Red Oak Independent School District

Russell P. Schupmann Elementary

2023-2024 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

Demographics

Demographics Summary

Russell P. Schupmann Elementary currently serves students from Pre-K to 5th Grade. The data reflects approximately 700 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
070911107 - RUSSELL P SCHUPMANN EL	392	429	530	612	682

Group	Percentage
Economically Disadvantaged	70.53
ELS/EBs	19.06
Special Education	9.38
Homeless	.59
GT	5.72
At Risk	52.49
Dyslexia	6.6

Groups	2020-2021	2021-2022	2022-2023
Econ Dis	62.45	62.75	70.53
At-Risk	48.87	55.88	52.49
Hispanic	40.75	37.09	39
Black	39.43	46.24	46.92
White	13.59	11.27	9.09

Demographics Strengths

Campus enrollment has doubled over the last 5 years. The district has grown by approximately 600 students between 2017-2018 and 2022-2023, 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

ELAR

- Performing with peers in reading in 3rd and 5th
- 3rd grade above the state for ECR
- 3rd scored above the region and state for overall performance
- 5th scored the same as state but 1 point below the region
- 3rd grade scored above the state and region for ECR
- 4th grade scored below on ECR for the state and region

Math

- 3rd aligned with district and state
- 5th is aligned state and district

Science

- Above the region, state, and district

***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 (Prioritized): RPS was identified as needing targeted assistance in 2022 (white and SPED 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. 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:** 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 Enjoy the Adventure of Learning at Camp RPS. 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:

Student Activities	Staff Activities	Parent/Community Involvement
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 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 Activities
Guidance Lessons		RPS 101

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

Problem Statement 1: RPS was identified as needing targeted assistance in 2022 (white and SPED demographic area).
Root Cause 1: Systems for reviewing student data and protocols for increasing student performance in the classroom to meet ESSA requirements.
Problem Statement 1 Areas: Student Learning

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			
Strategy 1: Ensuring a learning environment that is safe, drug-free, and conducive to learning and leads to graduation for all students.	**Formative**			**Summative**
	Dec	Feb	Apr	June
Evidence that Demonstrates Success: 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 **Staff Responsible for Monitoring:** Director of Transportation ROISD Police Department Campus Administrators Counselor Teachers **Title I:** 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture	75%	80%	90%	

Strategy 2 Details	Reviews			
Strategy 2: Schupmann Elementary will utilize support programs that prevent violence and bullying, and programs for character building and student success.	**Formative**			**Summative**
	Dec	Feb	Apr	June
Evidence that Demonstrates Success: Unity Week Reach Council Red Ribbon Week Classroom Observations Guidance Lessons Assemblies Talon Announcements **Staff Responsible for Monitoring:** Counselor Teachers ROISD Police Dept **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2	85%	90%	95%	

Strategy 3 Details	Reviews			
Strategy 3: 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.	**Formative**			**Summative**
	Dec	Feb	Apr	June
Evidence that Demonstrates Success: 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. Suite 360 Reach Council HB1416 documentation folders (AI) hours **Staff Responsible for Monitoring:** Campus Administrators Instructional Coaches Counselor Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy**	80%	85%	90%	

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: Provide opportunities for students to participate in extracurricular activities, internal learning experiences, parent academic engagement nights.	**Dec**	**Feb**	**Apr**	**June**
Evidence that Demonstrates Success: 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 **Staff Responsible for Monitoring:** Campus Administrators Instructional Coaches Counselor Teachers Committee	75%	90%	100%	

0% No Progress   100% 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 2: Equip students to be well-rounded with interpersonal skills to manage day-to-day challenges.

Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities for students to do service projects and participate in extra curricular activities.	**Formative**			**Summative**
Evidence that Demonstrates Success: Students will complete service projects and extra curricular activities during the school year. For example;	**Dec**	**Feb**	**Apr**	**June**
Toys for Tots Spring Food Drive Charity Events News Team UIL Choir Spirit Leaders Colors for Caring Specialized days designated by district Grade level performances Safety patrol Flag control **Staff Responsible for Monitoring:** Counselor Teachers Committee **Title I:** 2.4, 2.6	75%	85%	85%	

Strategy 2 Details	Reviews			
Strategy 2: Reduce the acts of physical aggression in our Tier II and III program.	**Formative**			**Summative**
Evidence that Demonstrates Success: Suite 360 interventions and district curriculum lessons	**Dec**	**Feb**	**Apr**	**June**
Physical Aggression Academy Reach small groups House system (PBIS) Behavior RTI Positive House Referrals Restorative Practices Calming Corners in classrooms with cool down kits for student use **Staff Responsible for Monitoring:** Campus Administrators Counslor	75%	75%	85%	

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Continue ways to recognize students for positive behavior and academic growth/achievement in and outside of the classroom.	**Dec**	**Feb**	**Apr**	**June**
Evidence that Demonstrates Success: Positive Office Referrals - positive communication House Competitions Ticket System Dojo point rewards Level Up- (including growth goals and level of mastery incentive and experiences)-example: -------Yuck Show Presentation Goal Setting Sunshine Logs Shout-Outs Ribbons for E in Conduct Behavior Belts **Staff Responsible for Monitoring:** Campus Administrators House Committee Teachers	80%	80%	85%	

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: Utilize Suite360 to build conflict resolution skills and teacher behavior expectations. Reduce the number of out of placement days for all students.	**Dec**	**Feb**	**Apr**	**June**
Evidence that Demonstrates Success: Discipline Referrals Completed Intervention Counseling referrals **Staff Responsible for Monitoring:** Campus Administrators Teachers Counselor **Title I:** 2.4, 2.5, 2.6	80%	90%	95%	

0% No Progress   100% 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			
Strategy 1: 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.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Evidence that Demonstrates Success: Local and State Assessments **Staff Responsible for Monitoring:** Campus Administrators Instructional Coaches Teachers	80%	90%	95%	

Strategy 2 Details	Reviews			
Strategy 2: 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.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Evidence that Demonstrates Success: All local reading assessments Reading Groups All trainings Support for reading **Staff Responsible for Monitoring:** Reading Interventionist Instructional Coaches Teachers Campus Administrators	75%	90%	100%	

Strategy 3 Details	Reviews			
Strategy 3: 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.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Evidence that Demonstrates Success: PLC agendas Talon Time RtI TIL/DDI/LAFA **Staff Responsible for Monitoring:** Teachers Instructional Coaches Campus Administrators	80%	90%	95%	

Strategy 4 Details	Reviews			
Strategy 4: ELAR Writing instruction is guided and supported by research-based resources approved by the district with a focus on writing.	**Formative**			**Summative**
	Dec	Feb	Apr	June
Evidence that Demonstrates Success: 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 **Staff Responsible for Monitoring:** Campus Administrators Instructional Coaches Teachers	75%	80%	90%	

Strategy 5 Details	Reviews			
Strategy 5: Math instruction is guided and supported by research-based resources approved by the district.	**Formative**			**Summative**
	Dec	Feb	Apr	June
Evidence that Demonstrates Success: 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 **Staff Responsible for Monitoring:** Campus Administrators Instructional Coaches Teachers	80%	80%	90%	

Strategy 6 Details				Reviews			
Strategy 6: 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.				Formative			Summative
				Dec	Feb	Apr	June
Evidence that Demonstrates Success: 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 **Staff Responsible for Monitoring:** Campus Administrators Instructional Coaches Teachers **Title I:** 2.4, 2.5, 2.6				80%	90%	100%	

Strategy 7 Details				Reviews			
Strategy 7: Provide teachers opportunities to have ongoing professional development in the areas of Instructional Leadership, Math, Reading, Writing strategies and best practices.				Formative			Summative
				Dec	Feb	Apr	June
Evidence that Demonstrates Success: District Staff Development content based per 6 weeks for resources and alignment **Staff Responsible for Monitoring:** Campus Administrators Instructional Coaches Teachers				80%	90%	100%	

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

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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			
Strategy 1: Maintain a welcoming campus environment that staff take pride in.		**Formative**			**Summative**
Evidence that Demonstrates Success: Customer Service Appreciation opportunities Culture and Climate **Staff Responsible for Monitoring:** Campus Administrators **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture		**Dec**	**Feb**	**Apr**	**June**
		80%	90%	95%	

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

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			
Strategy 1: 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.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Evidence that Demonstrates Success: 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 **Staff Responsible for Monitoring:** Mentor Teachers Instructional Coaches Executive Director of Human Resources Campus Administrators **Title I:** 2.4, 2.5, 2.6	80%	90%	90%	

Strategy 2 Details	Reviews			
Strategy 2: Administrators will commit to at least 5 walkthrough/observation per week.	**Formative**			**Summative**
Evidence that Demonstrates Success: 5 walkthroughs per week Support Plans - as needed - to work and collaborate with ICs	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Administrators Instructional Coaches **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Effective Instruction	60%	75%	95%	

Strategy 3 Details	Reviews			
Strategy 3: 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. **Evidence that Demonstrates Success:** 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. **Staff Responsible for Monitoring:** Campus Administrators **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Effective Instruction	**Formative**			**Summative**
	Dec	Feb	Apr	June
	80%	90%	90%	

Strategy 4 Details	Reviews			
Strategy 4: 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 **Evidence that Demonstrates Success:** 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 **Staff Responsible for Monitoring:** Campus Administrators Instructional Coaches Teachers **Title I:** 2.4, 2.6	**Formative**			**Summative**
	Dec	Feb	Apr	June
	90%	90%	95%	

Strategy 5 Details	Reviews			
Strategy 5: Staff development in the area of Reading Language Arts based on previous years' data.	Formative			Summative
	Dec	Feb	Apr	June
Evidence that Demonstrates Success: Gretchen Bernabei writing strategies Imagine Learning for ELL Strategies for ELL learners Supporting Struggling learners Collaborate/Plan with Instructional Coach, Literacy Strategist, and Librarian Lead4Ward Intentional Intervention Guided Reading Shared Reading District Purchased Read Alouds Literacy Stations Grammar and Editing Patterns of Power Patterns of Wonder GRA TPRI/Tejas Lee Comprehension Toolkit Get Your Teach On Conference Think Up and IReady Saxon Phonics ESGI CLI Textbook resources Readworks Engagement Kits Storyworks RAZ-Kids Benchmark/Interim Assessments STAAR Testing Staff Development Report **Staff Responsible for Monitoring:** Campus Administrators Instructional Coaches Reading Specialist **Title I:** 2.4, 2.5, 2.6	80%	80%	95%	

Strategy 6 Details	Reviews			
Strategy 6: Staff development in the area of Math based on previous years' data.	**Formative**			**Summative**
	Dec	Feb	Apr	June
Evidence that Demonstrates Success: Use of manipulatives Math centers Number Talks Horizontal and vertical team meetings across the district and/or area Lead4ward Conference (Rocking Review) Get Your Teach On Conference The Conference for the Advancement of Mathematics Teaching (CAMT) TEPSA Reflex Math Zearn Math Hand 2 Mind Kits Stemscopes Math Think Up and IReady Lead4Ward and TRS Smart Goals Benchmarks/Interim Assessment STAAR Testing TTESS Staff Development Reports **Staff Responsible for Monitoring:** Campus Administrators Instructional Coaches Teachers **Title I:** 2.4, 2.5, 2.6	80%	85%	90%	

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

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			
Strategy 1: Conduct employee incentives/recognition Heart of a Teacher and employee of the month recognition.	**Formative**			**Summative**
Evidence that Demonstrates Success: Employee Incentives Heart of a Teacher Employee of the Month Anchored in Excellence Level Up for teachers **Staff Responsible for Monitoring:** Campus Administrators **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture	**Dec**	**Feb**	**Apr**	**June**
	70%	75%	95%	

Strategy 2 Details	Reviews			
Strategy 2: Incorporate various ways to show appreciation with a monthly calendar.	**Formative**			**Summative**
Evidence that Demonstrates Success: 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 **Staff Responsible for Monitoring:** Campus Administrators **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture	**Dec**	**Feb**	**Apr**	**June**
	70%	90%	90%	

0% No Progress   *100%* 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			
Strategy 1: Utilize campus Title I funds to split-fund tutoring for grades K-5 and other specified resources related to the area of math and reading.	**Formative**			**Summative**
	Dec	Feb	Apr	June
Evidence that Demonstrates Success: 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 **Staff Responsible for Monitoring:** Campus Administrators Instructional Coaches Teachers **Title I:** 2.4, 2.5, 2.6	85%	90%	100%	

Strategy 2 Details	Reviews			
Strategy 2: Create tracking system to account for type of spending monthly.	**Formative**			**Summative**
	Dec	Feb	Apr	June
Evidence that Demonstrates Success: Skyward Approval Review Team Leader Google Form **Staff Responsible for Monitoring:** Team Leaders Secretary Principal Finance Department	80%	100%	100%	

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

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			
Strategy 1: Monitor the usage of funds and anticipated yearly spending using prior record for analysis.	**Formative**			**Summative**
Evidence that Demonstrates Success: Skyward Financial Records	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Secretary Principal	100%	100%	100%	

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

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			
Strategy 1: 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.	**Formative**			**Summative**
	Dec	Feb	Apr	June
Evidence that Demonstrates Success: 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 **Staff Responsible for Monitoring:** Counselor Assistant Principal and Administrative Intern Registrar Teachers **Title I:** 2.6	50%	80%	80%	

0% No Progress	100% 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			
Strategy 1: Review the campus crisis plans and ensure that various drills are conducted in accordance with city and state requirements	**Formative**			**Summative**
	Dec	Feb	Apr	June
Evidence that Demonstrates Success: Drill Schedule and Reports After-action reports Crisis team Weekly door audits RAPTOR Ultra 3M Film Protectant **Staff Responsible for Monitoring:** ROISD Chief of Police Campus Administration **Title I:** 2.5, 2.6	55%	55%	90%	

Strategy 2 Details	Reviews			
Strategy 2: Provide CPI (Crisis Prevention Intervention) Training for the prevention and intervention campus based teams.	**Formative**			**Summative**
	Dec	Feb	Apr	June
Evidence that Demonstrates Success: Documentation of Training Follow-up with CPI members throughout the year De-escalation Training for staff **Staff Responsible for Monitoring:** District Trainer Director of Specialized Learning Campus Administrators **Title I:** 2.4, 2.5, 2.6	70%	85%	100%	

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

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			
Strategy 1: Counselor led guidance lessons, Counselor sponsored assemblies, Counselor led/sponsored small groups etc.; Including Cyber Safety Harassment Bullying.	**Formative**			**Summative**
	Dec	Feb	Apr	June
Evidence that Demonstrates Success: 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 **Staff Responsible for Monitoring:** Counselor Teachers Campus Administrators **ESF Levers:** Lever 3: Positive School Culture	70%	90%	100%	
0% No Progress 100% 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			
Strategy 1: We will ensure our facilities meet at least minimum standards for all programs in order for students to be successful.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Evidence that Demonstrates Success: Janitors Maintenance and Upkeep **Staff Responsible for Monitoring:** Secretary Assistant Principal Teachers	80%	80%	80%	
	0% No Progress 100% 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 1: Prioritize and enhance parent and teacher communications.

Strategy 1 Details	Reviews			
Strategy 1: 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.	**Formative**			**Summative**
	Dec	Feb	Apr	June
Evidence that Demonstrates Success: 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 **Staff Responsible for Monitoring:** Campus Administrators Instructional Coaches Teachers	100%	100%	100%	
	0% No Progress 100% 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			
Strategy 1: 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.			**Formative**			**Summative**
			Dec	**Feb**	**Apr**	**June**
Evidence that Demonstrates Success: Book Fairs Fall Festival Parenting Nights to coincide with other events such as student performances/PTA **Staff Responsible for Monitoring:** Campus Administrators Instructional Coaches Teachers			80%	85%	95%	

Strategy 2 Details			Reviews			
Strategy 2: Provide opportunities for community members to participate in school events.			**Formative**			**Summative**
			Dec	**Feb**	**Apr**	**June**
Evidence that Demonstrates Success: Family Nights Student Performances Spelling Bee Hispanic Heritage EXPO RPS 101 Open House **Staff Responsible for Monitoring:** Campus Administrators Instructional Coaches Teachers			80%	85%	100%	

Strategy 3 Details	Reviews			
Strategy 3: Participate in PTA sponsored activities, Red Oak Education Foundation programs, and community activities.	**Formative**			**Summative**
	Dec	Feb	Apr	June
Evidence that Demonstrates Success: Family Nights Student Performances Spelling Bee Hispanic Heritage EXPO RPS 101 Open House ROISD Education Foundation Grant Program Partner Days **Staff Responsible for Monitoring:** Campus Administrators Instructional Coaches Teachers	80%	90%	100%	

Strategy 4 Details	Reviews			
Strategy 4: Continue implementing 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.	**Formative**			**Summative**
	Dec	Feb	Apr	June
Evidence that Demonstrates Success: Assemble a behavior committee Create a school-wide House system **Staff Responsible for Monitoring:** House Committee Campus Administrators Teachers	80%	80%	80%	

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

Title I Personnel

Name	Position	Program	FTE
Griselda Hernandez	Instructional Coach	Title I	.5
Kristen Knight	Instructional Coach	Title I	.5
Rachelle Bergman	Instructional Coach	Title I	.5
Sheri Adams	Literacy Specilaist	Title 1	.5

Campus Improvement Decision-Making Committee

Committee Role	Name	Position
Classroom Teacher	MaryAnne Ross	Dyslexia Therapist
Administrator	Matt Northcutt	Assistant Principal
Administrator	Ashley Jackson	Principal
Non-classroom Professional	Kristen Knight	Instructional Coach
Non-classroom Professional	Rachelle Bergman	ELAR IC
Classroom Teacher	3-5 Teacher Rep.	3-5 Teacher
Classroom Teacher	K-2 Teacher Rep.	K-2 Teacher
Classroom Teacher	Sheri Adams	Reading Support
Non-classroom Professional	Angela Bartels	Counselor
District-level Professional	Susanna Campbell	ROISD Representative CIP
Business Representative	Doug Proctor	Business Representative
Parent	Porsche Colbert	PTA President