College Station ISD

Oakwood Intermediate School

2025-2026 Campus Improvement Plan

Accountability Rating: B

Distinction Designation
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Top 25 Percent: Comparative Academic Growth
Postsecondary Readiness

Board Approval Date: September 16, 2025
Public Presentation Date: September 16, 2025

Mission Statement

Our Mission is to grow all students at Oakwood Intermediate in a collaborative, relationship-driven environment, where students take ownership of their learning to achieve their unique success.

Vision

Our Vision is to have a united community where students are empowered to be lifelong learners.

Value Statement

Our Collective Commitments: In order to fulfill our fundamental purpose and become the school we describe in our vision statement, each staff member commits to the following:

- I will know each student as an individual by building relationships with families and showing genuine interest in his or her passions.
- I will intentionally model social-emotional strategies and help students build and maintain healthy relationships with their peers.
- I will create a positive learning culture by conferencing, goal setting and celebrating regularly with students to help them define what individual success means.
- I will create an environment where mistakes are encouraged and celebrated as unique learning opportunities.
- I will regularly communicate and collaborate with my team, other departments, and families to provide systematic student support.
- I will enrich and extend student learning by providing choice, collaboration opportunities, cross-curricular and real world connections and access to a variety of learning tools.
- I will provide students a safe space to take risks, ask questions, self-advocate and have agency over their own learning.
- I will create a classroom and campus culture where everyone feels included and safe by highlighting individual diversity and providing opportunities for regular family and community involvement.

Our School Wide Goals: We will monitor the following indicators to mark our progress:

- Provide a variety of learning experiences that address distinct learning needs, interests, aspirations, and cultural backgrounds of all learners.
- Engage in a process for individual student goal setting and progress monitoring to increase student ownership of academic success.
- Increase student achievement on local and state high-stakes assessments.
- Increase student academic successes of underperforming groups.
- Promote and cultivate engaging relationships among students, staff and parents.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Oakwood Intermediate is one of three Intermediates in College Station ISD that serves grades 5th and 6th, consisting of 750 students. In addition, Oakwood hosts the 5th and 6th grade Dual Language program in the district.

Our student body is comprised of 49% Male and 51% Female. Our campus demographics are diverse with student demographic percentages at: 15% African American, 33% Hispanic, 43% White, 5% Asian with 1% American Indian. Other student percentages included 51% Economically Disadvantaged and 44% At Risk. Our percentages of students served through Special Education is 20% and another 7.6% are served through Section 504. Our school's students who are Emergent Bilingual comprise 23% of the students enrolled.

Our staff demographic percentages closely reflect that of our students at: 51% White, 23% Hispanic, and 17% African American.

Demographics Strengths

Strengths: Oakwood's history within the district has provided multiple generations of families who have attended the school since its opening in 1978. Oakwood teachers provide educational opportunities for all students including Dual Language, Emergent Bilingual, Special Education and Gifted and Talented. Our students actively participate in band, choir, orchestra, and theatre arts, and multiple teacher-led clubs. Within our enrollment of 750 students, 344 or 46% actively participate in Fine Arts. Our staff demographic percentages continue to closely reflect those our students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Within our ESL and Dual Language programs our students struggle in their acquisition of English literacy rates at the state grade level assessed standards. They are not performing at the same academic levels as their English speaking peers on both Math and ELA standardized tests.
Root Cause: A significant proportion of our students who are Emergent Bilingual not only struggle with the acquisition of English literacy skills but also come to us with academic learning gaps in their first languages.

Problem Statement 2 (Prioritized): Within our students served through Special Services we have disproportionately lower passing rates and performance levels on standardized assessments including but not limited to STAAR, MAP and TELPAS.
Root Cause: Literacy and Math/Numeracy levels are disproportionately lower within our students served by Special Services.

Problem Statement 3 (Prioritized): Students of Poverty are disproportionately more chronically absent from school at Oakwood Intermediate.
Root Cause: Several barriers exist including financial instability, financial stress impacts and transportation issues.

Student Learning

Student Learning Summary

2024 Results					2025 Results			
5th Grade	**ELA %**	**Math %**	**Science %**		**5th Grade**	**ELA %**	**Math %**	**Science %**
Masters	28.95	26.32	18.13		Masters	31%	26%	22%
Meets	21.64	25.44	13.45		Meets	26%	23%	16%
Approaches	23.68	23.10	24.56		Approaches	15%	23%	28.00%
Did Not Meet	24%	23%	41%		Did Not Meet	28%	29.00%	35%
6th Grade	**ELA %**	**Math %**			**6th Grade**	**ELA %**	**Math %**	
Masters	32.01	33.43			Masters	30%	31%	
Meets	28.90	23.80			Meets	24%	20%	
Approaches	18.98	22.10			Approaches	21%	25%	
Did Not Meet	20%	21%			Did Not Meet	26%	25%	

Student Learning Strengths

Oakwood earned five distinctions for outstanding achievement within the Texas State accountability grading system for 2025. Those distinctions were awarded for: Reading Language Arts, Math, Science, Academic Growth and Post Secondary Readiness. Our school has maintained a B grade within this system. The majority of our student average growth measures within both STAAR and MAP assessments distinguish Oakwood as an exemplary school.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 61% of our students with Special Needs did not meet grade level on the 5th Grade STAAR Math Assessment as compared to 39% for the 6th Grade STAAR Math Assessment. 63% of our students with Special Needs did not meet grade level on the 5th Grade STAAR Reading/Language Arts Assessment as compared to 49% for the 6th Grade STAAR Reading/Language Arts Assessment.
Root Cause: Significant learning gaps proliferated by Chronic Absences are two root causes of this problem.

School Processes & Programs

School Processes & Programs Summary

Oakwood Intermediate School teachers follow all State standards, or TEKS, as well as the College Station ISD Curriculum Guides for each content area. Teachers work together during Collaborative Team Meetings every week by departments to create best instructional practices, common formative assessments, and student interventions and enrichments. Teachers routinely meet with parents and students to ensure student success and address academic, behavioral, and social-emotional needs.

School Processes & Programs Strengths

Strengths:

Oakwood teachers have utilized the Professional Learning Community (PLC) models for the past four school years, and have developed a consistent routine and procedures for group collaboration for student success. We have also begun Behavioral RtI processes aligned within the Solution Tree model. Our MTSS coach, administration, counselors, Behavioral Coach and teachers are working implement interventions and support for behavioral, and social-emotional needs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Certain groups of our students displayed a disproportionate lack of awareness and proficiency in interpersonal skills, particularly in managing conflict effectively.
Root Cause: Students require greater social-emotional awareness and interpersonal skills.

Perceptions

Perceptions Summary

We need to establish more consistent, transparent, and collaborative communication practices among school staff to foster a more informed, cohesive, and supportive work environment.

Perceptions Strengths

We have relatively low staff turnover rate. Our staff weekly newsletter provides upcoming and brief messages from administrators and support staff. This year's Guiding Coalition of 22 members includes 14 classroom teachers.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We need to improve staff collaboration on decision making and communication through deliberate implementation of structured Guiding Coalition meetings to promote clear, transparent communication, ensuring all staff are informed, aligned on goals, and actively engaged in school initiatives.
Root Cause: Last year we had a lack of leadership structure and consistency on campus.

Priority Problem Statements

Problem Statement 1: Within our ESL and Dual Language programs our students struggle in their acquisition of English literacy rates at the state grade level assessed standards. They are not performing at the same academic levels as their English speaking peers on both Math and ELA standardized tests.

Root Cause 1: A significant proportion of our students who are Emergent Bilingual not only struggle with the acquisition of English literacy skills but also come to us with academic learning gaps in their first languages.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Within our students served through Special Services we have disproportionately lower passing rates and performance levels on standardized assessments including but not limited to STAAR, MAP and TELPAS.

Root Cause 2: Literacy and Math/Numeracy levels are disproportionately lower within our students served by Special Services.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Students of Poverty are disproportionately more chronically absent from school at Oakwood Intermediate.

Root Cause 3: Several barriers exist including financial instability, financial stress impacts and transportation issues.

Problem Statement 3 Areas: Demographics

Problem Statement 4: 61% of our students with Special Needs did not meet grade level on the 5th Grade STAAR Math Assessment as compared to 39% for the 6th Grade STAAR Math Assessment. 63% of our students with Special Needs did not meet grade level on the 5th Grade STAAR Reading/Language Arts Assessment as compared to 49% for the 6th Grade STAAR Reading/Language Arts Assessment.

Root Cause 4: Significant learning gaps proliferated by Chronic Absences are two root causes of this problem.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Certain groups of our students displayed a disproportionate lack of awareness and proficiency in interpersonal skills, particularly in managing conflict effectively.

Root Cause 5: Students require greater social-emotional awareness and interpersonal skills.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: We need to improve staff collaboration on decision making and communication through deliberate implementation of structured Guiding Coalition meetings to promote clear, transparent communication, ensuring all staff are informed, aligned on goals, and actively engaged in school initiatives.

Root Cause 6: Last year we had a lack of leadership structure and consistency on campus.

Problem Statement 6 Areas: Perceptions

Goals

Revised/Approved: April 15, 2025

Goal 1: CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.

Performance Objective 1: By May 2026 implement Academic and Behavioral RtI for all students to succeed through intervention, extension and enrichment strategies.

High Priority

Evaluation Data Sources: Evaluation Data Sources:
Standardized Academic assessments including: STAAR, MAP and Classrooms Academic Achievement grades
Common Formative Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: We have created a master schedule that allows for each grade level to have common 40 minute period within the school day to structure Academic and Behavioral RtI. **Strategy's Expected Result/Impact:** Increased performance as measured by data from sources including but not limited to: MAP, District Social Studies Benchmark. **Staff Responsible for Monitoring:** Administration, Guiding Coalition, ESL teacher, Instructional Coaches, Behavior Coach, Instructional Assistants and Collaborative Teams **Title I:** 2.51, 2.52, 2.53, 2.533 **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1 - School Processes & Programs 1 **Funding Sources:** Behavior Coach, Instructional Assistants - 211 Title I, Part A - $124,760				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Supplement Staff development for teachers with Professional Development from Research-Based programs that target effective RtI practices. **Strategy's Expected Result/Impact:** Increased performance as measured by data from sources including but not limited to: MAP, District Social Studies Benchmark. **Staff Responsible for Monitoring:** Administration **Title I:** 2.534 **Problem Statements:** Demographics 1, 2, 3 **Funding Sources:** Conferences, Research based strategies for math and reading for ELL and low SES students - 211 Title I, Part A - $16,300, Reading materials - 211 Title I, Part A - $5,466				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Within our ESL and Dual Language programs our students struggle in their acquisition of English literacy rates at the state grade level assessed standards. They are not performing at the same academic levels as their English speaking peers on both Math and ELA standardized tests. **Root Cause**: A significant proportion of our students who are Emergent Bilingual not only struggle with the acquisition of English literacy skills but also come to us with academic learning gaps in their first languages.

Problem Statement 2: Within our students served through Special Services we have disproportionately lower passing rates and performance levels on standardized assessments including but not limited to STAAR, MAP and TELPAS. **Root Cause**: Literacy and Math/Numeracy levels are disproportionately lower within our students served by Special Services.

Problem Statement 3: Students of Poverty are disproportionately more chronically absent from school at Oakwood Intermediate. **Root Cause**: Several barriers exist including financial instability, financial stress impacts and transportation issues.

Student Learning

Problem Statement 1: 61% of our students with Special Needs did not meet grade level on the 5th Grade STAAR Math Assessment as compared to 39% for the 6th Grade STAAR Math Assessment. 63% of our students with Special Needs did not meet grade level on the 5th Grade STAAR Reading/Language Arts Assessment as compared to 49% for the 6th Grade STAAR Reading/Language Arts Assessment. **Root Cause**: Significant learning gaps proliferated by Chronic Absences are two root causes of this problem.

School Processes & Programs

Problem Statement 1: Certain groups of our students displayed a disproportionate lack of awareness and proficiency in interpersonal skills, particularly in managing conflict effectively. **Root Cause**: Students require greater social-emotional awareness and interpersonal skills.

Goal 2: CSISD will elevate academic outcomes of historically underperforming student groups.

Performance Objective 1: By 05/2026, increase the percentage of Emergent Bilingual students by showing growth in MAP, iStation, or Exact Path by 5%, each testing period or session based on the subject/district testing calendar.

Evaluation Data Sources: MAP, CFA and TELPAS results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Generate advisory materials to supplement weak areas (main idea, noun/verb/adjective). Structure Intervention time with specific lessons depending on the need/skill per individual students. **Strategy's Expected Result/Impact:** Increase Literacy rates among Emergent Bilingual Students **Staff Responsible for Monitoring:** Administration, Guiding Coalition, ESL teacher, Instructional Coaches and Collaborative Teams **Title I:** 2.53 **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1 - School Processes & Programs 1 **Funding Sources:** - 211 Title I, Part A - $5,000				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Within our ESL and Dual Language programs our students struggle in their acquisition of English literacy rates at the state grade level assessed standards. They are not performing at the same academic levels as their English speaking peers on both Math and ELA standardized tests. **Root Cause**: A significant proportion of our students who are Emergent Bilingual not only struggle with the acquisition of English literacy skills but also come to us with academic learning gaps in their first languages.
Problem Statement 2: Within our students served through Special Services we have disproportionately lower passing rates and performance levels on standardized assessments including but not limited to STAAR, MAP and TELPAS. **Root Cause**: Literacy and Math/Numeracy levels are disproportionately lower within our students served by Special Services.
Problem Statement 3: Students of Poverty are disproportionately more chronically absent from school at Oakwood Intermediate. **Root Cause**: Several barriers exist including financial instability, financial stress impacts and transportation issues.

Student Learning

Problem Statement 1: 61% of our students with Special Needs did not meet grade level on the 5th Grade STAAR Math Assessment as compared to 39% for the 6th Grade STAAR Math Assessment. 63% of our students with Special Needs did not meet grade level on the 5th Grade STAAR Reading/Language Arts Assessment as compared to 49% for the 6th Grade STAAR Reading/Language Arts Assessment. **Root Cause**: Significant learning gaps proliferated by Chronic Absences are two root causes of this problem.

School Processes & Programs

Problem Statement 1: Certain groups of our students displayed a disproportionate lack of awareness and proficiency in interpersonal skills, particularly in managing conflict effectively. **Root Cause**: Students require greater social-emotional awareness and interpersonal skills.

Goal 2: CSISD will elevate academic outcomes of historically underperforming student groups.

Performance Objective 2: By June 2026, Oakwood Intermediate will maintain or exceed a daily attendance rate of 96% or higher.

Evaluation Data Sources: Daily ADA data produced by the Raawee attendance tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Develop attendance intervention plans for students missing more than 10% of school days. **Strategy's Expected Result/Impact:** Our School's ADA average will be 96% or higher at the end of the year. **Staff Responsible for Monitoring:** Attendance Committee: Assistant Principal, Counselors, Attendance Clerk, MTSS Coach, Behavior Coach, SpEd department Head, Receptionist, Teachers **Title I:** 2.53, 2.531 **Problem Statements:** Demographics 1, 2, 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Recognize and reward improved attendance (monthly certificates, shoutouts, class celebrations). **Strategy's Expected Result/Impact:** Increase in student attendance rate; decrease in chronic absenteeism. **Problem Statements:** Demographics 3				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Within our ESL and Dual Language programs our students struggle in their acquisition of English literacy rates at the state grade level assessed standards. They are not performing at the same academic levels as their English speaking peers on both Math and ELA standardized tests. **Root Cause**: A significant proportion of our students who are Emergent Bilingual not only struggle with the acquisition of English literacy skills but also come to us with academic learning gaps in their first languages.
Problem Statement 2: Within our students served through Special Services we have disproportionately lower passing rates and performance levels on standardized assessments including but not limited to STAAR, MAP and TELPAS. **Root Cause**: Literacy and Math/Numeracy levels are disproportionately lower within our students served by Special Services.
Problem Statement 3: Students of Poverty are disproportionately more chronically absent from school at Oakwood Intermediate. **Root Cause**: Several barriers exist including financial instability, financial stress impacts and transportation issues.

Goal 2: CSISD will elevate academic outcomes of historically underperforming student groups.

Performance Objective 3: My June 2026, Oakwood Intermediate will decrease student chronic absenteeism from 15% to 10%.

High Priority

Evaluation Data Sources: Track chronic absenteeism among all students.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Host family meetings to discuss attendance barriers and provide resources. **Strategy's Expected Result/Impact:** Decrease chronic absenteeism from 15% to 10%. **Staff Responsible for Monitoring:** Assistant Principal, Attendance Clerk **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Pair chronically absent students with a caring adult mentor for daily or weekly check-ins. **Strategy's Expected Result/Impact:** Decrease chronic absenteeism from 15% to 10%. **Staff Responsible for Monitoring:** Assistant Principal, Attendance Clerk **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Within our ESL and Dual Language programs our students struggle in their acquisition of English literacy rates at the state grade level assessed standards. They are not performing at the same academic levels as their English speaking peers on both Math and ELA standardized tests. **Root Cause**: A significant proportion of our students who are Emergent Bilingual not only struggle with the acquisition of English literacy skills but also come to us with academic learning gaps in their first languages.
Problem Statement 2: Within our students served through Special Services we have disproportionately lower passing rates and performance levels on standardized assessments including but not limited to STAAR, MAP and TELPAS. **Root Cause**: Literacy and Math/Numeracy levels are disproportionately lower within our students served by Special Services.
Problem Statement 3: Students of Poverty are disproportionately more chronically absent from school at Oakwood Intermediate. **Root Cause**: Several barriers exist including financial instability, financial stress impacts and transportation issues.

Student Learning

Problem Statement 1: 61% of our students with Special Needs did not meet grade level on the 5th Grade STAAR Math Assessment as compared to 39% for the 6th Grade STAAR Math Assessment. 63% of our students with Special Needs did not meet grade level on the 5th Grade STAAR Reading/Language Arts Assessment as compared to 49% for the 6th Grade STAAR Reading/Language Arts Assessment. **Root Cause**: Significant learning gaps proliferated by Chronic Absences are two root causes of this problem.

Goal 2: CSISD will elevate academic outcomes of historically underperforming student groups.

Performance Objective 4: By May 2026, develop attendance intervention plans for students missing more than 10% of school days.

Evaluation Data Sources: Daily Attendance data tracked through Raawee

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Meet with the student and family to identify barriers (transportation, health, family issues). **Strategy's Expected Result/Impact:** Decrease student absences. **Staff Responsible for Monitoring:** Assistant Principal, Counselors, Attendance clerk, teachers **Title I:** 2.53, 2.531 **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Connect families with services such as mental health support, food assistance, transportation to reduce barriers to students arriving on time to school daily. **Strategy's Expected Result/Impact:** We expect to see greater attendance and academic performance for these students who are chronically absent from school. **Staff Responsible for Monitoring:** Attendance Committee: Assistant Principal, Counselors, Attendance Clerk, MTSS Coach, Behavior Coach, SpEd department Head, Receptionist, Teachers **Title I:** 2.53, 2.531 **Problem Statements:** Demographics 3				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Within our ESL and Dual Language programs our students struggle in their acquisition of English literacy rates at the state grade level assessed standards. They are not performing at the same academic levels as their English speaking peers on both Math and ELA standardized tests. **Root Cause**: A significant proportion of our students who are Emergent Bilingual not only struggle with the acquisition of English literacy skills but also come to us with academic learning gaps in their first languages.

Demographics

Problem Statement 2: Within our students served through Special Services we have disproportionately lower passing rates and performance levels on standardized assessments including but not limited to STAAR, MAP and TELPAS. **Root Cause**: Literacy and Math/Numeracy levels are disproportionately lower within our students served by Special Services.

Problem Statement 3: Students of Poverty are disproportionately more chronically absent from school at Oakwood Intermediate. **Root Cause**: Several barriers exist including financial instability, financial stress impacts and transportation issues.

Student Learning

Problem Statement 1: 61% of our students with Special Needs did not meet grade level on the 5th Grade STAAR Math Assessment as compared to 39% for the 6th Grade STAAR Math Assessment. 63% of our students with Special Needs did not meet grade level on the 5th Grade STAAR Reading/Language Arts Assessment as compared to 49% for the 6th Grade STAAR Reading/Language Arts Assessment. **Root Cause**: Significant learning gaps proliferated by Chronic Absences are two root causes of this problem.

Goal 2: CSISD will elevate academic outcomes of historically underperforming student groups.

Performance Objective 5: By 05/2026, reduce the chronic absenteeism rate among students of poverty at Oakwood Intermediate by 5%

High Priority

Evaluation Data Sources: Student attendance data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Establish a partnership with local transportation services to provide reliable transportation options for students facing transportation barriers. **Strategy's Expected Result/Impact:** We expect to see a decrease in chronic student absenteeism by at least 5%. **Staff Responsible for Monitoring:** Attendance Committee: Assistant Principal, Counselors, Attendance Clerk, MTSS Coach, Behavior Coach, SpEd department Head, Receptionist, Teachers **Title I:** 2.53, 2.531 **Problem Statements:** Demographics 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Work with District Transportation department and parents to establish consistent support for students to attend school regularly. **Strategy's Expected Result/Impact:** Decrease chronic absenteeism by 5%. **Staff Responsible for Monitoring:** Assistant Principal, Attendance Clerk, Counselors, Teachers **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: Within our ESL and Dual Language programs our students struggle in their acquisition of English literacy rates at the state grade level assessed standards. They are not performing at the same academic levels as their English speaking peers on both Math and ELA standardized tests. **Root Cause**: A significant proportion of our students who are Emergent Bilingual not only struggle with the acquisition of English literacy skills but also come to us with academic learning gaps in their first languages.

Demographics

Problem Statement 2: Within our students served through Special Services we have disproportionately lower passing rates and performance levels on standardized assessments including but not limited to STAAR, MAP and TELPAS. **Root Cause**: Literacy and Math/Numeracy levels are disproportionately lower within our students served by Special Services.

Problem Statement 3: Students of Poverty are disproportionately more chronically absent from school at Oakwood Intermediate. **Root Cause**: Several barriers exist including financial instability, financial stress impacts and transportation issues.

Student Learning

Problem Statement 1: 61% of our students with Special Needs did not meet grade level on the 5th Grade STAAR Math Assessment as compared to 39% for the 6th Grade STAAR Math Assessment. 63% of our students with Special Needs did not meet grade level on the 5th Grade STAAR Reading/Language Arts Assessment as compared to 49% for the 6th Grade STAAR Reading/Language Arts Assessment. **Root Cause**: Significant learning gaps proliferated by Chronic Absences are two root causes of this problem.

Goal 2: CSISD will elevate academic outcomes of historically underperforming student groups.

Performance Objective 6: By 05/2026, increase academic performance in Math and ELAR as measured by the MAP assessment, CFAs and campus grades for students who historically underperform academically.

Evaluation Data Sources: MAP assessment, CFAs and campus grades

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Employ supplementary tutors and teachers to support grow in tier II and tier III small group instruction. **Strategy's Expected Result/Impact:** By 05/2026, increase academic performance in Math and ELAR as measured by the MAP assessment, CFAs and campus grades for students who historically underperform academically. **Staff Responsible for Monitoring:** Administration, Instructional Coaches **Title I:** 2.53 **Problem Statements:** Demographics 1, 2, 3 **Funding Sources:** Tutors, extra duty pay for teachers - 211 Title I, Part A - $26,184				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: Within our ESL and Dual Language programs our students struggle in their acquisition of English literacy rates at the state grade level assessed standards. They are not performing at the same academic levels as their English speaking peers on both Math and ELA standardized tests. **Root Cause**: A significant proportion of our students who are Emergent Bilingual not only struggle with the acquisition of English literacy skills but also come to us with academic learning gaps in their first languages.
Problem Statement 2: Within our students served through Special Services we have disproportionately lower passing rates and performance levels on standardized assessments including but not limited to STAAR, MAP and TELPAS. **Root Cause**: Literacy and Math/Numeracy levels are disproportionately lower within our students served by Special Services.
Problem Statement 3: Students of Poverty are disproportionately more chronically absent from school at Oakwood Intermediate. **Root Cause**: Several barriers exist including financial instability, financial stress impacts and transportation issues.

Goal 3: CSISD will enrich students' school experiences by strengthening relationships between students, staff, and families.

Performance Objective 1: By June 2026, Oakwood Intermediate administration staff will establish consistent, transparent, and collaborative communication practices among school staff to foster a more informed, cohesive, and supportive work environment.

Evaluation Data Sources: Staff Surveys in Fall and Spring Semesters using a Likert scale in questions. This data source will measure staff satisfaction, sense of value and culture.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Implement structured Guiding Coalition meetings to promote clear, transparent communication, ensuring all staff are informed, aligned on goals, and actively engaged in school initiatives. **Strategy's Expected Result/Impact:** The Guiding Coalition of 22 total members currently include 14 teachers. These teachers represent each curricular department including SpEd and Fine Arts. **Staff Responsible for Monitoring:** Administration **Title I:** 2.51, 2.534 **Problem Statements:** Perceptions 1 **Funding Sources:** General materials - 211 Title I, Part A - $5,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: We need to improve staff collaboration on decision making and communication through deliberate implementation of structured Guiding Coalition meetings to promote clear, transparent communication, ensuring all staff are informed, aligned on goals, and actively engaged in school initiatives. **Root Cause**: Last year we had a lack of leadership structure and consistency on campus.

Goal 4: CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.

Performance Objective 1: By May 2026, we will increase student engagement and academic performance through the use of digital resources.

Evaluation Data Sources: We will use MAP, STAAR, TELPAS, CFA and Summative assessments data. We will also evaluate use reports from the Digital Resource subscriptions we purchase.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: All teachers are creating goals for themselves within their T-TESS evaluations to implement digital resources that can enhance student learning. **Strategy's Expected Result/Impact:** Increased performance as measured by data from sources including but not limited to: MAP, District Social Studies Benchmark. **Staff Responsible for Monitoring:** Administration **Title I:** 2.51 **Problem Statements:** Demographics 1, 2 - Student Learning 1 **Funding Sources:** PD on research based digital reading and math strategies. - 211 Title I, Part A - $3,234				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: We will supplement our digital learning resources with platforms such as but not limited to: Quizizz, Blooket, RtI schedular and Boom. **Strategy's Expected Result/Impact:** We expect to see increased performance on standardized assessments for Reading and Math. **Staff Responsible for Monitoring:** All administrators, supports staff and teachers. **Title I:** 2.51, 2.52 **Problem Statements:** Demographics 1, 2 - Student Learning 1 **Funding Sources:** - 211 Title I, Part A - $1,000				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Within our ESL and Dual Language programs our students struggle in their acquisition of English literacy rates at the state grade level assessed standards. They are not performing at the same academic levels as their English speaking peers on both Math and ELA standardized tests. **Root Cause**: A significant proportion of our students who are Emergent Bilingual not only struggle with the acquisition of English literacy skills but also come to us with academic learning gaps in their first languages.

Problem Statement 2: Within our students served through Special Services we have disproportionately lower passing rates and performance levels on standardized assessments including but not limited to STAAR, MAP and TELPAS. **Root Cause**: Literacy and Math/Numeracy levels are disproportionately lower within our students served by Special Services.

Student Learning

Problem Statement 1: 61% of our students with Special Needs did not meet grade level on the 5th Grade STAAR Math Assessment as compared to 39% for the 6th Grade STAAR Math Assessment. 63% of our students with Special Needs did not meet grade level on the 5th Grade STAAR Reading/Language Arts Assessment as compared to 49% for the 6th Grade STAAR Reading/Language Arts Assessment. **Root Cause**: Significant learning gaps proliferated by Chronic Absences are two root causes of this problem.

Campus Funding Summary

211 Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Behavior Coach, Instructional Assistants		$124,760.00
1	1	2	Conferences, Research based strategies for math and reading for ELL and low SES students		$16,300.00
1	1	2	Reading materials		$5,466.00
2	1	1			$5,000.00
2	6	1	Tutors, extra duty pay for teachers		$26,184.00
3	1	1	General materials		$5,000.00
4	1	1	PD on research based digital reading and math strategies.		$3,234.00
4	1	2			$1,000.00
				Sub-Total	$186,944.00
				Budgeted Fund Source Amount	$186,944.00
				+/- Difference	$0.00
				Grand Total Budgeted	$186,944.00
				Grand Total Spent	$186,944.00
				+/- Difference	$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Services, School Counselors	9/12/2025	Jeff Mann	9/12/2025
Child Abuse and Neglect	Campus Administrators, Director of Human Resources	9/12/2025	Jeff Mann	9/12/2025
Coordinated Health Program	Director of Child Nutrition, Director of Special Programs	9/12/2025	Jeff Mann	9/12/2025
Decision-Making and Planning Policy Evaluation	Assistant Superintendent of Teaching and Learning, Chief of Staff & Leadership, Superintendent	9/12/2025	Jeff Mann	9/12/2025
Disciplinary Alternative Education Program (DAEP)	College View High School Principal, Director of Student Services	9/12/2025	Jeff Mann	9/12/2025
Dropout Prevention	Director of Student Services	9/12/2025	Jeff Mann	9/12/2025
Dyslexia Treatment Program	Executive Director of Special Services	9/12/2025	Jeff Mann	9/12/2025
Title I, Part C Migrant	Director of Federal and State Programs	9/12/2025	Jeff Mann	9/12/2025
Pregnancy Related Services	Director of Federal and State Programs	9/12/2025	Jeff Mann	9/12/2025
Post-Secondary Preparedness	Director of Student Services	9/12/2025	Jeff Mann	9/12/2025
Recruiting Teachers and Paraprofessionals	Director of Human Resources	9/12/2025	Jeff Mann	9/12/2025
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Special Services	9/12/2025	Jeff Mann	9/12/2025
Student Welfare: Discipline/Conflict/Violence Management	Director of Student Services, Campus Administration	9/12/2025	Jeff Mann	9/12/2025
Texas Behavior Support Initiative (TBSI)	Executive Director of Special Services	9/12/2025	Jeff Mann	9/12/2025
Technology Integration	Director of Digital Learning	9/12/2025	Jeff Mann	9/12/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Director of Safety & Risk Management, Superintendent, School Board	9/12/2025	Jeff Mann	9/12/2025