Red Oak Independent School District

Red Oak Middle School

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

Demographics

Summary

Red Oak Middle School serves the communities of Red Oak and Pecan Hill in Ellis County. Red Oak Middle School educates approximately 753 students across grades 6-8.

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

- African American 26.6%
- Hispanic 49.8%
- White 18.9%
- American Indian 0.13%
- Asian 1.2%
- Pacific Islander 0.13%
- 2 or more races 3.3%
- Economically Disadvantaged 59%
- Emergent Bilingual 16.6%
- At-Risk 52.3%
- SPED 19.1%
- 504 11.3%
- Gifted/Talented 9.6%
- Homeless 0.27%

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 2025-2026

Beginning Teachers: 15.6%

1 - 5 Years of Experience: 22.9%

6 - 10 Years of Experience: 11.7%

11 - 20 Years of Experience: 39.8%

21 to 30 Years of Experience 10%

Over 30 Years of Experience: 0%

Teacher Ethnicity/Race

African American 24.2%

Hispanic 18.7%

White 54.2%

American Indian 1.1%

Asian 0.3%

ROMS attendance rate increased from 95% to 95.5% in the 2025-2026 school year.

Student Profile: Attendance

2021-2022: 93.5%

2022-2023: 94.5%

2023-2024: 94.9%

2024-2025: 95%

2025-2026: 95.5%

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Increase in the number of students who are economically disadvantaged.	-District wide growth and change in overall district demographics -Improved identification and qualification processes (lunch forms)

★ = 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

	DNM	Approaches	Meets	Masters
6th Grade Math	**29**	**71**	**35**	**11**
6th Grade ELAR	25	75	46	21
7th Grade Math	86	14	4	0
7th Grade ELAR	28	72	46	24
8th Grade Math	35	65	32	7
8th Grade ELAR	20	80	51	21
8th Grade Science	31	69	42	17
8th Grade Social Studies	42	58	35	14

Strengths

ELAR is nearing our stated goal of 80/50/20 (Approaches/Meets/Masters)

Each grade level achieved at least 20% Masters on STAAR

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Math at all grade levels is showing gaps that are impacting STAAR data.	Student foundation to include computation, recurring TEKS, and word problems
2 ★	STAAR data shows that students do not meet minimum grade level progress (Meets) at a high rate	Focus has previously been on "passing" (Approaches), but the measure of expected progress must focus on a Meets/Masters percentage.

★ = Priority

School Processes & Programs

Summary

- PLCs for content teachers
- Walkthroughs (individual and collaborative)
- Coaching loops
- Common Curriculum (Internalization)
- MTSS
- Data meetings
- Exit Tickets/Formative Assessments/CBAs
- Structured Interventions
- PBIS

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.
- PLCs to discuss the data as a group, and develop a plan for intervention based on data - Once weekly for Science and SS, Twice weekly for ELAR and Math
- Consistent expectations and management.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Assessment data (CBA) is showing low mastery percentages	Misalignment of classroom activities and formative assessments/exit tickets
2 ★	Recruitment and retention of qualified staff	Staff morale - climate and culture goals are not aligned from an administrator/teacher perspective

★ = Priority

Perceptions

Summary

We utilize teacher and stakeholder surveys to solicit feedback to improve practices. We also respond to data - academic, behavioral, attendance, etc - to make informed decisions that impact student outcomes positively. We communicate weekly to ensure upcoming events and emergent information makes its way to the community. Additionally, we utilize social media to celebrate staff and create a welcoming culture and climate.

Strengths

Alignment: Administrators meet weekly to ensure processes are streamlined for impacted stakeholders

Monitoring: Campus leaders monitor processes and adjust as necessary when there are campus needs.

Fostering relationships: Staff is present in the hall and at duty, building relationships with students that have decreased disciplinary infractions.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Staff and parents desire more methods of communication.	Because technological platforms have diversified, preferred methods of contact have become more expansive. As a staff, we are increasing our Parent Square utilization to ensure messages are replicated in 3 ways.
2	Staff - particularly new teachers - feel overwhelmed with expectations and managing the day-to-day operations of education.	While expectations are aligned district wide, teachers are receiving information and guidance from multiple factions with different purviews. This leads to an increased workload for teachers.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Increase in the number of students who are economically disadvantaged.	-District wide growth and change in overall district demographics -Improved identification and qualification processes (lunch forms)
2 ★	Math at all grade levels is showing gaps that are impacting STAAR data.	Student foundation to include computation, recurring TEKS, and word problems
3 ★	STAAR data shows that students do not meet minimum grade level progress (Meets) at a high rate	Focus has previously been on "passing" (Approaches), but the measure of expected progress must focus on a Meets/Masters percentage.
4 ★	Recruitment and retention of qualified staff	Staff morale - climate and culture goals are not aligned from an administrator/teacher perspective

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

Accountability Data

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

Student Data: Assessments

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

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Tobacco, alcohol, and other drug-use data**

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

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [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**
- [x] **T-TESS data**
- [x] **T-PESS data**
- [x] **Staff mobility/stability**
- [x] **Support structures: mentors**
- [x] **Teacher recruitment/retention rates and other data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

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

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Study of best practices and high yield strategies**
- [x] **Technology and resource allocation data**
- [x] **Enrichment course/materials**
- [x] **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 2027, the percentage of students at the Meets level on the cumulative STAAR assessments will be 50%, 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

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: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	February	April	June

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: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	February	April	June

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

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: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	February	April	June

Performance Objective 2 ☑ High Priority

By May 2027, we will receive growth points for 90% of students taking STAAR assessments, as measured by STAAR results.

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

Strategy 1

By conducting vertical and horizontal data meetings and providing coaching to teachers after each summative data point, teachers will observe trends and compare student data to ensure students are on track to grow.

Evidence that Demonstrates Success: Growth and comparative analysis

Staff Responsible for Monitoring: Admin

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	February	April	June

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

Performance Objective 1

By July of 2027, the campus will increase the retention rate of high-quality instructional staff by 10% through recruitment, 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: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

December	February	April	June

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: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

Formative Reviews

December	February	April	June

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: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

Formative Reviews

December	February	April	June

Performance Objective 2

By June of 2027, Red Oak Middle School will equip teachers with Classroom Management strategies that increase instructional outcomes and support teacher retention.

Evaluation Data Source: Region 10 Classroom Management Cohort, staff coaching loop

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

Performance Objective 1

By August 2027, 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: Planning and Performance Management through Strong Leadership

Formative Reviews

December	February	April	June

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

Performance Objective 1

By August 2027, 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: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

December	February	April	June

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: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

December	February	April	June

Goal 5

Communications: Ensure District is connected to the community in partnerships to further student success while communicating transparently and effectively.

Performance Objective 1

☑ **High Priority**

By May of 2027, the campus will ensure 100% of families have multiple access points to large scale campus communications and have four opportunities to provide feedback through communication systems.

Evaluation Data Source: Parent Square, Community Surveys, Sign-In Sheets

Strategy 1

The campus operating procedure is to send weekly communication to families to capture high leverage content. Communication is streamlined and includes periodic opportunities to provide feedback while also keeping families updated on upcoming community opportunities.

Evidence that Demonstrates Success: Rate of feedback provided by families.

Staff Responsible for Monitoring: Administration

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

December	February	April	June

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