

# Red Oak Independent School District



## Red Oak Middle School

## 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"**

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# Comprehensive Needs Assessment

# Demographics

## Summary

Red Oak Middle School serves the communities of Red Oak, Ovilla, Glenn Heights, Oak Leaf, and Pecan Hill in Ellis County. Red Oak Middle School educates approximately 900 students across grades 6-8.

Red Oak Middle School is comprised of the following ethnic distribution:

- African American 26.5%
- Hispanic 49.5%
- White 19.1%
- American Indian 0.1%
- Asian 1.2%
- Pacific Islander 0.1%
- 2 or more races 3.4%
- Economically Disadvantaged 46.2%
- Emergent Bilingual 16.2%
- At-Risk 51.9%
- SPED 19.0%
- 504 11.4%
- Gifted/Talented 9.8%
- Homeless 0.1%

ROMS demographics show that there is an increase in students identified as: Hispanic, EB, SpEd, 504, and At-Risk.

## Teacher FTE Percentage by Years of Experience for 2024-2025

Beginning Teachers: 5.6%

1 - 5 Years of Experience: 29.4%

6 - 10 Years of Experience: 11.6%

11 - 20 Years of Experience: 31.5%

21 to 30 Years of Experience 12.8%

Over 30 Years of Experience: 18.3%

At ROMS, there is an increase of teachers with 1-5 years of experience, 11-20 years of experience, and over 21 years of experience. 2024-2025 ROMS teacher retention rate is 54% of our staff from the 2024-2025 school year.

## Teacher Ethnicity/Race

African American 35.2%

Hispanic 8%

White 51.3%

American Indian 3.5%

**Red Oak Middle School** Campus #070911041

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Asian 2.1%

ROMS attendance rate increased from 94.9% to 95.0% in the 2024-2025 school year.

**Student Profile: Attendance**

2021-2022 93.5%

2022-2023 94.5%

2023-2024 94.9%

2024-2025 95%

Implementation of PBIS was effective in improving positive behaviors resulting in reduction of referrals written with consequences that require loss of instructional time for some ROMS sub-groups.

Grade	2024-2025	2023-2024				
White	11.5%	13.2%				
African-American	55.1%	48%				
Hispanic	26.9%	33.6%				
Other	6.5%	5.2%				

## Strengths

The campus has demonstrated several notable demographic strengths over the past year. The percentage of students identified as Gifted and Talented increased from 8.5% to 9.8%, reflecting enhanced identification and support for advanced learners. The proportion of White students rose from 16.1% to 19.1%, contributing to a more diverse student population. Encouragingly, the number of students identified as homeless decreased significantly from 0.8% to 0.1%, and the percentage of economically disadvantaged students dropped from 62.7% to 46.2%, indicating positive shifts in student stability and access to resources. Additionally, the campus has seen an increase in the number of teachers with 11–20 years and over 20 years of experience, strengthening instructional capacity through veteran expertise. Student attendance improved from 94.9% to 95%, and disciplinary referrals among White and Hispanic students declined, suggesting progress in student engagement and behavior support systems.

# Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Increase in the number of students in the following demographics: EBs, SpEd, and 504.	Due to the split of campuses ROMS has an increase in the number of students that are identified as EB, SpEd, and 504.
2	Number of referrals has increased for the African American and other demographics from 2023-2024 school year.	Ineffective Campus Management Procedures that culturally affect African Americans and other demographics. Lack of classroom engagement practices and strategies.

★ = Priority

# Student Learning

## Summary

Red Oak Middle School is committed to providing a safe and supportive learning environment for each of our students. 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.

## Campus 2025 STAAR Data: Domain 1

	<i>DNM</i>	<i>App</i>	<i>Meets</i>	<i>Masters</i>	<i>Grade</i>
<b>Reading</b>					
<b>ROMS</b>	27% (↓ 1)	73% (↑ 1)	46% (↓ 1)	19% (↓ 2)	<b>C</b>
6 <sup>th</sup> Grade	31% (↑ 5)	69% (↓ 5)	43% (↓ 10)	17% (↓ 5)	C
7 <sup>th</sup> Grade	24% (↓ 7)	76% (↑ 7)	51% (↑ 6)	21% (0)	B
8 <sup>th</sup> Grade	25% (↑ 3)	75% (↓ 3)	44% (↓ 5)	18% (↓ 5)	C
<b>Math</b>					
<b>ROMS</b>	38% (↓ 3)	62% (↑ 3)	34% (↑ 6)	11% (↑ 5)	<b>D</b>
6 <sup>th</sup> Grade	33% (↓ 2)	67% (↑ 2)	27% (↓ 7)	7% (↓ 3)	D
7 <sup>th</sup> Grade	65% (↑ 8)	35% (↓ 8)	15% (↓ 4)	1% (↓ 2)	F
8 <sup>th</sup> Grade	31% (↓ 2)	69% (↑ 2)	45% (↑ 12)	13% (↑ 7)	C
Algebra I	3% (↑ 3)	97% (↓ 3)	79% (↓ 12)	55% (↓ 4)	A
<b>Science</b>					
ROMS	34% (↓ 8)	66% (↑ 8)	40% (↑ 8)	14% (↑ 6)	<b>C</b>
<b>History</b>					
ROMS	50% (↑ 1)	50% (↓ 1)	25% (↓ 2)	13% (↓ 2)	<b>F</b>

## Closing the Gap Dara (Domain 3):

Component	Total Earned Points	Total Possible Points	Component Points	Weight	Total Points
Academic Achievement	13	32	40.6	30.0%	12.2
Growth Status	3	32	9.4	50.0%	4.7
ELP Status	3	4	75.0	10.0%	7.5
Student Success Status	2	16	12.5	10.0%	1.3
<b>Closing the Gaps Score</b>					<b>26</b>

## TELPAS Data:

Progress in Achieving English Language Proficiency (EB/EL Current)									
2025 Target									44%
Next Interim Target (2027-28 through 2031-32)									46%
Long Term Target (2037-38)									50%
Points Earned									3
2025 TELPAS Progress Rate									45%
2025 TELPAS Progress									92
2025 TELPAS Total									204
2024 TELPAS Progress Rate									46%
<b>Total Points</b>									<b>3</b>
									<b>4</b>

## Strengths

### Reading Strengths:

- Overall decrease in the # of DNM and an increase in the # of approaches.
  - 7th Grade Reading decreased the # of DNM, Increased the # of App & meets

### Math Strengths:

- Overall decreased the number of DNM and Increased App, Meets, & Masters
  - 6th Grade Math decreased # of DNM and Increased the # of App
  - 8th Grade Math decreased # of DNM and increased the # of App, Meets, & Masters
  - Algebra I data supersedes the 90/60/30 goal

### Science Strengths:

- Overall decreased the # of DNM and increased App, Meets, & Masters

## TELPAS Data:

- 45% of students made progress and met the interim target



# Problem Statements Identifying Student Learning Needs

## Problem Statement

## Root Cause

1  
★

6th grade and 8th grade reading shows an increase in the number of students in the DNM category and a decrease in the number of students in App, Meets, & Masters.

Reading teachers are not systematically monitoring student progress toward mastery of TEKS-aligned reading objectives. Additionally, data-driven interventions are not being consistently developed or executed for students requiring additional support.

2  
★

Algebra I and 7th grade shows an increase in the number of students in the DNM and a decrease in the Approaches category. 6th Grade, 7th Grade & Algebra I shows a decrease in the number of students in the Meets and Masters category.

There is insufficient knowledge in data-driven instruction, intervention planning, and core math content. Teachers lack access to structured systems for monitoring mastery and need support in building both pedagogical and content expertise to meet diverse student needs.

3  
★

History data shows an increase in the # of students in DNM category and a decrease in the # of students in the App, Meets, & Master categories.

There has been insufficient focus on historical thinking skills, content-specific pedagogy, and the use of primary and secondary sources. Teachers lack access to structured support for building content expertise and strategies for helping students analyze and infer meaning from historical texts and contexts.

★ = Priority

# School Processes & Programs

## Summary

Red Oak Middle School uses multiple resources to help provide focus for curriculum, instruction, and assessment. Each week, grade level PLCs meet and implemented Texas Instructional Leadership strategies including learning standards breakdown, data analysis, formative assessment, and exit tickets. Student progress is monitored through informal and formal assessments, along with focused tutorials and interventions. RtI became a focus due to the lack of implementation at ROMS. 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 special courses and programs such as special education, dyslexia, LPAC, technology(1:1 student device ratio), fine arts, and electives promote and provide support for the standard of assessment utilized by our campus and district. Our EB students are also assessed formally each year by the Texas English Language Proficiency Assessment System (TELPAS). All assessment data, whether formal or informal, is disaggregated and analyzed to drive instructional needs.

The Leadership Team meets weekly to discuss school programs and processes. Instructional Coaches lead Learning Opportunities geared toward providing professional development for teachers and paras. Teachers are given monthly climate and culture surveys that are analyzed to foster continuous improvement.

## Strengths

- The district curriculum based assessments (CBA's) are created with teacher input.
- There is a process in place for teachers to review the assessments and give feedback as to what they feel should be changed.
- CBA's use multiple representations such as graphs, diagrams, tables, charts, etc.
- They also include higher order thinking and multi-step processing.
- Staff will also utilize common formative assessments (campus-based) to track student growth and progress.
- Every week, teachers hold a PLC meeting to discuss the data as a group, and develop a plan for intervention based on this data.
- Suite 360 has been implemented to provide behavior framework and intervention for all students.
- PBIS and Restorative Practices.
- Consistent expectations and management.

# Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Teachers are writing referrals and not utilizing PBIS strategies i the classroom.	Lack of formal training for teachers on how to address behavior in the classroom.
2 ★	Lack of formal processes for decision making, discipline procedures, data analysis, and internalizations of lessons during PLC.	Lack of creation and follow through from the admin team and other stakeholders.

★ = Priority

# Perceptions

## Summary

It is our goal at Red Oak Middle School to represent The 4 Talons of the Hawk: Grit, Reach, Legacy Through Service, and Academic Readiness. The culture at ROMS is one that is improving and has begun to set high expectations for all. The staff, parents, and students are committed to growth and success of our campus. Our school is a safe environment where students can freely express themselves, highlighting their individuality and setting a standard for learning. Students are meeting the expectations set by the district and campus leadership.

## Strengths

ROMS students, staff, and parents acknowledge the improved culture on campus and are working diligently to maintain the standards. Positive referrals and PBIS are the focus of rewarding student behavior over highlighting misbehaviors. Our campus PTA is active and continually growing and providing opportunities for families and students. Campus volunteers serve on campus to assist with needs. Hawk Dads and Hawk Moms are structured to increased parental involvement and strengthen family and school relationships.

### Staff Leadership Strengths

- Increased teacher leadership opportunities during weekly PLC planning and monthly professional development trainings on campus.
- Campus Leadership Team meet weekly to analyze campus data.
- Staff committees utilized to create and cultivate special opportunities for students.

### Safe and Orderly Schools

- Strengths Full-time, armed Red Oak ISD PD police officer on site during the school day and at after hours events.
- Two security team members are housed at ROMS daily.
- Campus holds monthly safety drills using the RAPTOR technology system.
- Weekly door audits are executed by PD.


### Student Leadership Strengths

- UIL Academic Competitions
- Yearbook Committee
- ROMS Student Council
- National Junior Honor Society

# Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
<p><b>1</b> Parents of Red Oak Middle School have indicated that leadership does not effectively communicate.</p>	<p>Disconnect between school and community.</p>
<p><b>2</b> Parents believe admin fails to address parental concerns.</p>	<p>Lack of follow up from administration and communication from school.</p>

 = Priority



# Priority Problem Statements

# Problem Statements Identifying Demographics Needs

## Problem Statement

## Root Cause

1



Increase in the number of students in the following demographics: EBs, SpEd, and 504.

Due to the split of campuses ROMS has an increase in the number of students that are identified as EB, SpEd, and 504.

 = Priority

# Problem Statements Identifying Student Learning Needs

## Problem Statement

## Root Cause

1  
★

6th grade and 8th grade reading shows an increase in the number of students in the DNM category and a decrease in the number of students in App, Meets, & Masters.

Reading teachers are not systematically monitoring student progress toward mastery of TEKS-aligned reading objectives. Additionally, data-driven interventions are not being consistently developed or executed for students requiring additional support.

2  
★

Algebra I and 7th grade shows an increase in the number of students in the DNM and a decrease in the Approaches category. 6th Grade, 7th Grade & Algebra I shows a decrease in the number of students in the Meets and Masters category.

There is insufficient knowledge in data-driven instruction, intervention planning, and core math content. Teachers lack access to structured systems for monitoring mastery and need support in building both pedagogical and content expertise to meet diverse student needs.

3  
★

History data shows an increase in the # of students in DNM category and a decrease in the # of students in the App, Meets, & Master categories.

There has been insufficient focus on historical thinking skills, content-specific pedagogy, and the use of primary and secondary sources. Teachers lack access to structured support for building content expertise and strategies for helping students analyze and infer meaning from historical texts and contexts.

★ = Priority

# Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
<p data-bbox="152 327 196 478">1 ★</p> <p data-bbox="272 317 792 411">Lack of formal processes for decision making, discipline procedures, data analysis, and internalizations of lessons during PLC.</p>	<p data-bbox="906 317 1479 380">Lack of creation and follow through from the admin team and other stakeholders.</p>

★ = 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
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results

- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data

- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends
- School Behavioral Threat Assessment Data (Senate Bill 11)

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-P ESS data
- Staff mobility/stability
- Support structures: mentors
- Teacher recruitment/retention rates and other data
- Classroom and school walkthrough data

## Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

## Support Systems and Other Data

- Organizational structure data**
- Processes and procedures for teaching and learning, including program implementation**
- Study of best practices and high yield strategies**
- Technology and resource allocation data**
- Enrichment course/materials**
- Scope and Sequence; Pacing Guides; and Other Focus Documents**



# Goals

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

## Performance Objective 1 High Priority

By May 2026, the percentage of students at the Meets level on the STAAR Reading assessment will increase from 46% to 55%, as measured by STAAR results, through targeted instruction, progress monitoring, and data-driven interventions.

**Evaluation Data Source:** CBAs, Exit Tickets, Interim Assessments, I-ready reports, Bluebonnet Unit Assessments

### Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Implement campus-wide progress monitoring using TEKS-aligned formative assessments.

**Evidence that Demonstrates Success:** Campus STAAR Data Tracker, Teacher Data Analysis Protocol

**Staff Responsible for Monitoring:** Administration, Instructional Coaches, Content Teachers

**Problem Statements:** Student Learning 1 - School Processes & Programs 2

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

#### Formative Reviews

December

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### Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

Provide professional development on analyzing reading data and designing targeted interventions.

**Evidence that Demonstrates Success:** Professional Development Calendar, PLC Agendas & Calendars, Data Analysis Tools, Intervention Plans/Updated Instructional Calendars

**Staff Responsible for Monitoring:** Administration and Instructional Coaches

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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**Strategy 3**  **Targeted Support Strategy**  **Additional Targeted Support Strategy**

Use small-group instruction and tiered supports for students not meeting benchmarks.

**Evidence that Demonstrates Success:** Lesson Plans, Data Analysis Meetings, Instructional Calendars

**Staff Responsible for Monitoring:** Administration, Instructional Coach, & Department Chair

**Problem Statements:** Student Learning 1

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Formative Reviews**

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## Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1	6th grade and 8th grade reading shows an increase in the number of students in the DNM category and a decrease in the number of students in App, Meets, & Masters.
	Reading teachers are not systematically monitoring student progress toward mastery of TEKS-aligned reading objectives. Additionally, data-driven interventions are not being consistently developed or executed for students requiring additional support.

## Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
2	Lack of formal processes for decision making, discipline procedures, data analysis, and internalizations of lessons during PLC.
	Lack of creation and follow through from the admin team and other stakeholders.

## Performance Objective 2 High Priority

By May 2026, the percentage of students at the Meets level on the STAAR Math assessment will increase from 34% to 55%, as measured by STAAR results, through enhanced data analysis practices, mastery tracking, and implementation of effective intervention strategies.

**Evaluation Data Source:** CBAs, Exit Tickets, Interim Assessments, I-ready reports, Bluebonnet Unit Assessments

### Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Train teachers on using data to track mastery of math TEKS and identify learning gaps.

**Evidence that Demonstrates Success:** Professional Development Calendar, PLC Agendas & Calendars, Data Analysis Tools, Intervention Plans/Updated Instructional Calendars

**Staff Responsible for Monitoring:** Administration, Curriculum & Instruction, Instructional Coach, Department Chairs

**Problem Statements:** Demographics 1 - Student Learning 2 - School Processes & Programs 2

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

## Formative Reviews

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### Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

Provide coaching on intervention strategies, including manipulatives, math discourse, and problem-solving routines.

**Evidence that Demonstrates Success:** Professional Development Calendar, PLC Agendas & Calendars, Intervention Plans,

**Staff Responsible for Monitoring:** Administration, Curriculum & Instruction Team, Department Chair, & Instructional Coach

**Problem Statements:** Demographics 1 - Student Learning 2 - School Processes & Programs 2

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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### Strategy 3 Targeted Support Strategy Additional Targeted Support Strategy

Integrate math fluency and conceptual understanding activities into daily instruction.

**Evidence that Demonstrates Success:** Instructional Calendars, Lesson Internalizations for Bluebonnet, PLC Agendas

**Staff Responsible for Monitoring:** Administration, Instructional Coach, Department Chair, Teachers

**Problem Statements:** Student Learning 2

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

## Formative Reviews

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### Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Increase in the number of students in the following demographics: EBs, SpEd, and 504.

Due to the split of campuses ROMS has an increase in the number of students that are identified as EB, SpEd, and 504.

### Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

Algebra I and 7th grade shows an increase in the number of students in the DNM and a decrease in the Approaches category. 6th Grade, 7th Grade & Algebra I shows a decrease in the number of students in the Meets and Masters category.

There is insufficient knowledge in data-driven instruction, intervention planning, and core math content. Teachers lack access to structured systems for monitoring mastery and need support in building both pedagogical and content expertise to meet diverse student needs.

### Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

Lack of formal processes for decision making, discipline procedures, data analysis, and internalizations of lessons during PLC.

Lack of creation and follow through from the admin team and other stakeholders.

### Performance Objective 3 High Priority

By May 2026, the percentage of students at the Meets level on the STAAR Science assessment will increase from 44% to 55%, and the percentage of students achieving Masters level will increase from 14% to 20.5%, as measured by STAAR results, through improved instructional planning, use of hands-on inquiry-based learning, and targeted support for advanced learners.

**Evaluation Data Source:** CBAs, Exit Tickets, Interim Assessments, I-ready reports, Bluebonnet Unit Assessments

#### Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Provide professional development on inquiry-based science instruction and hands-on labs.

**Evidence that Demonstrates Success:** PLC Agendas, Professional Development Calendar, Lesson Internalization, Instructional Calendars

**Staff Responsible for Monitoring:** Administrators, Instructional Coach, Curriculum & Instruction Dept., & Teachers

**Problem Statements:** School Processes & Programs 2

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Formative Reviews

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### Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

Use data to identify students needing enrichment or intervention and provide differentiated instruction.

**Evidence that Demonstrates Success:** Data Analysis Tool, Campus STAAR Performance Tracker

**Staff Responsible for Monitoring:** Administration, Instructional Coach, Department Chair, & Teachers

**Problem Statements:** School Processes & Programs 2

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Formative Reviews

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### Strategy 3 Targeted Support Strategy Additional Targeted Support Strategy

Use exit tickets and formative assessments to monitor understanding and reteach as needed.

**Evidence that Demonstrates Success:** Campus STAAR Tracker, Data Analysis

**Staff Responsible for Monitoring:** Administration, Instructional Coach, Teachers, & Department Chair

**Problem Statements:** School Processes & Programs 2

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Formative Reviews

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### Strategy 4 Targeted Support Strategy Additional Targeted Support Strategy

Support teachers in planning lessons that connect scientific concepts across grade levels.

**Evidence that Demonstrates Success:** TEKS Analysis, Lesson Internalization, & PLC Agendas

**Staff Responsible for Monitoring:** Administration & Instructional Coach

**Problem Statements:** Demographics 1

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Formative Reviews

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## Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Increase in the number of students in the following demographics: EBs, SpEd, and 504.

Due to the split of campuses ROMS has an increase in the number of students that are identified as EB, SpEd, and 504.

## Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

Lack of formal processes for decision making, discipline procedures, data analysis, and internalizations of lessons during PLC.

Lack of creation and follow through from the admin team and other stakeholders.

## Performance Objective 4 High Priority

By May 2026, the percentage of students at the Meets level on the STAAR Social Studies assessment will increase from 25% to 55%, and the percentage of students achieving Masters level will increase from 13% to 18%, as measured by STAAR results, through strengthened teacher content knowledge, use of primary and secondary sources, and explicit instruction in historical inference and analysis.

**Evaluation Data Source:** CBAs, Exit Tickets, Interim Assessments, I-ready reports, Bluebonnet Unit Assessments

### Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Provide targeted professional development on historical content, use of primary/secondary sources, and historical thinking skills.

**Evidence that Demonstrates Success:** Professional Development Calendar, PLC Agendas, Lesson Internalization

**Staff Responsible for Monitoring:** Curriculum & Instruction, Administration, Instructional Coach, & Department Chair

**Problem Statements:** Demographics 1 - Student Learning 3

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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### Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

Model and practice inference-making using historical texts, maps, and artifacts.

**Evidence that Demonstrates Success:** Lesson Internalization & PLC Agendas

**Staff Responsible for Monitoring:** Curriculum & Instruction, Instructional Coach, & Teachers

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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### Strategy 3 Targeted Support Strategy Additional Targeted Support Strategy

Implement structured writing tasks that require evidence-based reasoning.

**Evidence that Demonstrates Success:** Lesson Internalization, Lesson Plans, PLCs

**Staff Responsible for Monitoring:** Administration, Instructional Coach, Department Chair, & Teachers

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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## Performance Objective 4 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Increase in the number of students in the following demographics: EBs, SpEd, and 504.

Due to the split of campuses ROMS has an increase in the number of students that are identified as EB, SpEd, and 504.

## Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

3

History data shows an increase in the # of students in DNM category and a decrease in the # of students in the App, Meets, & Master categories.

There has been insufficient focus on historical thinking skills, content-specific pedagogy, and the use of primary and secondary sources. Teachers lack access to structured support for building content expertise and strategies for helping students analyze and infer meaning from historical texts and contexts.

## Performance Objective 5

By May 2026, the percentage of Emergent Bilingual (EB) students TELPAS Progress Rate will increase from 45% to 50%, as measured by district benchmark assessments and TELPAS performance data, through targeted instructional interventions and progress monitoring.

**Evaluation Data Source:** TELPAS, CBAs, Interim Assessments

### Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Implement Tier 2 and Tier 3 interventions for students below grade level that allows students the opportunity to listen, speak, read and write.

**Evidence that Demonstrates Success:** Lesson Internalizations, Data Analysis Intervention

**Staff Responsible for Monitoring:** Instructional Coaches, EB Teacher, Administrators

**Problem Statements:** Demographics 1

**Title I:** 2.5.1, 2.5.3

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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### Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

Provide training for teachers on differentiated instruction and progress monitoring tools that focus on the improvement of EB students.

**Evidence that Demonstrates Success:** PLCs, Lesson Internalization, Professional Development Calendar

**Staff Responsible for Monitoring:** Instructional Coaches, EB Teacher, Administration

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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# Performance Objective 5 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Increase in the number of students in the following demographics: EBs, SpEd, and 504.

Due to the split of campuses ROMS has an increase in the number of students that are identified as EB, SpEd, and 504.

# Goal 2 Human Resources: Intentional progress to hire and retain high-quality staff to ensure best learning.

## Performance Objective 1

By August 2026, the campus will increase the retention rate of high-quality instructional staff by 10% and ensure that 100% of core content positions are filled with certified, highly qualified teachers, through intentional recruitment efforts, professional support systems, and staff recognition initiatives.

**Evaluation Data Source:** Master Campus Calendar, Staff Retention Data, Staff Surveys

### Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Partner with district HR to actively recruit certified teachers through job fairs, university outreach, and targeted postings.

**Evidence that Demonstrates Success:** Hiring Rate, Staff retention data

**Staff Responsible for Monitoring:** Principal ,Assistant Principals, HR

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

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### Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

Implement a structured onboarding and mentorship program for new teachers to support instructional growth and campus integration.

**Evidence that Demonstrates Success:** Mentor/Mentee Meetings, PLCs

**Staff Responsible for Monitoring:** Principal, Mentor Leader, Dept. Chairs, Instructional Coaches

**TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

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### Strategy 3 Targeted Support Strategy Additional Targeted Support Strategy

Establish a teacher recognition program to celebrate instructional excellence and commitment.

**Evidence that Demonstrates Success:** Master Calendar

**Staff Responsible for Monitoring:** Principal, Administrative Assistant, Instructional Coaches

**TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

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# Goal 3 Finance: Maintain fiscal stewardship and accountability to ensure financial stability and transparency.

## Performance Objective 1

By August 2026, the campus will maintain 100% compliance with district and state financial guidelines and improve transparency by publishing quarterly budget updates and resource allocation summaries, ensuring fiscal stewardship and supporting strategic instructional priorities.

**Evaluation Data Source:** Budget Reports, Board of Control Meetings

### Strategy 1

Conduct quarterly internal audits to ensure budget alignment with campus goals and TEA requirements.

**Evidence that Demonstrates Success:** Budget Reports

**Staff Responsible for Monitoring:** Principal & Administrative Assistant

**ESF Levers:** Lever 1: Strong School Leadership and Planning

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### Strategy 2

Share budget updates with stakeholders through newsletters, staff meetings, and campus website postings.

**Evidence that Demonstrates Success:** Hawk Weekly, Parent Meeting Agendas

**Staff Responsible for Monitoring:** Principal

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

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# Goal 4 Growth, Facilities, Security: Prioritize and allocate resources to ensure safety and security and appropriate facilities.

## Performance Objective 1

By August 2026, the campus will improve safety and facility readiness by completing 100% of scheduled maintenance and safety upgrades, conducting monthly safety audits, and ensuring all instructional spaces meet district standards for functionality and security.

**Evaluation Data Source:** Maintenance Reports, Work Order Submissions

### Strategy 1

Collaborate with district operations to prioritize and schedule facility repairs and upgrades based on campus needs assessments.

**Evidence that Demonstrates Success:** Meeting Agendas & Updates

**Staff Responsible for Monitoring:** Principal

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

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### Strategy 2

Engage stakeholders (staff, students, parents) in providing feedback on facility and safety concerns through surveys and committee meetings.

**Evidence that Demonstrates Success:** Stakeholder Surveys, Meeting Agendas

**Staff Responsible for Monitoring:** Principal & Administrative Assistant

**TEA Priorities:** Recruit, support, retain teachers and principals

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

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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

By August 2026, the campus will increase community engagement by establishing at least two new partnerships with local organizations and improving stakeholder communication by maintaining monthly updates via newsletters, social media, and campus meetings, to support student success and ensure transparency.

**Evaluation Data Source:** Community & Parent Meeting Agendas, Newsletters, Social Media Postings

### Strategy 1

Develop a campus communication plan that includes regular updates through multiple platforms (email, social media, website, printed newsletters).

**Evidence that Demonstrates Success:** Social Media Postings, Newsletters, Committee Agendas

**Staff Responsible for Monitoring:** Principal, Social Media Team

**TEA Priorities:** Recruit, support, retain teachers and principals

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

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### Strategy 2

Host quarterly community forums or family engagement nights to share campus progress and gather feedback.

**Evidence that Demonstrates Success:** Master Calendar, Agendas & Sign-In Sheets, Surveys

**Staff Responsible for Monitoring:** Principal, Department Chairs, Extra-Curricular Departments, Counselors

**Title I:**

**TEA Priorities:** Improve low-performing schools

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

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# **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