

Red Oak Independent School District



Russell P. Schupmann Elementary

2025-2026 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"

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	5
Demographics	7
Student Learning	10
School Processes & Programs	13
Perceptions	15
Data Documentation for CNA	17
Improvement Planning Data	18
Accountability Data	18
Student Data: Assessments	18
Student Data: Student Groups	18
Student Data: Behavior and Other Indicators	18
Employee Data	18
Parent/Community Data	19
Support Systems and Other Data	19
Goals	20
Goal 1 : Academics: Develop critical thinkers that will transcend college and career ...	21
Goal 2 : Human Resources: Intentional progress to hire and retain high-quality staff...	27
Goal 3 : Finance: Maintain fiscal stewardship and accountability to ensure financial...	31
Goal 4 : Growth, Facilities, Security: Prioritize and allocate resources to ensure saf...	33
Goal 5 : Communications: Ensure District is connected to the community in partner...	35
Title I Summary	38
Title I Personnel	39
Committees	40
Lighthouse Team (SBDM)	41
Meeting Logs	41
Members	41
Campus Leadership Team	42
Members	42
Policies, Procedures, and Requirements	43



Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Russell P. Schupmann Elementary Campus Needs Assessment Report (2024–2025) Demographics

- Enrollment: 754 students (snapshot), nearly doubled since 2018.
- Student Diversity: 54% African American, 37% Hispanic, 6% White, 3% Asian/Two-or-More.
- Economically Disadvantaged: 69%
- At Risk: 49.9%
- Mobility: 16.8% (↑ from 14% in 2022–2023)
- Attendance: 94.9% (below 96% state goal)

Strengths: Growing enrollment, strong diversity, robust bilingual/SPED supports.

Needs: High poverty, mobility, and attendance challenges contribute to subgroup gaps.

Student Learning

- Reading: 76% Approaches, 47% Meets, 19% Masters.
- Math: 67% Approaches, 34% Meets, 13% Masters.
- Science: 62% Approaches, 26% Meets, 8% Masters.

Strengths: Hispanic subgroup outperforms campus average; strong foundation at Approaches.

Needs: Raise Meets/Masters; focus on Science and subgroup achievement gaps.

Perceptions

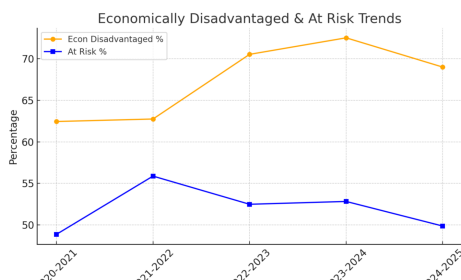
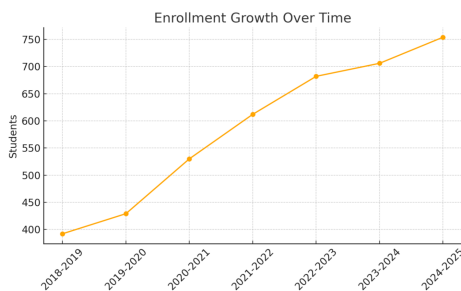
- Students show responsibility, wellbeing, and prosocial behaviors (70s range).
- Staff report strong collective efficacy and positive relationships (74–78).
- Positive climate, belonging, and trust rated 72–77.
- Family partnerships effective (71–75), community engagement lower (66).

Strengths: High trust, strong staff culture, student belonging.

Needs: Stronger family/community engagement and goal-setting support.

Key Implications for Improvement

1. Strengthen Tier 1 instruction with rigor and alignment.
2. Close subgroup gaps by supporting African American students and leveraging Hispanic subgroup strengths.
3. Improve Science outcomes with inquiry-based, hands-on learning.
4. Reduce mobility impact with onboarding and intervention systems.
5. Improve attendance with incentives, family engagement, and barrier reduction.
6. Expand family & community partnerships to strengthen supports



Demographics

Summary

Enrollment & Demographics

- Enrollment: 754 (snapshot)
- Economically Disadvantaged: 69%
- At Risk: 49.9%
- Mobility: 16.8%
- Attendance: 94.9% (below state 96%)
- Ethnicity: 54% African American, 37% Hispanic, 6% White, 3% Asian/Two-or-More

STAAR Results – All Students

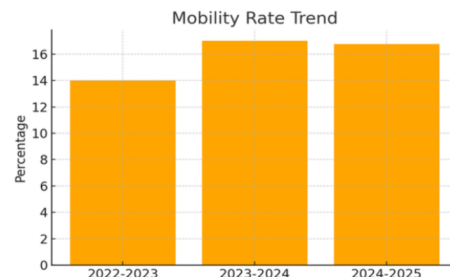
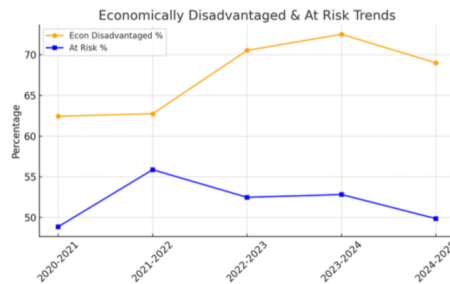
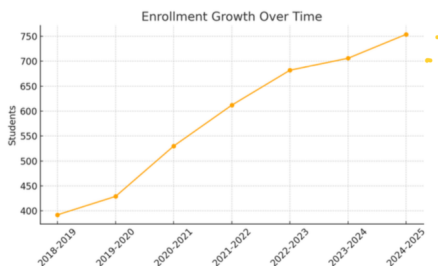
- Reading: 76% Approaches, 47% Meets, 19% Masters
- Math: 67% Approaches, 34% Meets, 13% Masters
- Science: 62% Approaches, 26% Meets, 8% Masters

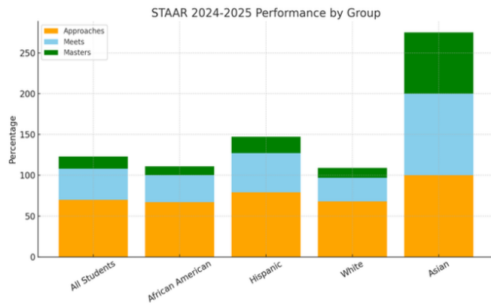
Key Findings

1. Growth: Enrollment nearly doubled since 2018.
2. Economic & At-Risk Need: 69% Econ Dis, 50% At Risk.
3. Achievement Gaps: African American subgroup underperforms compared to Hispanic peers.
4. Subject Gaps:
 - Reading strongest (57% Hispanic Meets vs 42% African American).
 - Math needs stronger Tier 1 instruction (only 34% Meets overall).
 - Science is lowest-performing (26% Meets overall).
5. Mobility & Attendance challenge consistency in learning.

Included Charts

- Enrollment Growth (2018–2025)
- Economically Disadvantaged & At Risk Trends (2020–2025)
- Mobility Rates (2022–2025)
- Student Ethnicity Breakdown (2024–2025)
- STAAR Performance by Subgroup
- Subject Comparison (Reading vs Math vs Science)





Demographic Needs

Area	Need
Economic Disadvantage	69% of students are economically disadvantaged, requiring consistent equity-driven support and family engagement.
At-Risk Population	Nearly 50% of students are identified as At-Risk, signaling a need for strong Tier 1 instruction and interventions.
Mobility	Mobility rate of 16.8% creates gaps in learning continuity and requires strong onboarding practices.
Achievement Gaps	African American subgroup performs below campus averages on STAAR compared to Hispanic peers. Targeted supports are needed.
Attendance	Current attendance rate of 94.9% is below the state goal (96%), requiring stronger attendance interventions.
Science Outcomes	Only 26% of students meet grade-level in Science. Science achievement lags behind Reading and Math.

Strengths

Demographic Strengths

Area	Strength
Enrollment Growth	Enrollment has nearly doubled since 2018 (392 → 754). Families continue to choose Schupmann as a trusted school.
Student Diversity	A richly diverse campus: 54% African American, 37% Hispanic, 6% White, 3% Asian/Two-or-More. Diversity builds cultural awareness and leadership opportunities.
Emergent Bilinguals	20% of students are Emergent Bilinguals (EBs). Programs in place help students grow biliteracy skills.
Special Services	Strong identification and support for special populations: 14.8% SPED, 8.6% Dyslexia, 4.2% GT.
Title I & Community Support	Title I funding ensures equitable resources. Parent nights, PTA events, and community partnerships provide additional support.
Academic Bright Spots	Hispanic subgroup consistently scores above campus averages on STAAR, especially in Reading and Math.

Problem Statements Identifying Demographics Needs

Problem Statement

Root Cause

1

Schupmann Elementary has 69% economically disadvantaged, 49.9% At Risk, and a mobility rate of 16.8%. These factors, along with attendance below the 96% state target, contribute to subgroup gaps, especially for African American students (largest group).

Increasing rigor and alignment in Tier 1 instruction will help close achievement gaps, especially for At-Risk and mobile students.

 = Priority

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.

STAAR Results – All Students

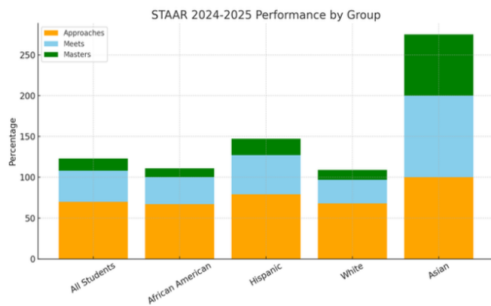
- Reading: 76% Approaches, 47% Meets, 19% Masters
- Math: 67% Approaches, 34% Meets, 13% Masters
- Science: 62% Approaches, 26% Meets, 8% Masters

Key Findings

Achievement Gaps: African American subgroup underperforms compared to Hispanic peers.

Subject Gaps:

- Reading strongest (57% Hispanic Meets vs 42% African American).
- Math needs stronger Tier 1 instruction (only 34% Meets overall).
- Science is lowest-performing (26% Meets overall).



Demographic Needs

Area	Need
Economic Disadvantage	69% of students are economically disadvantaged, requiring consistent equity-driven support and family engagement.
At-Risk Population	Nearly 50% of students are identified as At-Risk, signaling a need for strong Tier 1 instruction and interventions.
Mobility	Mobility rate of 16.8% creates gaps in learning continuity and requires strong onboarding practices.
Achievement Gaps	African American subgroup performs below campus averages on STAAR compared to Hispanic peers. Targeted supports are needed.
Attendance	Current attendance rate of 94.9% is below the state goal (96%), requiring stronger attendance interventions.
Science Outcomes	Only 26% of students meet grade-level in Science. Science achievement lags behind Reading and Math.

Strengths

- Reading Performance: 76% of students achieved Approaches on STAAR, with nearly half (47%) meeting grade level. Hispanic subgroup performance in reading (85% Approaches, 57% Meets, 24% Masters) exceeds the campus average.
- Math Gains for Hispanic Students: Hispanic subgroup shows results in math (77% Approaches, 46% Meets).
- Emergent Bilingual Growth: EB students demonstrate growth in reading through phonics instruction, intervention, and language supports.
- Student Mission & Leadership: Consistent implementation of Leader in Me builds student ownership, classroom culture, and positive engagement in learning.
- Use of Interventions: Systems for identifying and supporting Dyslexia, SPED, and At-Risk students are established, helping targeted learners make measurable progress.
- Across content areas, a majority of students consistently score at Approaches or higher, showing a strong foundation to build upon for Meets and Masters.

Problem Statements Identifying Student Learning Needs

Problem Statement

Root Cause

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.

Systems for reviewing student data and protocols for increasing student performance in the classroom.

 = Priority

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.

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

Adding:

The Leader in Me program, integrated into our campus improvement strategy, provides essential support for students at risk of not meeting state standards, aligning directly with the objectives of the Title I program. Through access to its comprehensive online resources, staff can share important updates and tools with parents, fostering stronger home-school communication that is critical for student success. Additionally, the program's assessment tools allow educators to gather and analyze end-of-year data, which is instrumental in evaluating the impact of leadership and SEL initiatives and guiding future instructional planning. By using this data-driven approach, the campus can identify gaps, monitor progress, and implement targeted supports that ensure all students, especially those most vulnerable, receive the academic and behavioral interventions they need to succeed.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Continue refining the process of student goal setting and tracking their own data.	All grade levels (emphasis on K-2 reading)
2	While our teachers understand the process of collecting data, there is still a need to better understanding of how to differentiate learning for all levels of performance.	Refining instructional practice and intentional small groups.
3	Increase student performance by utilizing Talon time to intentionally address student needs.	Increasing teacher awareness of skill based needs and progress monitoring groups.
4	There is a need to monitor discipline data for all sub-populations across the campus.	SPED discipline data and intentional decisions regarding infractions.
5	A system for reporting violence and intervention measures is in place.	Identifying individuals who are in need of assistance and interventions to assist with counseling services.
6	Attendance will continuously be monitored by an attendance committee each year.	Parent awareness and engagement on the impact of loss of instructional time is needed.

 = Priority

Perceptions

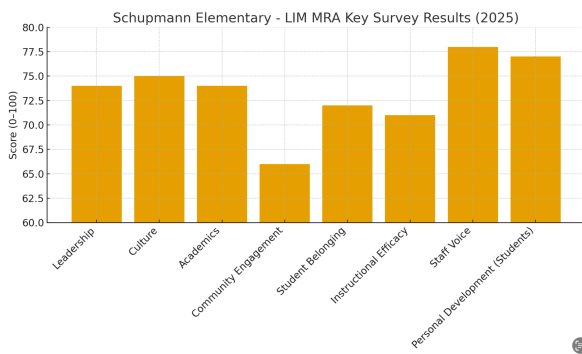
Summary

Demographics & Context

Schupmann Elementary serves a diverse student population. The Leader in Me (LIM) Measurable Results Assessment (MRA) survey was conducted at the end of the year to capture perceptions from students, staff, and families. This CNA draft highlights key strengths, areas for growth, and perception data regarding how well the school conducts business.

Perception Summary – How Well Do We Conduct Business?

The end-of-year MRA results indicate that Schupmann Elementary is conducting business at a satisfactory level, with strong evidence of trust, empowerment, and leadership, but opportunities for growth in community engagement, instructional rigor, and student belonging.



Strengths

Strengths

- Staff Voice (78) – Staff feel valued and respected.
- School Climate (77) – Staff believe in the worth and potential of every student.
- Student Personal Development (77) – Students take responsibility for their actions.
- Student-Led Practices (77) – Teachers empower students to take ownership of their learning.
- Trusting Relationships (76) – Students report high-trust relationships with teachers.

Problem Statements Identifying Perceptions Needs

Problem Statement

Root Cause

1

Russell P. Schupmann Elementary needs to continue to find innovative ways to increase parental and community involvement at the campus.

Community Engagement (66) - Limited partnerships and service-learning opportunities.

 = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Schupmann Elementary will utilize support programs that prevent violence and bullying, and programs for character building and student success through the 7 Habits of Highly Effective People.

Evidence that Demonstrates Success: Evidence that Demonstrates Success

- * Leader in Me Training and Curriculum Supports
- * Reach Council
- * Red Ribbon Week
- * Classroom Observations
- * Guidance Lessons
- * Assemblies
- * Talon Announcements
- * Leader in Me Lessons (7 Habits Focus)
- * Action Teams
- * Classroom Mission Statements
- * Student-Led Conferences (highlighting 7 Habits language and goals)

Staff Responsible for Monitoring: Staff Responsible for Monitoring

- * Counselor
- * Teachers
- * Leader in Me Lighthouse Coordinator/Committee
- * Designated Action Teammate

Title I: 2.5.1, 2.5.2

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

December

Moderate Progress

February

Considerable Progress

April

June

Strategy 2

Launch the initial phase of The Leader in Me by reviewing program materials, distributing staff and parent surveys to gather baseline data, and using the results to plan targeted implementation for the upcoming school year. This process ensures alignment with Title I goals and supports students at risk by informing leadership development and engagement strategies.

Evidence that Demonstrates Success: Evidence of Progress:

- Completion of staff and parent surveys, with analysis used to identify current strengths and gaps in leadership development and engagement.
- Leadership team documentation of material reviews and planning meetings.
- Initial implementation plan drafted, including timelines, identified student needs, and intervention strategies informed by survey results.
- Communication logs or digital platform data showing increased information sharing with families.
- Alignment of Leader in Me goals with Title I strategies in the Campus Improvement Plan for the upcoming school year.

Staff Responsible for Monitoring: * Lighthouse Team

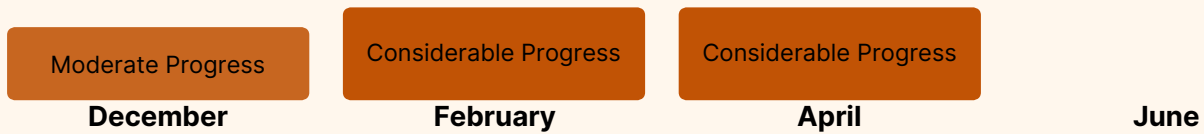
Campus Administration (Principal, Assistant Principal)

- * Counselor/ Lighthouse Coordinators
- * Designated Action Teams (aligned to 7 Habits and LIM goals)
- * Teachers (participating in surveys and implementation feedback)

Title I: 2.5.1, 2.5.2

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews



Performance Objective 2

Equip students to be well-rounded with interpersonal skills to manage day-to-day challenges.

Strategy 1

Schupmann Elementary will provide students with opportunities to engage in service projects, leadership roles, and extracurricular activities that promote character development. By participating in community service, student leadership teams, fine arts, and campus clubs, students will develop collaboration, responsibility, and accountability while contributing positively to the school and community.

Evidence that Demonstrates Success: Students will complete service projects and extra curricular activities during the school year. For example;

- Toys for Tots
- Announcement Team
- UIL
- Choir
- Spirit Crew/Greeters
- School-wide Events
- Grade Level Performances
- Safety Patrol
- Flag Patrol
- Spelling Bee

Staff Responsible for Monitoring: Counselor

Teachers
Committee

Title I: 2.5.1, 2.5.2

Formative Reviews

Some Progress

December

Considerable Progress

February

Considerable Progress

April

June

Strategy 2

Continue to implement and expand ways to recognize students for positive behavior, strong attendance, and academic growth/achievement both inside and outside of the classroom. Recognition will include individual, classroom, and school-wide systems that celebrate progress, reinforce positive choices, and motivate students toward continuous improvement. WIG- Start to provide Leader In Me instruction daily to teach and internalize the 7 Habits of Highly Effective People.

Evidence that Demonstrates Success: Positive LEADER Referrals - positive communication
Habit 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
Walk-throughs with Shout-Outs
Ribbons for E in Conduct

Staff Responsible for Monitoring: Campus Administrators
Discipline, Attendance, and Lighthouse team
Teachers LH Team

Formative Reviews

Moderate Progress

December

Considerable Progress

February

Considerable Progress

April

June

Strategy 3

Implement the campus WIG (Wildly Important Goal) that all students will utilize Leadership Binders to set, track, and monitor their own academic and personal goals. Students will regularly reflect on progress in areas such as reading, math, writing, and attendance, using data from classroom assessments, district assessments, and personal tracking tools. Teachers and staff will support students by providing time, structure, and coaching for goal-setting and reflection during Leader in Me practices and PLC-aligned instruction.

Evidence that Demonstrates Success: Leadership Portfolios
Empowering Learners Action Team Agendas
Student Goal Setting Trackers

Staff Responsible for Monitoring: Lighthouse Team
Empowering Learners Action Team
Lighthouse Coordinators

Formative Reviews

Considerable Progress

December

Considerable Progress

February

Considerable Progress

April

June

Performance Objective 3

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

Strategy 1

Implement targeted instructional practices and interventions to increase students' reading levels with adequate growth and comprehension. Utilize district common assessments, GRA, TPRI, iReady, and other available data sources to monitor progress, guide PLC discussions, and adjust instruction. Provide tutoring and small-group supports for students performing below grade level or not successful on state assessments, with a strong emphasis on fluency, comprehension, and overall literacy growth. on all levels.

Evidence that Demonstrates Success: Local and State Assessments
Leadership Portfolios

Staff Responsible for Monitoring: Campus Administrators
Achieving Goals Action Team
Instructional Coaches
Teachers

Title I: 2.5.3

Formative Reviews

Some Progress

December

Considerable Progress

February

Considerable Progress

April

June

Strategy 2

Implement ELAR writing instruction guided and supported by district-approved, research-based resources with a focused emphasis on writing across all grade levels and content areas. Teachers will integrate authentic writing opportunities in multiple subjects to strengthen students' ability to communicate ideas effectively, improve fluency, and develop comprehension through written expression.

Evidence that Demonstrates Success: These components include guided writing, shared writing, and writing across the contents. The major activities and resources used to support this strategy are:

TalonTime
After school tutoring
Tutoring-Build Consulting Group
Textbook Adopted Resources
Writing Across Contents
Reading A-Z (RAZ Kids Plus) Brain Pop Jr. Brain Pop
ELL Literacy Footprints Dual Schools-The Learning Patio (RPS and HAW)
i-Ready

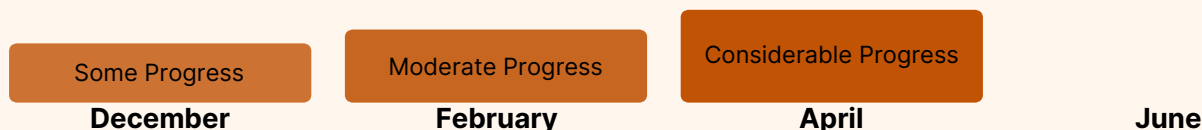
Staff Responsible for Monitoring: Campus Administrators

Instructional Coaches
Teachers

Title I:

TEA Priorities: Build a foundation of reading and math

Formative Reviews



Strategy 3

Strengthen math instruction through district-approved, research-based resources with an emphasis on building and monitoring student fluency. Provide targeted tutoring and intervention supports for students performing below grade level in reading and for those who did not meet expectations on state assessments, with a focus on increasing fluency and overall student achievement.

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
Talon Time
Think It Up -Mentoring Minds
I-Ready Resources
STAAR Countdown 3-5
STEMscopes Math
STAAR BLITZ
Math Fact Fluency Flashcard
Rockin- Review Conference

Staff Responsible for Monitoring: Campus Administrators

Instructional Coaches
Teachers

Title I:

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Considerable Progress

December

Considerable Progress

February

Considerable Progress

April

June

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

Maintain a welcoming and safe campus environment where staff take pride in their school community. Promote a positive culture through the implementation of the Leader in Me framework, ensuring that students and staff practice the 7 Habits of Highly Effective People, develop leadership skills, and contribute to a supportive school culture. Celebrate staff and student contributions, foster respectful relationships, and create a campus where all stakeholders feel valued and connected.

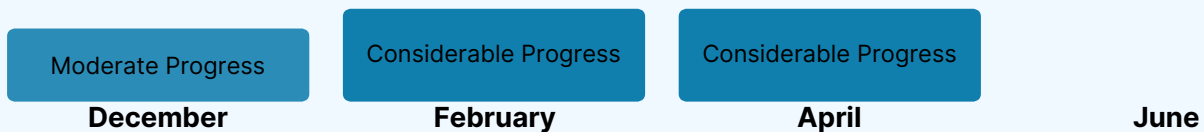
Evidence that Demonstrates Success: Customer Service
Appreciation opportunities
Culture and Climate

Staff Responsible for Monitoring: Campus Administrators
Culture Action Team
Lighthouse Team

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews



Performance Objective 2

Foster a supportive work environment through differentiated strategies that promotes employee retention.

Strategy 1

Administrators will utilize the T-TESS evaluation system to conduct goal progress monitoring for staff. Goal progress will be reviewed and communicated between the staff member and administrator once per grading period to support professional growth and instructional effectiveness. In addition, administrators will attend professional development opportunities to refine evaluation practices, strengthen coaching strategies, and enhance overall instructional leadership.

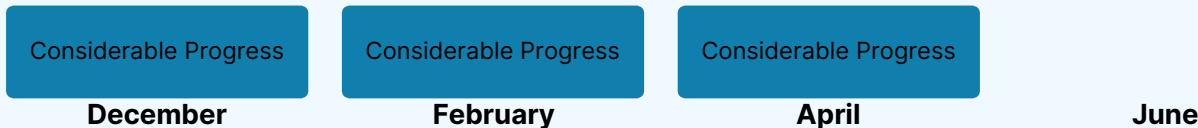
Evidence that Demonstrates Success: TTESS Documents in Strive
TEPSA Professional Development Summer Conference
Breakthrough Coaching: Supports school administrators to be transformational leaders who achieve student success in a sensible workweek.
Leader in Me Symposium Conference

Staff Responsible for Monitoring: Campus Administrators

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



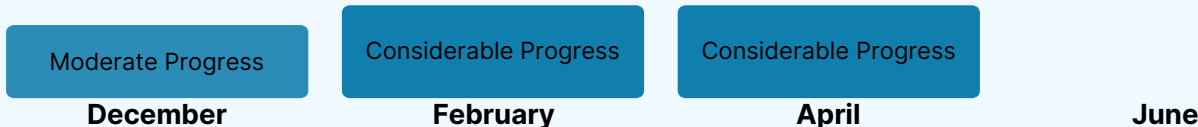
Strategy 2

Provide Science staff development to strengthen instructional practices and student achievement. Professional learning will include Science Interactive Journaling, Exploration activities, and horizontal team planning across the district. Training opportunities will be provided for all teachers who teach Science through professional development sessions, and the integration of Science Penguin, Think Up, iReady, and Lowman resources to support curriculum alignment and student learning.

Evidence that Demonstrates Success: 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

Formative Reviews



Strategy 3

Provide targeted staff development in Reading/Language Arts based on analysis of student performance data to accelerate growth toward the campus goals of 90% Approaches, 60% Meets, and 30% Masters in Reading. Current performance shows 76% at Approaches, 47% at Meets, and 19% at Masters. Professional learning will focus on reading fluency, comprehension, and writing instruction to move more students from Approaches to Meets and from Meets to Masters. Teachers will use multiple data sources (GRA, TPRI, iReady, and common assessments) to drive PLC discussions, instructional planning, and interventions, ensuring alignment with district curriculum and the needs of all learners.

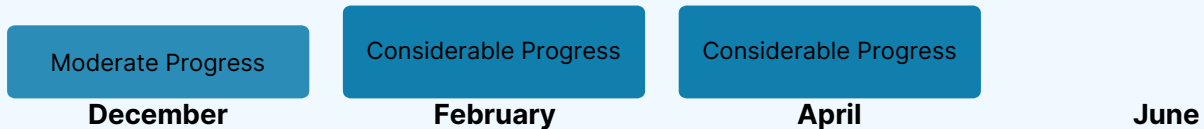
Evidence that Demonstrates Success: Imagine Learning for ELL

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
Leader In Me Symposium Conference
Think Up and IReady
Saxon Phonics
Textbook resources
Engagement Kits
Benchmark/Interim Assessments
STAAR Testing
Staff Development Report

Staff Responsible for Monitoring: Campus Administrators

Instructional Coaches
Reading Specialist

Formative Reviews



Strategy 4

Provide targeted staff development in Mathematics based on analysis of student performance data to accelerate growth toward the campus goals of 90% Approaches, 60% Meets, and 30% Masters. Current performance shows 67% at Approaches, 34% at Meets, and 13% at Masters in Math. Professional learning will focus on strengthening conceptual understanding, fluency, and problem-solving/application skills. Teachers will utilize data from district common assessments, iReady, and classroom assessments to guide PLC discussions, instructional planning, and targeted interventions. Emphasis will be placed on moving students from Approaches to Meets and from Meets to Masters through the use of research-based strategies and district-approved resources.

Evidence that Demonstrates Success: Use of manipulatives

STEMscopes
Benchmarks/Interim Assessment
STAAR Testing
TTESS
Staff Development Reports

Staff Responsible for Monitoring: Campus Administrators

Instructional Coaches
Teachers

Formative Reviews

Some Progress

December

Considerable Progress

February

Considerable Progress

April

June

Performance Objective 3

Develop innovative and targeted recruitment practices that meet the diverse District needs of all employees.

Strategy 1

Conduct employee incentives/recognition Heart of a Teacher and employee of the month recognition.

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

Formative Reviews

Considerable Progress

December

Considerable Progress

February

Considerable Progress

April

June

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

Utilize campus funds to support tutoring for grades K-5 and other specified resources related to the area of math and reading.

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

Formative Reviews

Some Progress

December

Considerable Progress

February

Considerable Progress

April

June

Performance Objective 2

Ensure fiscal integrity by creating and maintaining a sufficient operating budget for the everyday operations of the District.

Strategy 1

Monitor the usage of funds and anticipated yearly spending using prior record for analysis.

Evidence that Demonstrates Success: Skyward Financial Records

Staff Responsible for Monitoring: Secretary

Principal

Formative Reviews

Some Progress

December

Considerable Progress

February

Considerable Progress

April

June

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

Monitor student attendance to achieve the campus WIG (Wildly Important Goal) of 97% attendance. Establish an Attendance Committee that meets regularly to review weekly attendance data, identify trends, and monitor students in danger of violating the 90% rule. The committee will collaborate with staff, parents, and students to implement strategies such as parent communication, incentives, and targeted interventions to promote consistent attendance and reduce chronic absenteeism. Students will track their own attendance progress in their Leadership Binder, reinforcing accountability and ownership of their success.

Evidence that Demonstrates Success: Attendance meetings, contracts, and plans with parents
Attendance phone calls
Classroom attendance incentives (ADA)
Celebrations

Staff Responsible for Monitoring: Counselor
Assistant Principal and Administrative Intern
Registrar
Teachers

Formative Reviews

Moderate Progress

December

Considerable Progress

February

Considerable Progress

April

June

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

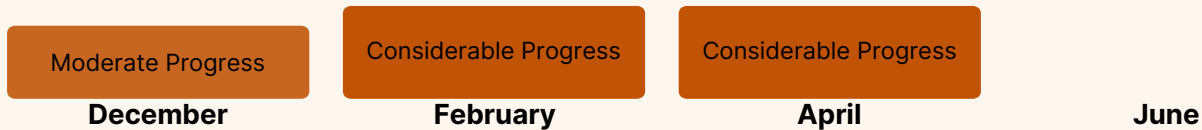
Review the campus crisis plans and ensure that various drills are conducted in accordance with city and state requirements.

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

Formative Reviews



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

Counselor led guidance lessons, Counselor sponsored assemblies, Counselor led/sponsored small groups etc.; Including Cyber Safety Harassment Bullying.

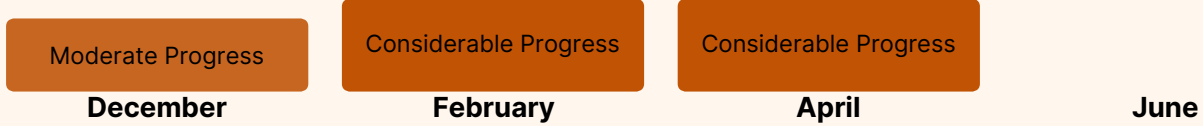
Evidence that Demonstrates Success: Guidance Schedule

- 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

Formative Reviews



Performance Objective 3

Attempt to have facilities meet or exceed minimum standards for all programs to provide opportunities for student participation.

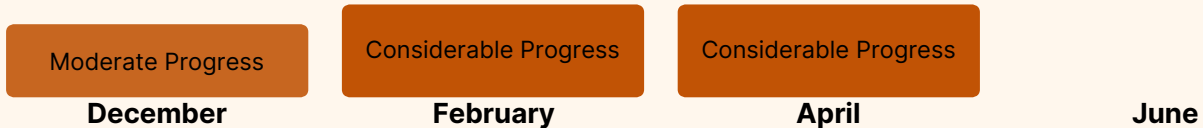
Strategy 1

We will ensure our facilities meet at least minimum standards for all programs in order for students to be successful.

Evidence that Demonstrates Success: Janitors
Maintenance and Upkeep

Staff Responsible for Monitoring: Secretary
Assistant Principal
Teachers

Formative Reviews



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

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.

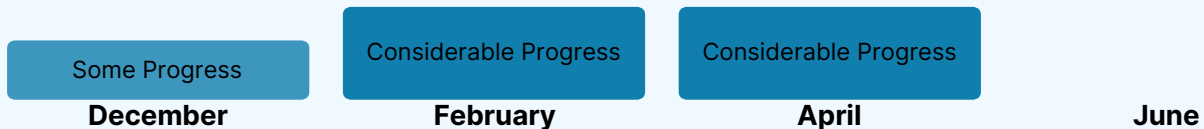
Evidence that Demonstrates Success: student folders

- 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
- Donuts with Grown Ups

Staff Responsible for Monitoring: Campus Administrators

- Instructional Coaches
- Teachers

Formative Reviews



Performance Objective 2

Provide opportunities to foster positive relationships between students, parents, schools and staff, and the community.

Strategy 1

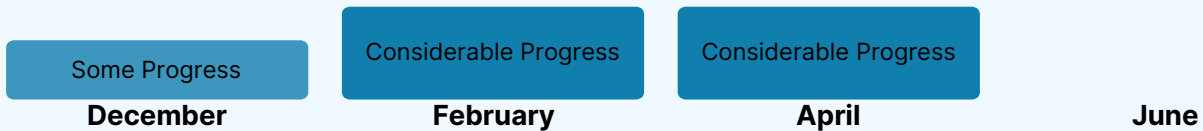
Provide meaningful opportunities for volunteer support and leadership to strengthen family and community engagement. Opportunities will include, but are not limited to, RPS 101, Literacy Night, Book Fairs, Fall Festival, and Parent Nights, designed to coincide with other events such as student performances and PTA meetings. These activities will encourage collaboration between families, staff, and community members while promoting leadership roles for parents and students. In addition, students will maintain Leadership Portfolios and participate in Student-Led Conferences to share their academic progress and personal goals with families. Feedback will also be gathered through the Leader in Me Input Survey to guide continuous improvement in family engagement and campus culture.

Evidence that Demonstrates Success: Sign-in sheets, agendas, and photos from family engagement events (RPS 101, Literacy Night, Book Fairs, Fall Festival, Parent Nights, PTA Meetings).

- * Leader in Me Input Survey results reflecting family and student feedback on engagement opportunities and campus culture.
- * Leadership Portfolios maintained by students across grade levels with goal-setting, progress monitoring, and academic reflections.
- * Student-Led Conference artifacts (student presentations, parent feedback forms, and teacher reflections).
- * Volunteer logs and rosters documenting parent and community participation.
- * PLC notes and action plans showing integration of family input into instructional decisions.
- * Campus WIG trackers for attendance and academics, demonstrating student ownership of goals.

Staff Responsible for Monitoring: Campus Administrators
Instructional Coaches
Teachers

Formative Reviews



Strategy 2

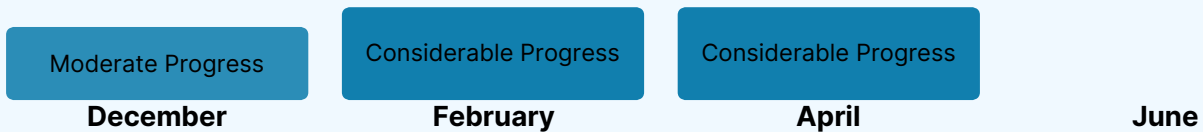
Provide opportunities for community members to participate in school events.

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

Formative Reviews



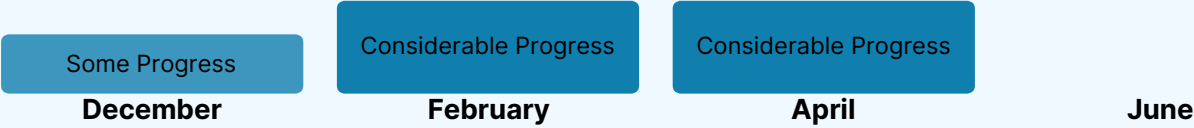
Strategy 3

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.

Evidence that Demonstrates Success: Assemble a behavior committee
Create a school-wide PBIS system

Staff Responsible for Monitoring: PBIS Committee
Campus Administrators
Teachers

Formative Reviews





Title I Summary

Title I Personnel

Name	Position	Program	FTE
Griselda Hernandez	Instructional Coach	Title I	0.25
Irene Gomez	Instructional Coach	Title I	0.5
Kristen Knight	Instructional Coach	Title I	0.5
Lakendra Stovall	Reading Support	Title 1	0.5



Committees

Committees

Lighthouse Team (SBDM)

Meeting Logs

Date	Location	Sign In Sheet	Notes
October 29, 2025 @ 3:30 PM	Library	--	--

Members

First Name	Last Name	Position	Committee Role
Karen	Fields	1st Grade	Lighthouse Team
Jaime	Shelby	4th Grade	Lighthouse Team
Madison	Pye	5th Grade	Lighthouse Team
Hillary	Landrum	Dyslexia Therapist	Lighthouse Team
Irene	Gomez	ICoach Rdg/Social Studies	Lighthouse Team
Kristen	Knight	ICoach Math/Science	Lighthouse Team
Amberlee	Velasquez	Special Education Teacher	Lighthouse Team
Brittany	Knighten	PreKindergarten	Lighthouse Team
Jackema	Jones	Kindergarten	Lighthouse Team
Anna	Medina Rankins	1st Grade BIL	Lighthouse Team
Beth	Lopez	Music	Lighthouse Team
Paula	Norvell	3rd Grade	Lighthouse Team
Randi	Powell	4th Grade	Lighthouse Team
Verticia	Shoto	Special Education Teacher	Lighthouse Team
Lorrie	Kuhn	2nd Grade	Lighthouse Team
Lauren	Crawford	3rd Grade	Lighthouse Team
Senekka	Fasoranti	5th Grade	Lighthouse Team
Gloria	Rodriguez	Reading Support BIL	Lighthouse Team
Elsa	Ozuna	Reception	Lighthouse Team
Irma	Martinez	2nd Grade BIL	Lighthouse Team

Crystal	Jackson	Secretary	Lighthouse Team
Martha	Forney	AP Intern	Lighthouse Team
Angela	Bartels	Counselor	Lighthouse Coordinator
Matt	Northcutt	AP	Lighthouse Coordinator
Ashley	Jackson	Principal	Principal

Campus Leadership Team

Members

First Name	Last Name	Position	Committee Role
Martha	Forney	Admin Intern	Admin. Intern
Griselda	Hernandez	Bilingual IC	District-level Professional
Kristen	Knight	Math IC	Non-classroom Professional
Ashley	Jackson	Principal	Administrator
Matt	Northcutt	Assistant Principal	Administrator
Irene	Gomez	ELAR IC	Non-classroom Professional
Angela	Bartels	Counselor	Non-classroom Professional



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Student Welfare: Discipline/Conflict/ Violence Management	--	--	LaKesha Bass	2/27/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	--	--	LaKesha Bass	2/27/2025