office Referral / Regular Office Referral Data No Opt Out Data Stage 1-3 Referral Data</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor All of School Community</p> <p><b>Title I:</b> 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
				










Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Counselor lessons on character each 6 weeks Cyber safety Harassment Bullying SEL - Sanford Harmony <b>Evidence that Demonstrates Success:</b> Lesson plans <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor  <b>Title I:</b> 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Continue student recognition programs and student service groups. <b>Evidence that Demonstrates Success:</b> Monthly Campus Celebration/Assemblies/HOUSE Parties <b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor Teachers  <b>Title I:</b> 4.2	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Maintain a welcoming campus environment that students, parents, staff and community take pride in. <b>Evidence that Demonstrates Success:</b> Customer Care Hawktastic Referrals Anchored in Excellence Moments <b>Staff Responsible for Monitoring:</b> All ROISD Staff  <b>Title I:</b> 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<b>Strategy 5:</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 <b>Evidence that Demonstrates Success:</b> Incentives Attendance Awards <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Registrar Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</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. <b>Evidence that Demonstrates Success:</b> Surveys Parent Conference Documentation Phone Calls/Emails Class Dojo Reports Reach Blackboard <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor PTA All Staff  <b>Title I:</b> 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				














**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			
<b>Strategy 1:</b> Review the campus crisis plans and ensure that various drills are conducted in accordance with Town and State requirements. <b>Evidence that Demonstrates Success:</b> Drill Schedule Drill Logs Fall Safety Day Spring Safety Day <b>Staff Responsible for Monitoring:</b> Campus Police Office ROISD Chief of Police Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide CPI (Crisis Prevention Intervention) Training for the prevention and intervention campus based teams. <b>Evidence that Demonstrates Success:</b> Certificates and Documentation of Training uploaded in Eduphoria Documentation of Event <b>Staff Responsible for Monitoring:</b> Campus Administration District Trainer Director of Special Education Special Education Teachers & Aides	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  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.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Participate in PTA_sponsored activities, Red Oak Education Foundation programs, and community activities. <b>Evidence that Demonstrates Success:</b> Campus attendance Participation sign in sheets <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</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. <b>Evidence that Demonstrates Success:</b> PTA board number of volunteers <b>Staff Responsible for Monitoring:</b> Principal Professional Staff PTA board  <b>Title I:</b> 4.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> - 211 Title I	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide current data on events and school information on our website and social media outlets. <b>Evidence that Demonstrates Success:</b> Number of posts on website and social media outlets. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**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.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide opportunities for students to do service projects:  Community Service ROISD Events Collect Can Food for North Texas Food Bank. Collect items for Toys for Tots.  <b>Evidence that Demonstrates Success:</b> Completion of service projects. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal  <b>Title I:</b> 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide curriculum/program for students to develop leadership, self-reliance, and good character. Emotional well being lessons.  <b>Evidence that Demonstrates Success:</b> Schupmann Success Assemblies Emotional well being lessons. <b>Staff Responsible for Monitoring:</b> Campus Administrators Classroom Teachers  <b>Title I:</b> 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide opportunities for community members to participate in school events.  <b>Evidence that Demonstrates Success:</b> Service opportunities Social media Support programs Cultural Celebrations <b>Staff Responsible for Monitoring:</b> Professional staff  <b>Title I:</b> 4.2	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Create opportunities for families and staff to socialize and connect outside of school hours. <b>Evidence that Demonstrates Success:</b> Social Media Literacy Night STEAM and STAAR Night Fall Festival Academic Night (parent engagement) RPS 101 Grade level performances PTA meetings Meet the teacher Open house Teacher conferences <b>Staff Responsible for Monitoring:</b> Campus Administration Team Leaders Counselor  <b>Title I:</b> 4.2	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Aleigha Hudson	AL Tutor and Intervention	Title 1	
Deb Marcell	Reading Intervention	Title 1	
Maria Carmen Hernandez	Bilingual Para Intervention Support	Title 1	
Sheri Adams	Reading Support	Title 1	.5