

Rockwall Independent School District

Ursula Rakow Middle School

2025-2026 Campus Improvement Plan

Accountability Rating: Not Rated



Mission Statement

As Raptors, we soar to success.

Core Values

- S**- Support one another. We lift each other up, embrace differences, and work as a team
- O** - Own Your Actions. We make honest choices and take accountability for what we do.
 - A**- Aim for Excellence. We set high standards, work hard, and grow every day.
 - R**- Respect Everyone. We treat all people with kindness, dignity, and empathy.

Vision

At Rakow Middle School, our vision is to be a vibrant community where every student feels a sense of belonging, takes pride in their growth, and is inspired to soar to new heights. We cultivate confident, compassionate, and creative learners who embrace challenges, value differences, and lead with integrity.

Value Statement

Motto:

Strive. Succeed. Soar.

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Comprehensive Needs Assessment

Revised/Approved: September 26, 2025

Demographics

Demographics Summary

RMS Demographics Summary:

1. American Indian or Alaskan Native = 5 students
2. Asian = 48 students
3. Black or African American = 219
4. White = 472 students
5. Hispanic/Latino = 298 students

Males = 569

Females = 531

6th = 366

7th = 347

8th = 386

Demographics Strengths

Our school values its diverse student body. This diversity enables students to share ideas, learn from one another, and build connections that foster both academic and personal growth.

Our diverse student body strengthens the campus by bringing different perspectives that support learning, problem-solving, and academic growth.

Our school enrollment includes 569 male students and 531 female students. This balance provides students with opportunities to engage with a diverse range of peers and perspectives, fostering a well-rounded school experience.

Our student body is evenly distributed across the 6th, 7th, and 8th grades, with each grade level bringing its own unique energy and enthusiasm to the school. This

distribution allows us to tailor our educational programs to meet the developmental needs of each age group, ensuring that all students receive the support and resources they need to succeed academically and socially.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The school has 353 students identified as economically disadvantaged. Many of these students demonstrate an additional need for support in Reading and Math.

Root Cause: It is not uncommon for middle school students to have some learning gaps. Through intervention time, we will work to bridge those learning gaps.

Student Achievement

Student Achievement Summary

STAAR scores from previous school year:

5th Grade Math: 75% Approaches, 47% Meets, 19% Masters

6th Grade Math: 86% Approaches, 57% Meets, 23% Masters

7th Grade Math: 53% Approaches, 30% Meets, 3% Masters

5th Grade RLA: 84% Approaches, 68% Meets, 34% Masters

6th Grade RLA: 85% Approaches, 71% Meets, 38% Masters

7th Grade RLA: 79% Approaches, 59% Meets, 33% Masters

5th Grade Science: 64% Approaches, 27% Meets, 10% Masters

Student Achievement Strengths

64% of last year's 6th graders mastered RLA STAAR in May. 34% of last year's 5th graders mastered RLA STAAR.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Our students did not display 90% approaches, 70% meets, and 40% masters on STAAR in May of 2025

Root Cause: Averages as of May 2025 were for current students in their previous grades last year. Approaches: 72% Meets: 52% Masters: 27%

School Culture and Climate

School Culture and Climate Summary

Through consistent campus practices and procedures, we have built a school culture where students buy into school expectations and procedures. With our "Good Standing" program, students receive rewards and privileges for consistently demonstrating the high values of Rakow Middle School. These privileges include access to:

1. Campus food truck events
2. School dances
3. Talon Take Out And Snack Attack
4. Staff-student volleyball and basketball games
5. Raptorpalooza

School Culture and Climate Strengths

Students generally buy into Raptor Way campus expectations. Through our tardy algorithm, students are held accountable for getting to class on time. Students who accumulate tardies could be placed on loss of privilege and lose access to campus recognition events.

Teachers utilize Minga Pass to release students to the restroom during classes. We protect the first and last 10 minutes of each class period to keep students in class.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: 8% of the student population has accumulated 80% of the class tardies so far this school year.

Root Cause: We must teach the expectations and behaviors of getting to class on time each day. By providing rewards and privileges to students who consistently arrive to class on time, we can continue to push out positive expectations.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff come from many different Rockwall ISD schools and other districts.

Staff Quality, Recruitment, and Retention Strengths

We will seek to have high retention of current teachers after year one.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Four teachers on our campus are first year teachers. They have all been paired with mentor teachers as part of the RISD BEST Program.

Root Cause: Opening up a new campus has unique recruiting challenges.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Implement Fundamental 5 components in every class, every day.

Ensure a guaranteed and viable curriculum, where we collaboratively follow the district curriculum documents, focusing on the essential standards to ensure one year of growth.

Each PLC commits to following a template that asks the 4 questions and follows the Data Dig process.

Students are getting Tier 2 and 3 instruction time where the groups are essential standard, data driven during Talon Time.

Ensure high levels of learning for SpEd, 504, EB, and MTSS students.

Curriculum, Instruction, and Assessment Strengths

Our teachers have access to a guaranteed and viable curriculum that they teach on a daily basis to ensure strong tier 1 instruction Core subjects and Lote teachers follow a PLC model for success. Students have access to tier 2 intervention during Talon Time and tier 3 intervention as part of lab classes.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teachers come from many different campuses and districts.

Root Cause: We have provided training to our teachers regarding curriculum and instruction. We believe that teachers have high alignment with the TEKS.

Priority Problem Statements

Problem Statement 1: Our students did not display 90% approaches, 70% meets, and 40% masters on STAAR in May of 2025

Root Cause 1: Averages as of May 2025 were for current students in their previous grades last year. Approaches: 72% Meets: 52% Masters:27%

Problem Statement 1 Areas: Student Achievement

DRAFT

Goals

Goal 1: For the 2025-2026 school year, Rakow Middle School will earn an A rating with TEA,

Performance Objective 1: For the 2025-2026 school year, across all STAAR assessments, RMS will earn a student achievement average of 90% approaches grade level, 70% meets grade level, and 40% masters grade level.

Strategy 1 Details		Reviews			
Strategy 1: Implement Fundamental 5 components in every class, every day. Administrators and teacher leadership team provided professional development session in the fall to teachers in: 1. Framing the lesson 2. Working in the power-zone 3. Frequent, small-group, purposeful talk 4. Recognize and reinforce 5. Critical writing Administrators will each conduct 10 F5 data walks per week and periodically meet to go over results and/or reteach. Strategy's Expected Result/Impact: The Fundamental 5 strategies will increase writing proficiency across all subjects. Staff Responsible for Monitoring: Principal, assistant principals, and department heads. ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1		Formative			Summative
		Dec	Feb	Apr	June
Strategy 2 Details		Reviews			
Strategy 2: We will ensure a guaranteed and viable curriculum, where we collaboratively follow the district curriculum documents, focusing on the essential standards. Strategy's Expected Result/Impact: Ensure one year of growth for each student. Staff Responsible for Monitoring: Team leads, Department heads, Principal, Assistant principals. ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1		Formative			Summative
		Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Each PLC will meet every week to address the 4 PLC questions using a department consistent agenda. 1. What do we want students to learn? 2. How will we know if they've learned it? 3. What will we do if they don't learn? 4. What will we do if they already know it? Strategy's Expected Result/Impact: PLCs will meet their agreed upon student growth goals. Staff Responsible for Monitoring: PLC teams, Department heads, Principal, Assistant principals, Testing coordinator. ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Achievement 1	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Students who are struggling academically will receive tier 2 instruction during the set aside intervention time. Students needing tier 3 instruction in Reading and Math will be placed in the Lab classes for intensive tier 3 support. Strategy's Expected Result/Impact: 60% of students who did not meet on Staar last year, will score approaches or meets this year. Staff Responsible for Monitoring: Testing coordinator, Assistant principals, Lab teachers, Talon Time teachers, Principal ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Achievement 1	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: PLC teams will conduct Data Digs after every unit exam (CCA) to determine reteach and intervention strategies. Administrators will present exam data in the administrator PLC weekly. Strategy's Expected Result/Impact: Ensure high levels of growth for students. Staff Responsible for Monitoring: Testing coordinator, Assistant principals, Lab teachers, Talon Time teachers, Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1	Formative			Summative
	Dec	Feb	Apr	June

Strategy 6 Details	Reviews			
Strategy 6: We will implement an effective intervention and monitoring to support students identified in Special Education, 504, Emerging Bilingual, and Multi-Tiered System of Support. Case managers will play an active role in teacher, student, and parent communication Strategy's Expected Result/Impact: 1. Earn TELPAS point 2. One year of growth for students Staff Responsible for Monitoring: Case managers, Assistant principals, Principal, Testing coordinator ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Achievement 1	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: We will utilize positive attendance for morning and afternoon tutorials and Talon Time to track student attendance in tutoring/intervention times. Strategy's Expected Result/Impact: Positive attendance for tutoring and intervention time provides stakeholders with actionable data for student growth throughout the school year. Problem Statements: Student Achievement 1	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Our students did not display 90% approaches, 70% meets, and 40% masters on STAAR in May of 2025 Root Cause: Averages as of May 2025 were for current students in their previous grades last year. Approaches: 72% Meets: 52% Masters:27%

Goal 2: Rakow Middle School will promote and foster a safe learning environment where students take pride in their school.

Performance Objective 1: Administrators and SRO will perform all necessary safety drills in compliance with state and local policy.

Strategy 1 Details	Reviews			
Strategy 1: Safety team will meet before and after each drill to go over requirements and garner feedback. Strategy's Expected Result/Impact: Drills will be conducted according to Rockwall ISD expectations and entered into the documentation system in a timely manner. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: School administration and SRO will train campus staff in Standard Response Protocol for safety drills. Strategy's Expected Result/Impact: Staff will have a high knowledge of safety drill protocols.	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Rakow Middle School will promote and foster a safe learning environment where students take pride in their school.

Performance Objective 2: The school will implement a PBIS system that rewards positive student behaviors by granting to students who consistently follow the Student Code of Conduct.

Strategy 1 Details	Reviews			
Strategy 1: Students in good standing will have access to campus rewards, which could include, food truck events, school dances, and student recognition events. Strategy's Expected Result/Impact: As part of the school's PBIS plan, students will be rewarded for consistently following the Student Code of Conduct. Staff Responsible for Monitoring: Assistant principals.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: We will utilize Minga Pass to for student hall passes during school hours. Strategy's Expected Result/Impact: Increased student presence in class during instructional time. ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				