Red Oak Independent School District

Shaw 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

Needs Assessment Overview

Summary

Dr. Joy Shaw Middle School is committed to providing a high-quality educational experience that prepares every student for future success through rigorous instruction, meaningful relationships, and a positive school culture. An analysis of student achievement, demographic, process, and perception data revealed several areas of strength as well as opportunities for continuous improvement.

Academic performance data indicates that while many students demonstrated growth during the 2025-2026 school year, a significant percentage of students did not meet grade-level expectations on STAAR assessments. Data analysis suggests a continued need to strengthen Tier 1 instruction, address unfinished learning, implement targeted interventions, and consistently monitor student progress to ensure all students achieve mastery of grade-level standards.

Review of demographic and attendance data identified concerns related to student discipline outcomes, chronic absenteeism, and the percentage of students identified as At-Risk. These indicators suggest a need to strengthen proactive behavior supports, restorative practices, attendance interventions, and student engagement strategies to improve overall student success.

Analysis of school processes and programs indicates opportunities to enhance stakeholder involvement in campus planning, decision-making, and school improvement efforts. While communication systems are in place, increasing opportunities for meaningful engagement and feedback from parents, students, staff, and community members will strengthen collective ownership of campus goals.

Perception data reflects generally positive relationships across stakeholder groups while also highlighting opportunities to improve stakeholder awareness of campus initiatives, academic support systems, and school improvement efforts. Continued focus on communication, transparency, and engagement will help strengthen confidence in campus programs and foster a strong partnership among all stakeholders.

As Dr. Joy Shaw Middle School continues its journey toward excellence, the campus will prioritize:

- Strengthening Tier 1 instruction and academic interventions
- Increasing student achievement and academic growth
- Improving attendance and reducing disciplinary incidents
- Enhancing school culture through SOAR expectations and restorative practices
- Expanding stakeholder engagement and communication
- Monitoring progress through data-driven decision-making and continuous improvement processes

These findings will guide the development of the 2026-2027 Campus Improvement Plan and support the school's commitment to ensuring every Gray Hawk elevAtes.

Key Areas of Focus

1. Student Achievement
2. Tier 1 Instruction
3. Attendance & At-Risk Indicators

4. School Culture & Discipline
5. Stakeholder Engagement
6. Communication & Perceptions

Demographics

Summary

Dr. Joy Shaw Middle School is a 2nd year school that serves the communities of Red Oak, Ovilla, and Glenn Heights in Ellis County. Dr. Joy Shaw Middle School educates approximately 751 students and increase from 691 students across grades 6-8.

Dr. Joy Shaw Middle School is comprised of the following ethnic distribution:

African American -342

Hispanic - 197

White - 45

American Indian - 0

Asian - 4

Pacific Islander - 1

2 or more races - 19

Economically Disadvantaged - 377

Emergent Bilingual - 53

English Learners - 48

At-Risk - 285

Mobility Rate

SPED - 192

504 - 22

Foster Care - 7

Gifted/Talented - 47

Homeless - 3

Dyslexia

Strengths

Demographics Strengths

Dr. Joy Shaw Middle School serves a diverse student population with a variety of strengths, experiences, and backgrounds. The campus benefits from strong community support, dedicated staff, and systems designed to meet the needs of all learners. This diversity provides opportunities to foster an inclusive learning environment, build meaningful

relationships, and prepare students to be successful in society. Additionally, the campus offers targeted academic supports to ensure students have access to the resources necessary for success.

Student Profile: Attendance

2025-2026 95.2%

2026-2027 97.6% (1st Six Weeks)

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Dr. Joy Shaw Middle School experienced a high number of student discipline referrals resulting in exclusionary consequences, indicating a need for stronger implementation of campus-wide behavior expectations, restorative practices, and proactive Tier 1 behavior supports.	Inconsistent implementation of SOAR expectations across classrooms, varying classroom management practices, limited use of restorative interventions before office referrals, and a need for increased student accountability structures and behavior reteaching.
2	A significant percentage of JSMS students are identified as At-Risk, increasing the likelihood of academic challenges and course failure.	Students enter middle school with varying levels of academic readiness, attendance concerns, and social-emotional needs, requiring additional interventions and support systems to ensure academic success.
3	Student attendance rates continue to impact academic achievement and student engagement.	Limited student and family awareness of the relationship between attendance and academic success, coupled with personal and logistical barriers, contribute to inconsistent attendance.
4	Students receiving Special Education services are not consistently meeting grade-level academic expectations.	Students require increased access to differentiated instruction, rigorous grade-level content, and targeted academic supports aligned to individual learning needs.
5	Emergent Bilingual students demonstrate achievement gaps when compared to overall campus performance.	Students require increased opportunities for language development, academic vocabulary acquisition, and instructional supports that promote success across content areas.

★ = Priority

Student Learning

Summary

JSMS Domain Overview			
2024-2025 ROMS		2025-2026	
Test	Scaled Score	Test	Scaled Score
CBA 1	65	CBA 1	59
CBA 2	59	CBA 2	71
CBA 3	57	CBA 3	69
Interim	84	Interim	74
Benchmark	60	Benchmark	62
Benchmark Growth 2A	51	Benchmark Growth 2A	51
STAAR Domain 1	71	STAAR Domain 1	
STAAR Doman 2A	60	STAAR Doman 2A	

	19-20	25-26		19-20	25-26
Mathematics					
Academic Readiness - Did Not Meet	0	307		-	48.35%
Academic Readiness - Approaches	0	328		-	51.65%
Academic Readiness - Meets	0	133		-	20.94%
Academic Readiness - Masters	0	25		-	3.94%
Total Tested (Non-Duplicate Count)	0	635		-	-
Reading					
Academic Readiness - Did Not Meet	0	168		-	24.82%
Academic Readiness - Approaches	0	509		-	75.18%
Academic Readiness - Meets	0	349		-	51.55%
Academic Readiness - Masters	0	176		-	26.00%
Total Tested (Non-Duplicate Count)	0	677		-	-
Social Studies					
Academic Readiness - Did Not Meet	0	106		-	45.49%
Academic Readiness - Approaches	0	127		-	54.51%
Academic Readiness - Meets	0	66		-	28.33%
Academic Readiness - Masters	0	35		-	15.02%
Total Tested (Non-Duplicate Count)	0	233		-	-
Science					
Academic Readiness - Did Not Meet	0	78		-	33.19%
Academic Readiness - Approaches	0	157		-	66.81%
Academic Readiness - Meets	0	103		-	43.83%
Academic Readiness - Masters	0	52		-	22.13%
Total Tested (Non-Duplicate Count)	0	235		-	-

Strengths

Reading					
Academic Readiness - Did Not Meet	0	168		-	24.82%
Academic Readiness - Approaches	0	509		-	75.18%
Academic Readiness - Meets	0	349		-	51.55%
Academic Readiness - Masters	0	176		-	26.00%
Total Tested (Non-Duplicate Count)	0	677		-	-

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	48.35% of JSMS students Did Not Meet on 2026 STAAR.	Inconsistent mastery of grade-level standards, gaps in prerequisite skills, varying implementation of high-quality Tier 1 instruction, and the need for more targeted intervention and progress-monitoring systems limited student achievement on the 2026 STAAR assessment.
2	45.49% of 8th grade students Did Not Meet on 2026 STAAR.	Teachers were at varying levels of implementation of rigorous Tier 1 instruction, including lesson framing, Cornell Notes, checks for understanding, and data-driven interventions. As a result, some students did not consistently receive the targeted support necessary to close skill gaps and master grade-level TEKS.

★ = Priority

School Processes & Programs

Summary

Dr. Joy Shaw Middle School (JSMS) utilizes a variety of resources and systems to provide a focused approach to curriculum, instruction, and assessment aligned with the campus vision of academic excellence and student success. Grade-level Professional Learning Communities (PLCs) meet weekly to engage in learning standard deconstruction, data analysis, common formative assessment development, lesson internalization, and the use of exit tickets to monitor student understanding.

Student progress is monitored through a combination of formal and informal assessments, including district benchmarks, classroom assessments, progress monitoring tools, and intervention data. Based on student performance, targeted tutorials, enrichment opportunities, and intervention supports are provided to address individual learning needs. JSMS is committed to continuous professional growth for all staff members. Teachers, paraprofessionals, counselors, and administrators participate in ongoing professional learning opportunities throughout the school year and summer months. Professional development is aligned to campus improvement goals and focused on strengthening Tier I instruction, data-driven decision-making, student engagement, classroom management, and effective intervention practices.

Specialized programs and services, including Special Education, Dyslexia, Emergent Bilingual (EB) services, LPAC, Gifted and Talented, Fine Arts, Career and Technical Education (CTE), and a 1:1 student device program, provide additional support to ensure all students have access to rigorous learning opportunities. Emergent Bilingual students participate annually in the Texas English Language Proficiency Assessment System (TELPAS) to measure language acquisition and growth. Assessment data from all programs is regularly disaggregated and analyzed to inform instructional planning, intervention decisions, and campus improvement efforts.

The JSMS Administrative Leadership Team and JSMS Success Team meets weekly and biweekly to review campus operations, academic progress, student support systems, and school improvement initiatives. Instructional Coaches facilitate ongoing learning opportunities and job-embedded coaching to support teachers and paraprofessionals in implementing effective instructional practices. Through these collaborative structures and systems, JSMS remains focused on its mission of **Destination ElevAtion**, ensuring every student is supported, challenged, and prepared for future success.

Strengths

Assessment and Monitoring Systems

- District Curriculum-Based Assessments (CBAs) are developed collaboratively with teacher input to ensure alignment to the TEKS and district priorities.
- Teachers participate in assessment reviews and provide feedback to strengthen rigor, clarity, and alignment of future assessments.
- CBAs incorporate multiple representations, including graphs, diagrams, tables, charts, and real-world applications.
- Assessments require higher-order thinking, problem-solving, and multi-step processing to prepare students for rigorous academic expectations.

- JSMS teachers utilize campus-based common formative assessments to monitor student learning and track academic growth throughout the year.
- Assessment data is regularly analyzed and disaggregated to identify trends, determine student needs, and guide instructional decisions.
- Grade-level and content-area Professional Learning Communities (PLCs) meet weekly to analyze student performance data, identify instructional next steps, and develop targeted intervention and enrichment plans.

Intervention and Student Support Systems

- MTSS is a campus priority and provides a structured process for identifying, monitoring, and supporting students who require academic and behavioral interventions.
- Targeted tutorials, intervention groups, and progress-monitoring systems are implemented to address individual student needs and accelerate learning.
- Student support decisions are informed by multiple data sources, including classroom assessments, benchmarks, behavior data, and attendance trends.

School Climate and Behavior Systems

- Quaver is utilized schoolwide to provide social-emotional learning, character education, behavior supports, and targeted interventions for students.
- Positive Behavioral Interventions and Supports (PBIS) are implemented through the campus **SOAR** expectations and recognition systems to promote positive student behavior.
- Restorative Practices are used to build relationships, resolve conflicts, restore harm, and promote student accountability.
- Consistent behavioral expectations are established and reinforced across all classrooms and common areas to create a safe, structured, and supportive learning environment.
- Administrators, counselors, teachers, and support staff work collaboratively to ensure consistent implementation of behavior systems and student support practices.
- Through these systems, JSMS fosters a positive culture that supports the campus vision of **Destination ElevAtion** and empowers all Gray Hawks to achieve success.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Stakeholder engagement in campus decision-making, school improvement planning, and school programs is limited, resulting in reduced opportunities for families, staff, students, and community members to provide meaningful input and support campus initiatives.	While multiple communication methods exist, the campus lacks a comprehensive stakeholder engagement system that consistently solicits feedback, promotes participation in committees and programs, and provides opportunities for stakeholders to contribute to campus decisions.

★ = Priority

Perceptions

Summary

Dr. Joy Shaw Middle School is committed to creating a positive, student-centered culture where all stakeholders contribute to the success of every Gray Hawk. Guided by the campus theme, **Destination ElevAtion**, JSMS will regularly gather feedback from students, staff, parents, and community members through surveys, stakeholder meetings, committees, and campus events to support continuous improvement. Staff climate and culture surveys will be reviewed to identify strengths, address concerns, and inform campus decisions. Parent engagement is fostered through family nights, conferences, volunteer opportunities, campus advisory groups, newsletters, and social media communication, allowing families to remain active partners in their children's education.

JSMS strives to maintain a safe, inclusive, and welcoming environment where students feel valued, supported, and empowered to achieve their fullest potential. Through the implementation of SOAR expectations, PBIS, Restorative Practices, and Quaver, students are taught accountability, self-management, and positive relationship-building skills. Teachers and staff maintain high expectations for academics, behavior, and attendance while providing the support necessary for students to succeed.

The Administrative Leadership Team meets regularly to review campus programs, analyze stakeholder feedback, monitor implementation of campus initiatives, and ensure alignment with district goals. Community partnerships and collaboration with district departments provide additional resources and opportunities that enhance the educational experience for students. Through a shared commitment to excellence, continuous improvement, and student success, JSMS continues to build a culture that promotes academic achievement, strong character, and preparation for high school, college, careers, and military readiness.

Strengths

- Strong commitment from staff, students, and families to the success and growth of Dr. Joy Shaw Middle School.
- Positive school culture centered around the campus theme, **Destination ElevAtion**, which promotes high expectations and continuous improvement.
- Safe, welcoming, and student-focused learning environment where students feel valued and supported.
- Strong relationships between students and staff that foster trust, engagement, and academic success.
- Consistent implementation of SOAR expectations, PBIS, Restorative Practices, and Quaver to support student behavior and social-emotional growth.
- Open communication with stakeholders through newsletters, social media, parent meetings, conferences, and campus events.
- Increasing parent and family engagement through school activities, volunteer opportunities, and campus advisory groups.
- Collaborative Professional Learning Communities (PLCs) that focus on student achievement, data analysis, and instructional improvement.
- Dedicated and highly committed staff who actively participate in professional learning and continuous improvement efforts.
- Strong leadership team that regularly reviews campus data, stakeholder feedback, and improvement initiatives.
- Growing culture of accountability and shared responsibility for student achievement.
- Focus on creating a sense of belonging where all students are encouraged to reach their full potential.

- Commitment to providing rigorous instruction and meaningful intervention supports to ensure academic growth for all students.
- Positive relationships with district departments and community partners that enhance opportunities and resources for students and staff.
- School-wide emphasis on preparing students for high school readiness, college and career success, and lifelong learning.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Stakeholder communication indicates a need to strengthen perceptions regarding school culture, belonging, and positive relationships across the campus community.	Opportunities exist to increase stakeholder involvement, celebrate campus successes more consistently, and strengthen communication regarding the implementation and impact of campus programs and supports.

 = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Dr. Joy Shaw Middle School experienced a high number of student discipline referrals resulting in exclusionary consequences, indicating a need for stronger implementation of campus-wide behavior expectations, restorative practices, and proactive Tier 1 behavior supports.	Inconsistent implementation of SOAR expectations across classrooms, varying classroom management practices, limited use of restorative interventions before office referrals, and a need for increased student accountability structures and behavior reteaching.
2 ★	48.35% of JSMS students Did Not Meet on 2026 STAAR.	Inconsistent mastery of grade-level standards, gaps in prerequisite skills, varying implementation of high-quality Tier 1 instruction, and the need for more targeted intervention and progress-monitoring systems limited student achievement on the 2026 STAAR assessment.

★ = 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**

Accountability Data

- ☑ **Texas Academic Performance Report (TAPR) data**
- ☑ **Student Achievement Domain**
- ☑ **Student Progress Domain**
- ☑ **Closing the Gaps Domain**

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

All 7th-grade students at Dr. Joy Shaw Middle School will be enrolled in a Career Readiness course during the 2026-2027 academic year. As part of the curriculum, students will complete a comprehensive career assessment and develop a project aligned with their identified career interests.

Evidence that Demonstrates Success: Course Completion: 100% of 7th-grade students will successfully complete the Career Readiness course with a minimum final grade of 70%.

Assessment Engagement: All students will complete a standardized career assessment, with results communicated to both students and parents to support post-secondary planning.

Project-Based Learning: Each student will submit a career-focused project demonstrating understanding of career pathways, required education/training, and personal alignment with career interests.

Career Day Alignment: Career Day programming will be informed by aggregated student assessment data, ensuring representation of high-interest career fields and alignment with student aspirations.

Staff Responsible for Monitoring: Counselors
Career Readiness Teachers

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

Formative Reviews

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Strategy 2

Dr. Joy Shaw Middle School will utilize ElevAtion Math for 7th grade students who scored did not meet and approaches on STAAR.

TEA Priorities: Connect high school to career and college

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Strategy 3

All 8th-grade students at Dr. Joy Shaw Middle School will participate in the Preliminary SAT (PSAT) during the 2026-2027 academic year. This initiative is designed to promote early college and career readiness by familiarizing students with standardized testing formats and identifying areas for academic growth.

Evidence that Demonstrates Success: 100% of 8th-grade students will be provided the opportunity to participate in the PSAT. Participation records will be maintained and monitored to ensure full access, with a target participation rate of at least 95%.

Staff Responsible for Monitoring: Assistant Principal of Testing.
Counselors

TEA Priorities: Connect high school to career and college

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Strategy 4

Dr. Joy Shaw Middle School will increase the percentage of students achieving Meets Grade Level performance on the STAAR assessment to at least 50% across all tested content areas during the 2026-2027 academic year. Achieving this benchmark is projected to achieve a campus accountability rating of "B" as defined by the Texas Education Agency's accountability framework.

Evidence that Demonstrates Success: Assessment Performance: Students will demonstrate academic growth through improved performance on formative assessments, summative assessments, STAAR, and TELPAS. Progress will be tracked using campus-wide data systems to monitor trends and identify instructional needs.

Intervention Effectiveness: A measurable decrease in the number of students placed in Tier II and Tier III intervention groups will reflect the success of core instruction and targeted support strategies.

Staff Responsible for Monitoring: Associate Principal
Instructional Coaches
Teachers

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials

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Strategy 5

All emergent bilingual students at Dr. Joy Shaw Middle School will participate in an ELLA course and participate in a minimum of two targeted pull-out instructional sessions--one focused on Reading/Writing and one on Listening/Speaking. These sessions will incorporate research-based strategies and best practices designed to enhance language proficiency and support student success on the TELPAS assessment.

Evidence that Demonstrates Success: Assessment Outcomes: Improved performance on the TELPAS assessment among emergent bilingual students, as evidenced by increased percentages of students advancing at least one proficiency level in one or more language domains.

Staff Responsible for Monitoring: LPAC Chairperson
LPAC Committee

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 2

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

Strategy 1

Dr. Joy Shaw Middle School Administrators and Counselors will be trained in the use of Restorative Practices with Tier II and Tier III Behavioral Students.

Evidence that Demonstrates Success: All Administration and Counselors being trained

Staff Responsible for Monitoring: Assistant Principal of Restorative Practices Principal

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 3

Students will participate in Quaver, Sirius, and iReady intervention lessons while in ISS, Detention and Saturday School.

Evidence that Demonstrates Success: Students will show completed lessons to staff monitoring their program.

Staff Responsible for Monitoring: Student Success Counselors
Assistant Principals
ISS Paras
Detention/Saturday School teachers

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Strategy 4

Dr. Joy Shaw Middle School will implement the Quaver Social and Emotional Learning (SEL) platform as part of its SOAR programming. All students will engage with district-designed and assigned SEL lessons every Wednesday, with the goal of fostering emotional intelligence, self-regulation, and responsible decision-making.

Evidence that Demonstrates Success: Behavioral Impact: A reduction in the number of discipline referrals requiring counseling or mediation will serve as an indicator of improved emotional regulation and conflict resolution skills among students.

Staff Responsible for Monitoring: Counselors
SOAR Committee
Teachers

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 3

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

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Dr. Joy Shaw Middle School will implement weekly campus-wide Professional Learning Communities (PLCs) focused on instructional improvement through collaborative analysis of

common assessments, student performance data, and professional development in key areas including instructional strategies, formative assessment, data-driven instruction, differentiation, and Response to Intervention (RTI). Additionally, academic departments will meet monthly during designated Learning Opportunities to review student data and collaboratively plan targeted interventions such as Saturday School and tutoring.

Evidence that Demonstrates Success: PLC Implementation: Documented execution of the four essential PLC questions across all grade levels and departments, demonstrating a consistent focus on student learning, assessment, intervention, and enrichment.
Instructional Impact: Data analysis conducted during PLCs will directly inform daily instructional practices, resulting in improved alignment with student needs and curriculum standards.

Professional Growth: Observable improvement in instructional strategies through targeted professional development sessions focused on formative assessment, differentiation, and data-driven instruction.

Collaborative Planning: Strategic Learning Opportunities and monthly departmental meetings will produce actionable plans for Saturday School and tutoring interventions.

Student Growth: Saturday School sessions will be aligned to specific student needs and monitored for effectiveness, with measurable student growth and increased academic performance compared to the previous academic year.

Staff Responsible for Monitoring: Assistant Principal of Instruction
Instructional Coaches
Principal
Teachers

TEA Priorities: Build a foundation of reading and math

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

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Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Dr. Joy Shaw Middle School will provide dedicated, protected time and ongoing administrative support to ensure teachers are able to effectively internalize lesson plans.

Evidence that Demonstrates Success: Lesson Plan Integrity: Teachers will consistently demonstrate alignment between written lesson plans and instructional delivery, as evidenced through administrative walkthroughs, instructional observations, and lesson plan reviews.

Delivery Fidelity: Instructional delivery will reflect intentional planning and internalization, resulting in coherent, standards-aligned lessons that support student mastery. Fidelity will be monitored through feedback cycles and instructional coaching.

Staff Responsible for Monitoring: Assistant Principal of Instruction
Instructional Coaches
Core Content Grade Level Teams
Principal
Teachers

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

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Strategy 3 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Dr. Joy Shaw Middle School will develop and implement high-leverage instructional practices across all classrooms. Teachers will receive bi-weekly observation feedback that includes actionable steps aligned to campus instructional priorities, ensuring continuous improvement in lesson delivery and student engagement.

Evidence that Demonstrates Success: Instructional Observation Data: Observation records will reflect consistent implementation of high-leverage teaching practices across classrooms, with trends analyzed to inform professional development and coaching.

Student Outcomes: Increased student engagement and academic performance will be evidenced through improved formative and summative assessment results, classroom participation metrics, and student feedback.

Staff Responsible for Monitoring: Assistant Principals
Instructional Coaches
Teachers

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

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Strategy 4 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Dr. Joy Shaw Middle School will provide targeted professional development for Tier 3 teachers through monthly or bimonthly Learning Opportunities facilitated by instructional coaches.

Evidence that Demonstrates Success: Teacher Performance Growth: Observable improvement in instructional delivery among Tier 3 teachers, as measured through walkthroughs, formal observations, and student performance data.

Reduction in Tier 3 Classification: A decrease in the number of teachers identified as Tier 3 over time, indicating the effectiveness of targeted professional development and coaching support.

Staff Responsible for Monitoring: Instructional Coaches
Teachers
Principal
Teachers

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

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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

Dr. Joy Shaw Middle School will provide structured opportunities for teachers to earn supplemental income by participating in campus support programs, including Detention supervision, Saturday School instruction, Thursday Night Lights academic support, mentorship roles, and serving as Teachers of Record.

Evidence that Demonstrates Success: Teachers can earn additional pay beyond their base salary, which can be especially helpful for meeting personal or professional goals.

Flexible Options: With a variety of programs available, teachers can choose the opportunities that best fit their schedules and interests.

Staff Responsible for Monitoring: Assistant Principal in charge of Duties
Principal
Teachers

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

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Strategy 2

Establish a collaborative campus mentoring program aligned with the district's framework to support teachers in their first three years of teaching and/or tenure at Dr. Joy Shaw Middle School, fostering professional growth and instructional effectiveness.

Evidence that Demonstrates Success: Observable improvements in instructional practices and student outcomes among new teachers, as measured through classroom walkthroughs and performance evaluations

Increased retention of teachers within their first three years, supported by annual HR data and exit interview trends

Consistent and reflective documentation of mentoring activities through completed mentor logs and feedback forms

Staff Responsible for Monitoring: Mentor AP
Librarian

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

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Strategy 3

Empower teacher leaders to share effective, research-based instructional strategies with the campus staff through structured presentations and professional learning sessions, following participation in targeted development opportunities.

Evidence that Demonstrates Success: Active participation of teacher leaders in professional development sessions, with evidence of effective dissemination and modeling of learned strategies during campus-wide instructional meetings and PLCs.

Staff Responsible for Monitoring: Admin Team
Instructional Coaches

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

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Performance Objective 2

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

Strategy 1

Ensure all teachers with two years or less experience in Red Oak ISD are paired with a campus mentor and engage in structured monthly mentoring sessions to support professional growth and retention.

Evidence that Demonstrates Success: 100% of assigned mentor-mentee pairs meet monthly, as verified through submitted mentoring logs and campus documentation.

Staff Responsible for Monitoring: Assistant Principal of Instruction
Instructional Media Specialist.
Mentors

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, Lever 3: Integrated Student Support Systems

Formative Reviews

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Strategy 2

Sustained and ongoing professional development will be aligned to campus needs identified in the Comprehensive Needs including JSMS PD, summer staff development and Region 10 trainings.

Evidence that Demonstrates Success: Classroom implementation
Professional Development Reports

Staff Responsible for Monitoring: Admin Team
Instructional Coaches
Team Leads
Teachers

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 3

Implement a schoolwide PBIS initiative in which teachers receive "Caught Being Good" cards as recognition for positive contributions, making them eligible for weekly and six-week incentive drawings to reinforce a culture of positivity and collaboration.

Evidence that Demonstrates Success: 100% of staff receive at least one "Caught Being Good" card per six-week period, as tracked through PBIS documentation and staff recognition logs

Positive trends in staff morale and school climate, supported by survey data, anecdotal feedback, and reduced staff-related concerns

Staff Responsible for Monitoring: Assistant Principal over PBIS
PBIS Committee
Teachers

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Strategy 4

Provide differentiated professional development for Dr. Joy Shaw Middle School teachers based on individual needs identified through tiering, classroom observation data, and discipline trends, ensuring targeted support that enhances instructional effectiveness.

Evidence that Demonstrates Success: Demonstrated growth in instructional practices and classroom management among targeted teachers, as evidenced by improved observation scores, reduced discipline referrals, and feedback from coaching and support sessions.

Staff Responsible for Monitoring: Admin Team
Instructional Coaches
Teachers

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

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Strategy 5

Engage teachers in structured coaching cycles designed to deliver personalized professional development and enhance instructional practices through ongoing feedback, reflection, and support.

Evidence that Demonstrates Success: At least 25% of teachers will complete a full coaching cycle during the first year of implementation, as documented through coaching logs, feedback forms, and instructional support records.

Staff Responsible for Monitoring: Instructional Coaches
Assistant Principals
Teachers
Principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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

Dr. Joy Shaw Middle School staff will actively participate in job fairs or college recruiting events annually to support strategic hiring and strengthen recruitment efforts.

Evidence that Demonstrates Success: Documented participation in at least two job fairs or college recruiting events by campus staff, as evidenced by event sign-in sheets, recruitment materials, and follow-up communications with potential candidates.

Staff Responsible for Monitoring: Campus Administrators
Instructional Coaches

Formative Reviews

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Strategy 2

Leverage social media platforms to actively promote Dr. Joy Shaw Middle School and engage with potential candidates, enhancing recruitment efforts and expanding outreach to future educators.

Evidence that Demonstrates Success: Regular and strategic social media posts promoting Dr. Joy Shaw Middle School as a desirable workplace, with engagement metrics and post frequency tracked to evaluate outreach effectiveness.

Staff Responsible for Monitoring: Campus Administrators
Instructional Coaches

Formative Reviews

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Strategy 3

Partner with alternative certification programs to identify and recruit qualified candidates for campus vacancies, expanding the pool of diverse and capable educators.

Evidence that Demonstrates Success: Documented meetings and ongoing communication with alternative certification programs, including outreach logs, partnership updates, and candidate referrals for campus vacancies.

Staff Responsible for Monitoring: Campus Administrators

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

Ensure all instructional resources are purchased by February 15, 2026 to support timely integration into classroom instruction and alignment with curriculum planning.

Evidence that Demonstrates Success: All purchased instructional materials are actively in use by March 1, 2026, as verified through classroom observations, teacher feedback, and instructional planning documentation.

Staff Responsible for Monitoring: Principal
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

The campus principal will conduct weekly financial reviews to ensure the appropriate and strategic use of school funds, supporting transparency and alignment with campus priorities.

Evidence that Demonstrates Success: Weekly budget review meetings between the principal and school secretary, documented through meeting notes and financial tracking reports to ensure responsible and strategic use of campus funds.

Staff Responsible for Monitoring: Principal
School Secretary

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

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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

Utilize family night events to inform and engage parents about the allocation and impact of campus funds at Dr. Joy Shaw Middle School, highlighting how financial resources support student achievement and success.

Evidence that Demonstrates Success: Provide transparent communication about campus fund allocation and usage during at least one designated family engagement event in the fall and one in the spring, ensuring families understand how resources support student learning and campus goals.

Staff Responsible for Monitoring: Principal

Formative Reviews

December	February	April	June

Strategy 2

Increase overall student attendance to meet or exceed the campus target of 97% by implementing consistent monitoring practices and proactive engagement strategies.

Evidence that Demonstrates Success: Campus attendance records will reflect a 97% or higher attendance rate, supported by the implementation of engaging academic experiences and incentive programs that recognize students with perfect or near-perfect attendance (no more than one absence or tardy per grading period).

Staff Responsible for Monitoring: Attendance AP
Attendance Committee
Attendance Clerk

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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

Conduct a comprehensive review and analysis of student programs and campus facility needs to ensure alignment with academic goals, student support services, and long-term campus planning.

Evidence that Demonstrates Success: Ensure optimal utilization of all available campus facilities to support instructional programs, student services, and extracurricular activities.

Staff Responsible for Monitoring: Principal

Formative Reviews

December	February	April	June

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

All members of the Dr. Joy Shaw Middle School learning community will receive comprehensive training on campus safety protocols, including but not limited to: maintaining locked classroom doors, restricting access to exterior doors, and executing emergency procedures such as evacuation, lockdown, shelter-in-place, and hold drills.

Evidence that Demonstrates Success: Weekly door audits will reflect 100% compliance with campus safety protocols, including locked and secured classroom doors.

All staff and students will participate in required safety drills, with documentation maintained to ensure compliance with district and state safety standards.

Staff Responsible for Monitoring: Campus Security Team
Assistant Principal over Safety
Teachers

Formative Reviews

December	February	April	June

Strategy 2

Monitor campus for needed safety improvements and communicate needs to District Facilities Director.

Evidence that Demonstrates Success: Need areas addressed.

Staff Responsible for Monitoring: Admin Team
Custodial Staff
Security Team
Teachers
Students

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

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

Strengthen parent-teacher communication by prioritizing consistent, transparent, and timely interactions that foster collaboration and support student success.

Strategy 1

Classroom teachers will distribute weekly student progress reports via email every Monday to maintain consistent communication with families and support academic monitoring.

Evidence that Demonstrates Success: 100% of instructional staff will consistently send weekly progress reports every Monday, as documented through administrative monitoring and communication logs.

Staff Responsible for Monitoring: T-TESS Appraisers

TEA Priorities: Improve low-performing schools

Formative Reviews

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Strategy 2

Each six weeks, teachers will make positive phone calls to the families of all students in a designated class period, following a rotating schedule: 1st period in the first six weeks, 2nd period in the second six weeks, and so on through the 6th period. During the final six weeks, teachers will use their conference period to complete calls for any remaining students.

Evidence that Demonstrates Success: At least 85% of instructional staff will complete their designated six-week positive phone calls, as verified through call logs or administrative tracking systems.

Staff Responsible for Monitoring: T-TESS Appraisers

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Strategy 3

The campus principal will distribute the "Hawk Happenings" weekly newsletter every Sunday via email to inform families of upcoming events, campus updates, and reinforce school-wide expectations.

Evidence that Demonstrates Success: Parents will be consistently informed through clear, timely, and accessible communication that supports their engagement in the academic and social success of their students.

Strengthen partnerships between families and Red Oak Middle School by increasing opportunities for collaboration, communication, and shared decision-making.

Staff Responsible for Monitoring: Principal
Media Director

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Performance Objective 2

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

Strategy 1

Launch the "Hawk Dads" initiative to promote positive relationships and increased male role model presence on campus. Fathers and father figures will be invited to volunteer during key times such as before school, lunch periods, and dismissal to support a safe, welcoming, and engaged school environment.

Evidence that Demonstrates Success: Each Hawk Dads event will engage 250 or more fathers and father figures, demonstrating strong community interest and involvement.

A minimum of 75 individual dads will volunteer on campus throughout the school year, supporting student safety, engagement, and relationship-building.

Feedback from staff, students, and families will reflect strengthened partnerships and a positive campus climate resulting from increased male role model presence.

Staff Responsible for Monitoring: Assistant Principal over Hawk Dads
Principal

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Strategy 2

Implement school-wide cultural celebrations--such as Hispanic Heritage Month and Black History Month--that showcase the diversity of the school community. These events will feature contributions from Fine Arts programs and active participation from students, staff, and families to foster inclusivity, cultural awareness, and community pride.

Evidence that Demonstrates Success: Increase meaningful community participation through active involvement in campus events, volunteer opportunities, and cultural celebrations, fostering a strong school-community partnership.

Staff Responsible for Monitoring: Celebration Committee

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Strategy 3

Actively promote district-level opportunities for parental involvement--such as Parent University, Coffee Talk with the Superintendent, College Fairs, and CTE Nights at Red Oak High School--to strengthen family engagement and support student success across campuses.

Evidence that Demonstrates Success: Increase meaningful community participation through active involvement in campus events, volunteer opportunities, and cultural celebrations, fostering a strong school-community partnership.

Staff Responsible for Monitoring: Counselors
Principal
School Secretary

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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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