Red Oak Independent School District

Russell P. Schupmann Elementary

Accountability Rating: C

2026-2027 Campus Improvement Plan

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Mission Statement

The Mission of Red Oak ISD:

4 Talons of the Hawk

Exhibits Academic Readiness: 1% Better Daily & Love Tough

Seeks Opportunities and Challenges of Learning: Growth, Resilience, Integrity, Tenacity (G.R.I.T.)

Demonstrates Fair, Respectful, and Well-Rounded Characteristics: Respect, Encourage, Appreciate, Communicate, Honor (R.E.A.C.H.)

Leaves a Legacy Through Service: "We Before Me"

Vision

The Vision of Red Oak ISD:

"Realizing Our Individual Students' Dreams”

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Comprehensive Needs Assessment

Needs Assessment Overview

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.

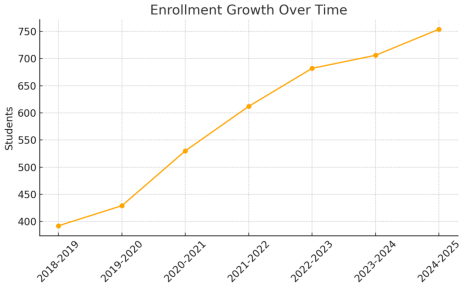
Needs: Raise Meets/Masters; focus on Science and subgroup achievement gaps.

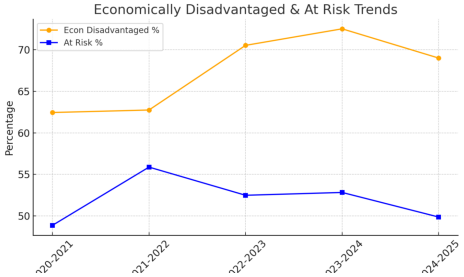
Perceptions
- Students show responsibility, wellbeing, and prosocial behaviors (70s range).
- Staff report strong collective efficacy and positive relationships (74–78).
- Positive climate, belonging, and trust rated 72–77.
- Family partnerships effective (71–75), community engagement lower (66).

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

Campus Demographics Summary

Russell P. Schupmann Elementary is a Title I campus serving 729 students in Pre-Kindergarten through fifth grade, as of September 23, 2026. The campus has experienced significant growth, with enrollment nearly doubling since 2018. Currently, 60% of students are identified as economically disadvantaged, with additional socioeconomic forms still being collected; 33% are identified as at risk, and the campus mobility rate is 16.8%. Attendance for the first six weeks was 96.9%, slightly below the campus goal of 97%.

The student population is approximately 53% African American, 33% Hispanic, 5% White, 2% Two or More Races, and less than 1% Asian. Schupmann also serves a growing bilingual population, with one bilingual classroom at each grade level from Pre-K through fifth grade. General education sections include two in Pre-K, four each in Kindergarten and first grade, five each in second through fourth grades, and six in fifth grade. The campus also houses the FOCUS program and provides specialized services through special education, dyslexia, speech, and gifted and talented (GT) programming.

All students participate in physical education, music, art, and Leader in Me leadership classes, supporting the development of the whole child while strengthening student leadership, engagement, and ownership of learning.

Current STAAR performance demonstrates both strengths and opportunities for growth. In Reading, 78% of students achieved Approaches, 46% Meets, and 17% Masters. In Math, 67% achieved Approaches, 34% Meets, and 12% Masters, while Science performance was 70% Approaches, 33% Meets, and 15% Masters. Reading is currently the strongest assessed content area, while Math and Science demonstrate a need for strengthened Tier I instruction and targeted intervention and enrichment.

Data also indicate achievement differences among student groups, including African American students performing below Hispanic students in identified areas. For example, 51% of Hispanic students achieved Meets in Reading compared with 42% of African American students. Continued enrollment growth, economic need, mobility, and attendance further reinforce the need for consistent instructional systems, data-driven PLCs, targeted Talon Time, and progress monitoring.

The campus will continue to prioritize rigorous Tier I instruction, student growth from Approaches to Meets and Masters, targeted support for identified student groups, student goal setting and data tracking, and a safe and supportive learning environment to ensure all students have opportunities to achieve at high levels.

Enrollment & Demographics

- Enrollment: 729 (as of September 23)
- Economically Disadvantaged: 60% (waiting for additional forms)
- At Risk: 33%
- Mobility: 16.8%
- Attendance: 96.9 (1st six weeks)
- Ethnicity: 53% African American, 33% Hispanic, 5% White, 2% Two-or-More, less than 1% Asian

STAAR Results – All Students

- Reading: 78% Approaches, 46% Meets, 17% Masters
- Math: 67% Approaches, 34% Meets, 12% Masters
- Science: 70% Approaches, 33% Meets, 15% Masters

Key Findings

1. Growth: Enrollment nearly doubled since 2018.
2. Economic & At-Risk Need: 60% Econ Dis, 33% At Risk.
3. Achievement Gaps: African American subgroup underperforms compared to Hispanic peers.
4. Subject Gaps:
   - Reading strongest (51% Hispanic Meets vs 42% African American).
   - Math needs stronger Tier 1 instruction (only 34% Meets overall).
   - Science is lowest-performing (33% Meets overall).
5. Mobility & Attendance challenge consistency in learning.

Demographic Needs

Area	Need
Economic Disadvantage	60% of students are economically disadvantaged, requiring consistent equity-driven support and family engagement.
At-Risk Population	Nearly 33% 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 96.9% is an improvement from last school year, so we will continue with promoting attendance with incentives and interventions for those who have excessive absences.
Science Outcomes	Only 33% 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 → 729). Families continue to choose Schupmann as a trusted school.
Student Diversity	A richly diverse campus: 53% African American, 33% Hispanic, 5% White, 3% Asian/Two-or-More. Diversity builds cultural awareness and leadership opportunities.
Emergent Bilinguals	17% of students are Emergent Bilinguals (EBs). Programs in place help students grow biliteracy skills.
Special Services	Strong identification and support for special populations which has increased: 16% SPED, 8.6% Dyslexia, and current GT numbers show a decrease from 4.2% to 2.47%
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 60% economically disadvantaged, 33% At Risk, and a mobility rate of 16.8%. These factors, along with attendance averages right at the state target of 96%, contribute to subgroup gaps, especially for African American students (largest group).	Increasing rigor, alignment in Tier 1 instruction, and intentional/consistent small group instruction and Talon Time will help close achievement gaps, especially for At-Risk and mobile students.

★ = Priority

Student Learning

Summary

Russell P. Schupmann Elementary is committed to increasing student achievement through data-driven instruction, rigorous Tier I teaching, and targeted support and enrichment. Through collaborative PLCs, teachers will analyze student data, identify learning gaps, plan responsive instruction, and monitor progress toward Meets and Masters Grade Level. Our goal is to grow from a 71- C to a 90-B and have 80% of our students grow by at least one level as evidence by iReady and STAAR data. Campus leadership (principal, AP's, and IC's) will support instructional growth through observations, coaching, feedback, and professional learning which should have a positive impact on student performance and growth. The campus will also maintain a safe, supportive, and respectful environment grounded in high expectations, inspiring relationships, and a growth mindset.

STAAR Results – All Students

- Reading: 78% Approaches, 46% Meets, 17% Masters
- Math: 67% Approaches, 34% Meets, 12% Masters
- Science: 70% Approaches, 33% Meets, 15% Masters

Key Findings

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

Subject Gaps:

- Reading strongest (51% Hispanic Meets vs 42% African American).
- Math needs stronger Tier 1 instruction (only 34% Meets overall).
- Science is lowest-performing (33% Meets overall).

Demographic Needs

Area	Need
Economic Disadvantage	60% of students are economically disadvantaged, requiring consistent equity-driven support and family engagement.
At-Risk Population	Nearly 33% 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 96.9% is an improvement from last year (96%), so we will continue with incentives and interventions.
Science Outcomes	Only 33% of students meet grade-level in Science. Science achievement lags behind Reading and Math.

Strengths

- Reading Performance: 78% of students achieved Approaches on STAAR, with nearly half (46%) meeting grade level. Hispanic subgroup performance in reading (81% Approaches, 51% Meets, 17% Masters) exceeds the campus average.
- Math Gains for Hispanic Students: Hispanic subgroup shows results in math (77% Approaches, 43% 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. Leadership specials class dedicated to student success.
- Use of Interventions: Systems for identifying and supporting Dyslexia, SPED, and At-Risk students are established, helping targeted learners

make measurable progress.

- Instructional planning days in reading and math for K-5 teachers.
- Participation in the LIFT grant to support improvements in math instruction.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	72% of students are performing at Approaches, 39% at Meets, and 14% at Masters Grade Level. This represents a 33-percentage-point gap between Approaches and Meets and a 25-percentage-point gap between Meets and Masters. While the majority of students demonstrate foundational understanding, there is a need to increase the percentage of students achieving at the Meets and Masters level.	Systems and protocols for analyzing student data, responding to identified learning gaps, and monitoring student progress are not implemented consistently across classrooms. Instructional practices need greater alignment around using data to plan targeted reteach and enrichment, differentiate instruction, increase rigor, and consistently challenge students to progress from Approaches to Meets plus

★ = Priority

School Processes & Programs

Summary

Curriculum and Instruction

Russell P. Schupmann Elementary uses district and campus instructional support to ensure curriculum, instruction, and assessment are aligned to the TEKS. With current performance at 72% Approaches, 39% Meets, and 14% Masters, the campus will prioritize rigorous Tier I instruction, student engagement, checks for understanding, writing across content areas, and differentiation to increase performance at Meets and Masters.

Assessment and Data

Multiple data sources, including formative assessments, student work, district assessments, i-Ready, STAAR, and TELPAS, will be used to monitor student progress and guide instruction. Teachers will analyze data by standard and student need to plan targeted reteach, intervention, acceleration, and enrichment.

PLCs and Intervention

Weekly PLCs will focus on lesson internalization, data analysis, student work, collaborative planning, and instructional strategies. Talon Time will provide targeted intervention and enrichment based on individual student needs. Data will be reviewed following assessments to determine next instructional steps.

Coaching and Professional Learning

Professional learning will be aligned to campus data, classroom observations, and identified teacher needs. Administrators and instructional coaches will provide ongoing observation, coaching, feedback, modeling, and rehearsal. Identified teachers will receive additional support through extended PLCs and side-by-side coaching and planning.

All instructional programs, professional learning, and campus practices will be aligned to the Campus Improvement Plan and monitored for their impact on student growth and achievement.

Strengths

Teachers utilize district-developed, TEKS-aligned lessons to ensure students have consistent access to rigorous, grade-level instruction. Professional learning focuses on high-impact instructional practices that increase student discourse, engagement, checks for understanding, and student ownership of learning.

Teachers collaborate through weekly PLCs and team planning to analyze assessment data, monitor student growth, identify learning gaps, and plan targeted instruction. Data-driven decisions are used to provide intervention, acceleration, and enrichment based on individual student needs.

Key instructional systems include:

- Data Analysis Protocols and Student Profile Sheets
- Weekly PLCs and Collaborative Team Planning
- Vertical Alignment Opportunities
- Talon Time for Targeted Intervention and Enrichment
- Observation, Coaching, and Feedback Cycles
- Modeling and Rehearsal of High-Impact Instructional Practices

Leader in Me is integrated into the campus improvement strategy to strengthen student leadership, social-emotional skills, positive behavior, and ownership of learning. The program supports Title I goals by providing resources for students, staff, and families and strengthening home-school partnerships. Leader in Me data and assessment tools will be used to monitor implementation, identify areas of need, and guide targeted academic, behavioral, and social-emotional supports. These systems work together to ensure all students, particularly those at risk of not meeting state standards, receive the support and challenge necessary to demonstrate continuous growth and academic success.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Student goal setting, data tracking, and reflection practices are not yet consistently implemented across all grade levels. Students need structured opportunities to understand their academic performance, set measurable goals, monitor progress, and identify next steps for growth, with an increased emphasis on early literacy in grades K-2.	Campus-wide systems and expectations for student goal setting and data tracking have not been consistently established or monitored across grade levels. In K-2 reading, students need developmentally appropriate processes and tools to understand their reading progress, celebrate growth, and take ownership of individual literacy goals.
2	Teachers effectively collect and analyze student data; however, there is a need to strengthen the use of data to differentiate instruction for all levels of student performance.	Inconsistent implementation of differentiated instructional practices and intentional, data-driven small-group instruction during Talon Time.
3	Talon Time needs to be utilized consistently to provide targeted, skill-based intervention and enrichment based on student needs.	Teachers need increased support in identifying skill gaps, forming targeted groups, and progress monitoring to adjust instruction.
4	Discipline data must be consistently monitored across all student groups to identify trends and ensure equitable practices.	A need for intentional analysis of SPED discipline data and consistent, data-informed responses to student infractions.
5	Maintain consistent systems for reporting and responding to incidents of violence and student safety concerns.	Identifying individuals who are in need of assistance and interventions to assist with counseling services.
6	Student attendance fluctuates sometimes dipping below the state average. Attendance is not consistently monitored to maintain and exceed the campus attendance goal of 97%.	Increased parent awareness and engagement are needed regarding the impact of absences and lost instructional time on student achievement.

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Perceptions

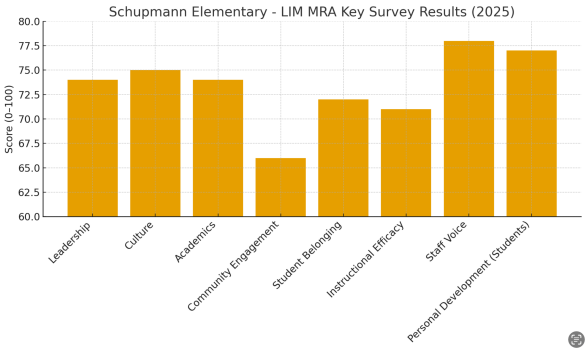
Summary

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

- [x] **District goals**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Accountability Distinction Designations**

Student Data: Assessments

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

Student Data: Student Groups

- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Dyslexia data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**

Employee Data

- [x] **Professional learning communities (PLC) data**

- [x] **Staff surveys and/or other feedback**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **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: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	February	April	June

Strategy 2

Continue with year 2 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: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

December	February	April	June

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 develop me. 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

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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

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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 Coodinators

Formative Reviews

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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

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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

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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

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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

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: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

Formative Reviews

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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: Instructional Leadership and Capacity Building

Formative Reviews

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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

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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

December	February	April	June

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

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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: Integrated Student Support Systems

Formative Reviews

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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

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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

December	February	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

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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

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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: Integrated Student Support Systems

Formative Reviews

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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

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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
Parent Square
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

December	February	April	June

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

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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

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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

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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

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
Bullying Prevention		10/1/2027	LaKesha Bass	10/7/2026
Child Abuse and Neglect		10/1/2027	LaKesha Bass	10/7/2026
Coordinated Health Program		10/1/2027	LaKesha Bass	10/7/2026
Decision-Making and Planning Policy Evaluation	--	10/1/2027	LaKesha Bass	10/7/2026
Disciplinary Alternative Education Program (DAEP)	--	10/1/2027	LaKesha Bass	10/7/2026
Dropout Prevention	--	10/1/2027	LaKesha Bass	10/7/2026
Dyslexia Treatment Program	--	10/1/2027	LaKesha Bass	10/7/2026
Student Welfare: Crisis Intervention Programs and Training	--	10/1/2027	LaKesha Bass	10/7/2026
Student Welfare: Discipline/Conflict/ Violence Management	--	10/1/2027	LaKesha Bass	2/27/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	--	10/1/2027	LaKesha Bass	2/27/2025
Perkins - Comprehensive Local Needs Assessment	Brooks Humphrey	5/8/2028	LaKesha Bass	10/6/2026