Cypress-Fairbanks Independent School District

Woodard Elementary School

2025-2026

Accountability Rating: A

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

Mission Statement

In partnership with families and the community, Woodard staff members establish high academic standards and behavioral expectations for all students. Woodard is committed to treating all students as individuals by building their self-esteem, enhancing their creativity, and encouraging them to make healthy lifestyle choices. We provide a safe, nurturing, motivating, and disciplined environment where students become lifelong learners impacting their families, communities, country, and world in a productive and positive way.

Vision

ALL ONE FAMILY - ALL IN FOR STUDENTS

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Woodard Elementary is a campus in Houston, Texas. Woodard opened its doors in 2015. Woodard is projected to serve 954 students in grades PK-5 during the 2025-2026 school year, which is a projected decrease from the previous year of 1,050.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Woodard's needs assessment process is described below.

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The CPOC met on MAY 13, 2025 and again on SEPTEMBER 16,2025 to develop and finalize the CNA. The meetings were held in Woodard Elementary Library at 7:30 AM.
We plan to meet again on (November 18, 2025, February 17, 2026, and May 12, 2026 to review and revise the CNA as needed.

At the first meeting on MAY 13, 2025, principal Susan Brenz used the following process to conduct the comprehensive needs assessment: Woodard Elementary Full Staff CPOC/Vertical Team met on May 13, 2025, to review preliminary data and set the preliminary Title I budget for 2025-2026.

<div align="center">

CPOC
May 13, 2025
Woodard Elementary
Agenda

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#1 Completion of May CIP Strategy Review
- Teams discussed goals of the formative Review for May

#2 Completion of 2024-2025 CIP Summative Evaluation
- Teams discussed summative evaluation based off of campus data

#3 Begin 2024-2025 Needs Assessment

Minutes

Reading: Our first identified priority problem is in the area of student achievement, specifically, our Reading performance by sup pops (African American, EB, White, Asian, Hispanic, and SpEd) students needs improvement in comparison to other subgroups. Through the root cause analysis process, we identified to purposefully plan systematic and explicit instruction, academic conversation, and practice purposeful small groups with our (African American, EB, White, Asian, Hispanic, and SpEd) students specifically in mind to grow our students' at the Meets and Masters levels.

Strengths:
- Reading comprehension…combined score of benchmark (answers & ECR) 3rd 89%, 4th 91%, 5th 93%
- 3rd, 4th and 5th grade students were meeting out campus goal of 90% at approaches, 60% at meets and 30% at masters.

Needs:
- more ECR writing in 3rd grade science…develop more writing across curriculum with rubrics that are related to the ECR
- 3rd - 5th: Need to focus on SpEd, At-Risk, & EB populations

Math: Our second identified priority problem is in the area of student achievement, specifically, Our Math performance by sub pops (Asian, White, African American, EB, and SpEd) students needs improvement to other comparison subgroups. Through the root cause analysis process, we identified the need to prepare, plan, and think critically to be proactive in teaching small group instruction, interactive vocabulary skills, utilizing mathematical conversations, and critically based thinking strategies. These strategies will help our students in real-world problem-solving skills to increase our approaches, meets, and masters passing standards.

Strengths:
- 3rd, 4th, & 5th: Our Asian population's percentage was met and grew overall.
- 3rd, 4th, & 5th: Our ED population's percentage was met and grew overall.
- 3rd, 4th, & 5th: Our SpEd population's percentage was met and grew overall.

Needs:

- 3rd: To grow our approaches category for our high focused group (ED, SpEd, EB) & AA & Hispanics
- 4th: To grow our approaches category for our high focused groups (ED, SpEd, EB) & AA
- 5th: To grow our approaches category for our ED, SpEd, & Hispanic

Science: Our third identified priority problem is in the area of Science: Our Science performance by sub pops (African American, White, Asian, EB, and SpEd) students needs improvement in comparison to other subgroups. Through the root cause analysis process, we identified the need to purposefully plan small groups tailored towards specific TEKS, interactive vocabulary activities, and real-world/relevant experiences in science, as well as incorporate writing into science to increase our Approaches, Meets, and Masters passing standards.

Strengths:
- 5th: Our White & Asian subpops passing percentage grew overall.

Needs:
- 5th: To grow our SpEd passing percentage on the 5th grade Science STAAR.

Behavior

Strength:
- Walkie calls are down each month except March.

Needs:
- Office referrals are higher than the 2023-2024. The 2023-2024 year was 104 we are currently at 248 and counting .
- Need to target our repeat offenders: repeat offenders are driving data

School Culture and Climate Strengths & Needs

The following strengths were identified in regard to School Culture and Climate:

Updated 5/8/25 The following strengths were identified in regard to School Culture and Climate:
59% of teachers and 32% of Para Educators completed the survey therefore this does not represent the opinion of the staff.
1. 97% believe opportunities exist for staff to think for themselves.
2. 100% believe opportunities for professional growth exist for all staff members.
3. 92% believe work they are asked to do relates directly to their job responsibility.
4. 92% believe information is available for staff to do an effective job.
5. 84% believe they have opportunities to provide input for decisions.
6. 97% believe procedures have been implemented to keep them safe at work.
7. 100% believe that quality work is expected of them.
8. 92% believe that collaboration is both encouraged and practiced.

9. 92% believe there are opportunities to discuss their concerns with administrators.
10. 97% believe various forms of feedback are provided to help them improve their performance.
11. 94% believe that information related to their job is accessible.
12. 81% believe that staff recognition is built into the school culture.
   Attendance has been built in for staff and students
13. 95% believe they are clear about their job responsibilities.
14. 97% believe that quality work is expected of all students.
15. 97% believe that all decisions are data-driven.

Begin the 2025-2026 Campus Improvement Plan

Strategy 1:

RLA: We commit to supporting striving readers (African American, EB, White, Asian, Hispanic, and SpEd) in direct, systematic, and explicit instruction. Utilizing daily academic conversations and small group instruction in reading to increase student growth specifically in the approaches, meets and masters passing standards.
Staff Responsible for Monitoring: Principal, APs, ISs, Instructional Teaching Staff, Testing Coordinator and paraprofessionals

Strategy 2:

Math: We commit to planning for purposeful: small group instruction, interactive vocabulary, and real-world problem-solving utilizing critically based thinking strategies for our (African American, White, Asian, EB, SpEd, Females & At-Risk) students. Utilizing these strategies we will target to increase student growth in our approaches, meets, and masters passing standards
Staff Responsible for Monitoring: Principal, APs, ISs, Instructional Teaching Staff, Testing Coordinator and paraprofessionals

Strategy 3:

Science: We commit to planning for purposeful: small groups tailored towards specific TEKS, interactive vocabulary activities, and real-world/ relevant experiences in science, as well as incorporate writing into science to support our (African American, White, Asian, EB, female and SpEd) students to increase our approaches, meets, and masters passing standards.
Staff Responsible for Monitoring: Principal, APs, ISs, Instructional Teaching Staff, Testing Coordinator and paraprofessionals

Strategy 4

Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

Staff Responsible for Monitoring: Principal, APs, PEAM Teachers

Strategy 5

Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Students will be provided with pre-planned lessons at least 25 minutes (K-1) & 30 minutes (2nd-5th) of targeted instruction each day that includes: reading small groups, phonemic awareness, content vocabulary activities, fact fluency, number sense activities focusing on targeted TEKS and campus data utilizing available staff and technology applications (Achieve 3000, Boost, Amira, ST Math, DreamBox Math, etc).

Staff Responsible for Monitoring: Principal, APs, ISs, Instructional Teaching Staff, Testing Coordinator and paraprofessionals

Strategy 6:

Well-Rounded Education: Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Pup Squad Dance for PK, Pom Squad K-2nd grade, Woodard Dance Team for 3rd-5th grade, Art Team for 5th grade, Yearbook Team for 5th grade, Honor Choir & Drumline for 4th-5th grade, Wolves on the Run Team 1st-5th grade, Volleyball Team for 4th-5th, Science Team for 3rd, 4th & 5th grade, Young Men of Distinction for 3rd-5th grade, Girls Eliminating Modern Stereotypes (G.E.M.S.) for 4th & 5th grade, DaVinci Day, Cy-Woods Vertical Showcase for Gifted & Talented students in 1st-5th grade, District Choral Festival for 5th grade, Name that Book Contest for 3rd-5th grade, Spelling Bee for 3rd-5th grade and STEM Friday in grades 1-5 so all students can participate.

Staff Responsible for Monitoring: Principal, APs, ISs, Instructional Teaching Staff and Testing Coordinator

Strategy 7:

At-Risk: Students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs. At-risk (African American, SPED, EB) students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs. Strategy's Expected Result/Impact: Close the achievement gap for African American, EB and SpEd student groups to meet or exceed the campus improvement targets:

1. Salaries:
    *The Testing Coordinator will work with teaching staff leading campus SIT meetings regarding students who are AT Risk and will monitor campus assessments to help teachers monitor students who are working below grade level so that all students are growing towards campus goals of 90% approaches, 60% meets, and 30% masters. Campus Testing Coordinator delivers all assessments, establishing protocols for each assessment, collecting results, disaggregating the data, and delivering back to teachers (MAP, District Assessments, TELPAS, TELPAS Alt, STAAR, STAAR ALT 2, GT). Testing Coordinator will assist AP/Principal with TIA data).

*The Behavior Coach will work with students who are at risk behaviorally and identified as Red or Yellow on PBIS Tier system. The behavior coach will work with teachers on classroom management strategies and identify appropriate classroom interventions to support children at risk. The behavior coach will create behavior plans and take the data and lead the PBIS committee.

2 **. Professional Development** -The leadership team, teaching staff, and para-professionals will attend various professional developments to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms assisting in meeting the instructional and behavioral goals of the campus as specified in the CIP.

3**. Instructional Supplies:** *Student instructional supplies will be used to assist in the delivery of instruction and identify additional targeted lessons.

4. Student, **PAFE** snacks and supplies will be used to support before/after school events such as Curriculum Night for Reading and Math hands-on activities to model strategies for parents to use at home to support their children.

Staff Responsible for Monitoring: Principal, APs, ISs, Instructional Teaching Staff and Testing Coordinator

Performance Objective 3: State Compensatory Education (SCE): Throughout the current school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.

Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk. We want to cover a broader scope of students who have fallen behind in ELAR due to learning loss and depth of written response required for ECRs. The students in this group will not have passed the 3rd-5th grade ELAR assessments (module assessments/benchmarks/MAP test/STAAR), will have been placed or retained in a grade level or continue to be served in the emergent bilingual program as a result of not reaching a proficiency level needed to exit the program.

Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table

Staff Responsible for Monitoring: Principal, APs, ISs, Instructional Teaching Staff and Testing Coordinator

Goal 2: Goal 2 Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning. Performance Objective 3: Restorative Discipline: The campus will use restorative discipline practices. Evaluation Data Sources: Discipline reports

Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Violence Prevention will remain at 0% of violent incidents as staff members will co-regulate with students in crisis to support their resilience and coping strategies prior to writing a discipline referral using strategies learning via our STAAR COMMONWEALTH training, PBIS strategies and Student Services Training for BCs/APs.

Strategy's Expected Result/Impact: Violent incidents will continue to be 0%

Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Coach and AP Secretary

Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Staff members will co-regulate with students in crisis to support their resilience and coping strategies prior to writing a discipline referral using strategies learning via our STAAR COMMONWEALTH training, PBIS strategies and Student Services Training for BCs/APs.

Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.

Staff Responsible for Monitoring: Principal, Assistant Principals, and Behavior Coach

Title 1 Budget

24-25 # of ED Students	25-26			Instructional Funding 24-25	Parent Involvement Funding 24-25	25-26 Preliminary Funding	Parent Involvement Funding 25-26	Diff from 24-25 to 25-26
53.60%	51%			$218,000	$5,178	201,875	4,637	($-16,125)
Staffing: Testing Coordinator Behavior Coach

Previously 24-25 was **2.5** salaries in 25-26 is **2** salaries. | | | | 170,905.89 | | | | |

24-25 # of ED Students	25-26			Instructional Funding 24-25	Parent Involvement Funding 24-25	25-26 Preliminary Funding	Parent Involvement Funding 25-26	Diff from 24-25 to 25-26
Interventions & Professional Development				29,000				

At the second meeting on August 6, 2025 during our campus PD week, we reviewed the previous year's CIP and assessment data to do a root cause analysis and identified our goals and strategies. We analyzed many forms of data and feedback. After reviewing our progress and challenges, we met again as a team on September 16th, 2025 to determine the most effective strategies we needed to implement in order to meet the needs of Woodard students.

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

Below is a summary of the prioritized problems and related root causes identified by the CPOC for the school to focus on during the 2025-26 school year:

Our first identified priority problem is in the area of student achievement, specifically, our Reading performance by sup pops (African American, EB, White, Asian, Hispanic, and SpEd) students need improvement in comparison to other subgroups. Through the root cause analysis process, we identified the level of instructional rigor needs to match the level of content being tested to ensure we continue to grow approaches, meets and masters for all students. In addition, we noted that data collection in the monitoring notebook needs to be utilized for differentiated instruction for individual students during small group instruction.

Our second identified priority problem is in the area of student achievement, specifically, our Math performance by sub pops (Asian, White, African American, EB, and SpEd) students need improvement to other comparison subgroups. Through the root cause analysis process, we identified the level of instructional rigor needs to match the level of content being tested to ensure we continue to grow approaches, meets and masters for all students. In addition, we noted that data collection in the monitoring notebook needs to be utilized for differentiated instruction for individual students during small group instruction.

Our third identified priority problem is in the area of Science: our Science performance by sub pops (African American, White, Asian, EB, and SpEd) students need improvement in comparison to other subgroups. Through the root cause analysis process, we identified the level of instructional rigor needs to match the level of content being tested to ensure we continue to grow approaches, meets and masters for all students. In addition, we noted that data collection in the monitoring notebook needs to be utilized for differentiated instruction for individual students during small group instruction.

Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details	Reviews			
Strategy 1: Instructional Focus: EB, SpEd & At-Risk student achievement across all subjects for reading, math and science	**Formative**			**Summative**

Strategy: We will increase the level of instructional rigor across all subjects to match the level of the TEKS being tested for STAAR, and we will utilize monitoring notebooks for differentiated and targeted small group instruction.
    Strategy's Expected Result/Impact: Meet or exceed STAAR targets
    Staff Responsible for Monitoring: Principal, APs, Counselors, ISs, Instructional Teaching Staff, Testing Coordinator and paraprofessionals
	Nov	**Feb**	**May**	**June**

	Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Instructional Focus: 4th grade math performance at the approaches level	**Formative**			**Summative**

Strategy: We will increase the level of instructional rigor during weekly planning to prepare for instructional delivery to match the level of the TEKS being tested for STAAR, and we will purposefully plan and discuss the use of the monitoring notebook to be used on a regular basis to ensure that strategies for differentiated and targeted small group instruction are happening.
    Strategy's Expected Result/Impact: Meet or exceed STAAR targets
    Staff Responsible for Monitoring: Principal, APs, Counselors, ISs, Instructional Teaching Staff, Testing Coordinator and paraprofessionals
	Nov	**Feb**	**May**	**June**

	Moderate Progress			

Strategy 3 Details	Reviews			
Strategy 3: Instructional Focus: To close learning gaps for our students with the highest behavior dysregulation	**Formative**			**Summative**
Strategy: The counselors, behavior specialist, APs and teachers will work collaboratively to support students who have behavior dysregulation to ensure that these students are in the classroom for first time instruction and have realistic goals for their growth measures.	**Nov**	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Meet or exceed STAAR targets				
Staff Responsible for Monitoring: Principal, APs, Counselors, ISs, Instructional Teaching Staff, Testing Coordinator and paraprofessionals	Moderate Progress			

Strategy 4 Details	Reviews			
Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness	**Nov**	**Feb**	**May**	**June**
Staff Responsible for Monitoring: Principal, APs, ISs, Instructional Teaching Staff, Testing Coordinator and paraprofessionals	Considerable			

Strategy 5 Details	Reviews			
Strategy 5: Well-Rounded Education: Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Pup Squad Dance for PK, Pom Squad K-2nd grade, Woodard Dance Team for 3rd-5th grade, Art Team for 5th grade, Yearbook Team for 5th grade, Honor Choir & Drumline for 4th-5th grade, Wolves on the Run Team 1st-5th grade, Volleyball Team for 4th-5th, Science Team for 3rd, 4th & 5th grade, Young Men of Distinction for 3rd-5th grade, Girls Eliminating Modern Stereotypes (G.E.M.S.) for 4th & 5th grade, DaVinci Day, Cy-Woods Vertical Showcase for Gifted & Talented students in 1st-5th grade, District Choral Festival for 5th grade, Spelling Bee for 3rd-5th grade and STEM Friday in grades 1-5 so all students can participate.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Provide students with the opportunity to have a well-rounded education.	Considerable			
Staff Responsible for Monitoring: Principal, APs, Counselors, ISs, Instructional Teaching Staff and Testing Coordinator				

Strategy 6 Details	Reviews			
Strategy 6: Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental support based on their specific academic needs.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: 1. Salaries: *The Testing Coordinator will work with teaching staff leading campus SIT meetings regarding students who are At-risk and will monitor campus assessments to help teachers monitor students who are working below grade level, so all students are growing towards campus goals of 95% Approaches, 75% Meets, and 45% Masters. Campus Testing Coordinator delivers all assessments, establishing protocols for each assessment, collecting results, disaggregating the data, and delivering back to teachers (MAP, District Assessments, TELPAS, TELPAS Alt, STAAR, STAAR ALT 2, GT). Testing Coordinator will assist AP/Principal with TIA data.

*The Behavior Specialist will work with students who are at-risk behaviorally and identified as Red or Yellow on PBIS Tier system. The behavior coach will work with teachers on classroom management strategies and identify appropriate classroom interventions to support children at-risk. The Behavior Specialist will create behavior plans and take the data to lead the PBIS committee.

2 . Professional Development -The leadership team, teaching staff, and para-professionals will attend various professional developments to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms, assisting in meeting the instructional and behavioral goals of the campus as specified in the CIP.

3. Instructional Supplies: Student instructional supplies will be used to assist in the delivery of instruction and identify additional targeted lessons.

4. Student, PAFE snacks and supplies will be used to support before/after school events such as Curriculum Night for Reading and Math hands-on activities to model strategies for parents to use at home to support their children, Veterans Day & Multicultural Night.

5. Interventions: Provided by Temporary Workers/Retired Teachers

6. Extended Day Pay: staff members will be paid for planning outside the school day to support instructional and behavioral goals as specified in the CIP.

Staff Responsible for Monitoring: Principal, APs, Instructional Specialist, Instructional Teaching Staff, Paraprofessionals, Testing Coordinator | Considerable | | | |

Strategy 7 Details		Reviews			
Strategy 7: Improving Student Engagement: We are committed to celebrating our students with daily/weekly/9-week accomplishments using goal-setting, awarding medals for ST Math and Amira achievement, providing PACK $ and attendance brag tags, PBIS buyout celebrations, and 9-week WOW Rallies.		Formative			Summative
		Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Students are celebrated for accomplishments for a variety of reasons, which helps improve their self-esteem. **Staff Responsible for Monitoring:** Principal, APs, Counselors, ISs, Testing Coordinator, Behavior Specialist, Instructional Teaching Staff and Registrar.		Considerable			

Strategy 8 Details		Reviews			
Strategy 8: Improving Student Engagement: We are committed to offering our PK-5 students a variety of extracurricular opportunities to engage them in coming to school and sharing their passions with others.		Formative			Summative
		Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Improvement will be seen in the following: attendance, behavior, collaborative problem-solving along with the development of a well-rounded education that prepares our students for middle school. **Staff Responsible for Monitoring:** Principal, APs, Counselors, ISs, Testing Coordinator, Behavior Specialist, Instructional Teaching Staff and Registrar.		Considerable			

No Progress   Accomplished   ➡ Continue/Modify   ✖ Discontinue

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details	Reviews			
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased reading proficiency	**Nov**	**Feb**	**May**	**June**
Staff Responsible for Monitoring: Principal, APs, Instructional Specialists, Testing Coordinator & Instructional Staff	Moderate Progress			

Strategy 2 Details	Reviews			
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased reading proficiency	**Nov**	**Feb**	**May**	**June**
Staff Responsible for Monitoring: Principal, APs, Instructional Specialists, Testing Coordinator & Instructional Staff	Considerable			

Strategy 3 Details	Reviews			
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased reading proficiency	**Nov**	**Feb**	**May**	**June**
Staff Responsible for Monitoring: Principal, APs, Instructional Specialists, Testing Coordinator & Instructional Staff	Moderate Progress			

Strategy 4 Details		Reviews			
Strategy 4: We will maintain a monitoring notebook to document individual students' progress to plan for differentiated and targeted small group instruction. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal, APs, Instructional Specialists, Testing Coordinator & Instructional Staff		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
		Moderate Progress			

Strategy 5 Details		Reviews			
Strategy 5: We will utilize weekly planning time to develop higher level questioning strategies to align with the TEKS level being tested on yearly exams. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal, APs, Instructional Specialists, Testing Coordinator & Instructional Staff		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
		Considerable			

No Progress   Accomplished   Continue/Modify   Discontinue

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details	Reviews			
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased reading proficiency	**Nov**	**Feb**	**May**	**June**
Staff Responsible for Monitoring: Principal, APs, Instructional Specialists, Testing Coordinator & Instructional Staff	Considerable			

Strategy 2 Details	Reviews			
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased reading proficiency	**Nov**	**Feb**	**May**	**June**
Staff Responsible for Monitoring: Principal, APs, Instructional Specialists, Testing Coordinator & Instructional Staff	Considerable			

Strategy 3 Details	Reviews			
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased reading proficiency	**Nov**	**Feb**	**May**	**June**
Staff Responsible for Monitoring: Principal, APs, Instructional Specialists, Testing Coordinator & Instructional Staff	Considerable			

Strategy 4 Details		Reviews			
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal, APs, Instructional Specialists, Testing Coordinator & Instructional Staff		Formative			Summative
		Nov	Feb	May	June
		Considerable			

Strategy 5 Details		Reviews			
Strategy 5: We will maintain a monitoring notebook to document individual students' progress to plan for differentiated and targeted small group instruction. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal, APs, Instructional Specialists, Testing Coordinator & Instructional Staff		Formative			Summative
		Nov	Feb	May	June
		Considerable			

Strategy 6 Details		Reviews			
Strategy 6: We will utilize weekly planning time to develop higher level questioning strategies to align with the TEKS level being tested on yearly exams. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal, APs, Instructional Specialists, Testing Coordinator & Instructional Staff		Formative			Summative
		Nov	Feb	May	June
		Considerable			

No Progress   Accomplished   ➡ Continue/Modify   ✖ Discontinue

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details	Reviews			
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased reading proficiency **Staff Responsible for Monitoring:** Principal, APs, Instructional Specialists, Testing Coordinator & Instructional Staff	**Nov**	**Feb**	**May**	**June**
	Considerable			

Strategy 2 Details	Reviews			
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum).	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased reading proficiency **Staff Responsible for Monitoring:** Principal, APs, Instructional Specialists, Testing Coordinator & Instructional Staff	**Nov**	**Feb**	**May**	**June**
	Considerable			

Strategy 3 Details	Reviews			
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased reading proficiency **Staff Responsible for Monitoring:** Principal, APs, Instructional Specialists, Testing Coordinator & Instructional Staff	**Nov**	**Feb**	**May**	**June**
	Considerable			

Strategy 4 Details	Reviews			
Strategy 4: We will maintain a monitoring notebook to document individual students' progress to plan for differentiated and targeted small group instruction. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal, APs, Instructional Specialists, Testing Coordinator & Instructional Staff	Formative			Summative
	Nov	**Feb**	**May**	**June**
	Considerable			

Strategy 5 Details	Reviews			
Strategy 5: We will utilize weekly planning time to develop higher level questioning strategies to align with the TEKS level being tested on yearly exams. **Strategy's Expected Result/Impact:** Increased reading proficiency9. **Staff Responsible for Monitoring:** Principal, APs, Instructional Specialists, Testing Coordinator & Instructional Staff	Formative			Summative
	Nov	**Feb**	**May**	**June**
	Considerable			

No Progress   Accomplished   → Continue/Modify   ✗ Discontinue

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details	Reviews			
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources including the use of math manipulatives. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Principal, APs, Instructional Specialists, Testing Coordinator & Instructional Staff	**Formative**			**Summative**
	Nov	Feb	May	June
	Considerable			

Strategy 2 Details	Reviews			
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Principal, APs, Instructional Specialists, Testing Coordinator & Instructional Staff	**Formative**			**Summative**
	Nov	Feb	May	June
	Considerable			

Strategy 3 Details	Reviews			
Strategy 3: Math teachers will model and expect students to use a problem-solving process. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Principal, APs, Instructional Specialists, Testing Coordinator & Instructional Staff	**Formative**			**Summative**
	Nov	Feb	May	June
	Considerable			

Strategy 4 Details	Reviews			
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners, using the monitoring notebook to create differentiated instruction.	Formative			Summative
	Nov	Feb	May	June
Strategy's Expected Result/Impact: Increased math proficiency **Staff Responsible for Monitoring:** Principal, APs, Instructional Specialists, Testing Coordinator & Instructional Staff	Considerable			

Strategy 5 Details	Reviews			
Strategy 5: Math teachers will use planning time to develop higher level questioning strategies and use of math manipulatives to help students develop a concept understanding of math TEKS aligned with the yearly exams.	Formative			Summative
	Nov	Feb	May	June
Strategy's Expected Result/Impact: Increased math proficiency **Staff Responsible for Monitoring:** Principal, APs, Instructional Specialists, Testing Coordinator & Instructional Staff	Considerable			

No Progress   Accomplished   → Continue/Modify   ✗ Discontinue

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current school year, 100% of the district's safety policies will be implemented.

    Evaluation Data Sources: Record of safety drills and other required safety actions

Strategy 1 Details		Reviews			
Strategy 1: The Safety Task Force Rep at each grade level will continue to monitor/revise the EOP by meeting regularly with the APs, ensure drills are executed with fidelity, and tabletop scenarios are practiced on a regular basis with a campus shared language of the Standard Safety Protocols. Health & Safety Procedures have been added across the campus.		**Formative**			**Summative**
		Nov	Feb	May	June
Strategy's Expected Result/Impact: Improved Standard Safety Protocol of Shared Language in Response to an Emergency or Crisis **Staff Responsible for Monitoring:** None		Considerable			
Strategy 2 Details		Reviews			
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Conduct Weekly Exterior Door Sweeps.		**Formative**			**Summative**
		Nov	Feb	May	June
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** None		Considerable			

○ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

    Evaluation Data Sources: Student attendance records

Strategy 1 Details			Reviews			
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.			**Formative**			**Summative**
			Nov	**Feb**	**May**	**June**
Student Attendance: Students will be acknowledged for perfect attendance and exemplary attendance each 9-weeks through certificates and WOW Rallies. A campus drawing will be done during each WOW Rally for perfect attendance for one student. All perfect attendance students will be acknowledged with a special PACK wristband and will be given opportunities for random incentives such as (extra recess, dance parties, and scooter races.. etc). Each week, students will be given $5 PACK Cash if they have perfect attendance. **Strategy's Expected Result/Impact:** 95% overall attendance rate **Staff Responsible for Monitoring:** Principal, APs, Counselors, Instructional Staff & Campus Registrar			Accomplished			

Strategy 2 Details			Reviews			
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) **Strategy's Expected Result/Impact:** 95% overall attendance rate **Staff Responsible for Monitoring:** Principal, APs, Counselors, Instructional Staff & Campus Registrar			**Formative**			**Summative**
			Nov	**Feb**	**May**	**June**
			Considerable			

    ⭕ No Progress   🟢 Accomplished   ➡️ Continue/Modify   ❌ Discontinue

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details		Reviews			
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Violence Prevention will remain at 0% of violent incidents as staff members will co-regulate with students in crisis to support their resilience and coping strategies prior to writing a discipline referral using strategies learning via our LSCI training, PBIS strategies and Student Services Training for BCs/APs.		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavior Specialist and AP Secretary		Considerable			

Strategy 2 Details		Reviews			
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Staff members will co-regulate with students in crisis to support their resilience and coping strategies prior to writing a discipline referral using strategies learning via our LSCI training, PBIS strategies and Student Services Training for BCs/APs.		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** Principal, Assistant Principals, and Behavior Specialist		Considerable			

Strategy 3 Details		Reviews			
Strategy 3: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate social skills. In addition, the campus will develop appropriate action plans based on the results of the Safe Schools Survey.		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: 1. Increased awareness and reporting of possible bullying incidents. 2. Decrease in bullying incidents/behaviors. 3. Improved classroom and/or school culture. **Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Behavior Specialist, Campus PBIS/Bullying Committee		Considerable			

Strategy 4 Details	Reviews			
Strategy 4: Teachers will participate in CFISD's Classroom Management 101 course.	Formative			Summative
Strategy's Expected Result/Impact: By the end of the 2025-2026 school year, 100% of campus teachers will be trained in CFISD's Classroom Management 101 course. **Staff Responsible for Monitoring:** Principal, Assistant Principal(s)	**Nov**	**Feb**	**May**	**June**
	Considerable			

○ No Progress   ○ Accomplished   ➡ Continue/Modify   ✖ Discontinue

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 1%.

    Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Reviews			
Strategy 1: Teacher/Paraprofessional Attendance: We will provide weekly incentives for perfect attendance to earn $10 Brenz Bucks. Each 9-weeks we provide incentives based on attendance to include things such as certificates, public acknowledgments and pre-packaged snacks for those that meet the target attendance each 9-weeks.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%. **Staff Responsible for Monitoring:** Principal, APs, Principal Secretary, PBIS Committee	Considerable			

    ◯ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2024-25 school year, 100% of teachers will receive job targeted professional development based on identified needs of our student's academic, behavioral and social-emotional needs.

Evaluation Data Sources: Classroom implementation of professional learning, Walk-throughs, Lesson Plans

Strategy 1 Details				Reviews			
Strategy 1: High-Quality Professional Development: Our whole campus CTE was on improving students' social and emotional health. **Strategy's Expected Result/Impact:** The result of this learning is to have a mental framework as to where our students are coming from and appropriately manage their social and emotional health. **Staff Responsible for Monitoring:** Principal, APs, Counselors, ISs, Behavior Specialist & Vertical Teams				Formative			Summative
				Nov	Feb	May	June
				Considerable			

Strategy 2 Details				Reviews			
Strategy 2: High-Quality Professional Development: Our whole campus will complete the use the free online resources via ASCD to address the behavioral and social-emotional needs of our students. **Strategy's Expected Result/Impact:** The result of this learning is to have a mental framework as to where our students are coming from emotionally as part of the social skills foundation needed to address academic growth. **Staff Responsible for Monitoring:** Principal, APs, Counselors, ISs, Behavior Specialist & Instructional Staff				Formative			Summative
				Nov	Feb	May	June
				Moderate Progress			

◯ No Progress	◯ Accomplished	→ Continue/Modify	✕ Discontinue

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%.

Evaluation Data Sources: Parent Survey
Activity sign-in sheets/records

Strategy 1 Details				Reviews			
Strategy 1: Improving Social Media Presence: We will commit to sending timely communication across several platforms (FB/Instagram/Marquee/Twitter/School Messenger using the same hashtags: #ALLINWolfpack, #WOLFPACKSTRONG, #ALLONEFAMILY, #ChooseCFISD, & #CFISDSPIRIT				**Formative**			**Summative**
				Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: We will reach a larger audience of parents with the unified message in any location they look for information. **Staff Responsible for Monitoring:** Principal, APs, ISs, Testing Coordinator, Behavior Specialist, & Principal's Secretary				Considerable			

Strategy 2 Details				Reviews			
Strategy 2: Improving Social Media Presence: We will utilize grade level communication tools for all teams to share relevant, daily learning opportunities as we celebrate our students, campus, and district to engage our parents and community by using the same hashtags: #ALLINWolfpack, #WOLFPACKSTRONG, #ALLONEFAMILY, #ChooseCFISD, & #CFISDSPIRIT				**Formative**			**Summative**
				Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: We will reach a larger audience of parents and community with the unified message that Woodard and CFISD are the places you want your child to attend school. **Staff Responsible for Monitoring:** Principal, APs, ISs, Testing Coordinator, Behavior Specialist, & Principal's Secretary				Considerable			

Strategy 3 Details				Reviews			
Strategy 3: Improving Parent and Community Engagement: We will improve our communication effectiveness (timeliness and capturing celebrations) as we continue to offer the most extracurricular opportunities for students across all elementary schools in CFISD.				**Formative**			**Summative**
				Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: We will reach a larger audience of parents and community with the unified message that Woodard has a great deal of extracurricular opportunities for students to develop into well-rounded young adults prepared for middle school. **Staff Responsible for Monitoring:** Principal, APs, ISs, Testing Coordinator, Behavior Specialist, & Principal's Secretary				Considerable			

Strategy 4 Details	Reviews			
Strategy 4: Improving Parent and Community Engagement: We are adding a Multicultural Night this year to celebrate the diversity of our campus cultures with students, staff and parents serving on the committee.	Formative			Summative
	Nov	Feb	May	June
Strategy's Expected Result/Impact: We will reach a larger audience of parents across the community with the unified "ALL IN" message that represents the culture of our students/staff/parents at Woodard as we seek to understand one another better and celebrate the uniqueness of our school. **Staff Responsible for Monitoring:** Principal, APs, ISs, Testing Coordinator, Behavior Specialist, & Principal's Secretary	Some Progress			

Strategy 5 Details	Reviews			
Strategy 5: Improving Parent and Community Engagement: The staff will continue to host a Fall & Spring Curriculum Night for parents with students in grades PK-5. This will be offered face-to-face and sent out afterwards via email with slides and detailed notes to support working parents.	Formative			Summative
	Nov	Feb	May	June
Strategy's Expected Result/Impact: Parents will be active participants in their child's education if they understand the curriculum, instruction and assessment needs at each grade level. **Staff Responsible for Monitoring:** Principal/APs/ISs/Grade Level Teachers	Moderate Progress			

○ No Progress   ○ Accomplished   → Continue/Modify   ✖ Discontinue

CPOC

Committee Role	Name	Position
Principal	Susan Brenz	Principal
Teacher #1	Annie Alamo 1	Teacher #1
Teacher #2	Madison Pillitere 2	Teacher #2
Teacher #3	Kylie Suddendorf 3	Teacher #3
Teacher #4	Lindsay Hansen 4	Teacher #4
Teacher #5	Stacylea McNulty 5	Teacher #5
Teacher #6	Ashley Lemke 6	Teacher #6
Teacher #7	Jacklyn Robinson 7	Teacher #7
Teacher #8	Caitlin Dearman 8	Teacher #8
Other School Leader (Nonteaching Professional) #1	Allie Hollowell 1	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Kathryn Grahmann 2	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #3	Jennifer Clevenger 3	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	LaShawnda Harris 4	Other School Leader (Nonteaching Professional) #4
Paraprofessional #1	Laurie Nicholas 1	Paraprofessional #1
Paraprofessional #2	Esther Rodriguez 2	Paraprofessional #2
Administrator (LEA) #1	Jennifer Lopez 1	Administrator (LEA) #1
Administrator (LEA) #2	Amanda Campbell 2	Administrator (LEA) #2
Parent #1	Jason Taylor 1	Parent
Parent #2	Troy Turner 2	Parent
Community Member #1	Dalores Travino 1	Community Member
Community Member #2	Emma Karko 2	Community Member
Business Representative #1	Master Anh 1	Business Representative
Business Representative #2	Alex Soler 2	Business Representative
No Charter School in LEA	N/A N/A	No Charter School in LEA
No Tribal Association in LEA	N/A N/A	No Tribal Association in LEA

Addendums

Campus   Woodard

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	**2025-26**	2026-27	2027-28	2028-29
Approaches or Above	88%	90%	92%	94%	96%
Meets or Above	64%	67%	70%	73%	76%
Masters Grade Level	35%	38%	41%	44%	47%

2025-26	Target Check
96%	Met District Strategic Target
78%	Met District Strategic Target
47%	Met District Strategic Target

3rd Grade Early Childhood Reading Board Outcome Goal (Meet or Higher)					
	2024-25	**2025-26**	2026-27	2027-28	2028-29
All	78%	80%			
African Am.	67%	69%			
Hispanic	63%	65%			
Eco. Dis.	66%	68%			
EB	50%	52%			
SPED	54%	56%			
Highly Mobile	100%	100%			
High Focus	69%	71%			

2025-26	Target Check
81%	Met Reading Board Outcome Target
71%	Met Reading Board Outcome Target
64%	Did not meet Reading Target
74%	Met Reading Board Outcome Target
53%	Met Reading Board Outcome Target
59%	Met Reading Board Outcome Target
*	Met Reading Board Outcome Target
70%	Did not meet Reading Target

3rd Grade Early Childhood Math Board Outcome Goal (Meet or Higher)					
	2024-25	**2025-26**	2026-27	2027-28	2028-29
All	66%	68%			
African Am.	38%	40%			
Hispanic	58%	60%			
Eco. Dis.	49%	51%			
EB	50%	52%			
SPED	38%	40%			
Highly Mobile	0%	2%			
High Focus	57%	59%			

2025-26	Target Check
81%	Met Math Board Outcome Target
71%	Met Math Board Outcome Target
64%	Met Math Board Outcome Target
74%	Met Math Board Outcome Target
53%	Met Math Board Outcome Target
59%	Met Math Board Outcome Target
*	Met Math Board Outcome Target
70%	Met Math Board Outcome Target

The targets listed below meet minimum expectations. Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

To ensure the privacy of small student groups, data for performance levels with fewer than five students are not shown.

Content	Gr.	Campus	2026 Cluster	Student Group	Estimated Student Count 2026	2025 Approaches or Above	2026 Approaches or Above	2026 Approaches Target	2025 Meets or Above	2026 Meets or Above	2026 Meets Target	2025 Masters Grade Level	2026 Masters Grade Level	2026 Masters Target
					#	%	#	%	%	#	%	%	#	%
Reading	3	Woodard	ES3	All	140	93%	133	95%	78%	113	81%	43%	66	47%
Reading	3	Woodard	ES3	Hispanic	45	89%	41	91%	63%	29	64%	34%	18	40%
Reading	3	Woodard	ES3	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	3	Woodard	ES3	Asian	29	100%	29	100%	97%	29	100%	63%	19	66%
Reading	3	Woodard	ES3	African Am.	28	96%	25	89%	67%	20	71%	21%	10	36%
Reading	3	Woodard	ES3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	3	Woodard	ES3	White	27	95%	27	100%	93%	26	96%	58%	16	59%
Reading	3	Woodard	ES3	Two or More	11	89%	11	100%	78%	9	82%	*	3	27%
Reading	3	Woodard	ES3	Eco. Dis.	81	90%	65	80%	66%	60	74%	26%	30	37%
Reading	3	Woodard	ES3	EB	34	57%	25	74%	50%	18	53%	*	10	29%
Reading	3	Woodard	ES3	At-Risk	38	82%	30	79%	54%	21	55%	28%	12	32%
Reading	3	Woodard	ES3	SPED	17	71%	10	59%	54%	10	59%	*	5	29%
Reading	3	Woodard	ES3	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Reading	3	Woodard	ES3	High Focus	101	89%	82	81%	69%	71	70%	31%	40	40%
Reading	4	Woodard	ES3	All	172	97%	170	99%	78%	133	77%	49%	80	47%
Reading	4	Woodard	ES3	Hispanic	65	95%	64	98%	75%	49	75%	43%	28	43%
Reading	4	Woodard	ES3	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	4	Woodard	ES3	Asian	29	98%	29	100%	86%	25	86%	64%	19	66%
Reading	4	Woodard	ES3	African Am.	27	100%	27	100%	71%	19	70%	29%	8	30%
Reading	4	Woodard	ES3	Pac. Islander	1	*	1	100%	*	0	0%	*	0	0%
Reading	4	Woodard	ES3	White	42	97%	41	98%	79%	34	81%	55%	24	57%
Reading	4	Woodard	ES3	Two or More	8	100%	8	100%	71%	6	75%	*	1	13%
Reading	4	Woodard	ES3	Eco. Dis.	77	94%	74	96%	68%	54	70%	39%	35	45%
Reading	4	Woodard	ES3	EB	37	88%	33	89%	56%	22	59%	31%	12	32%
Reading	4	Woodard	ES3	At-Risk	42	94%	40	95%	59%	26	62%	30%	15	36%
Reading	4	Woodard	ES3	SPED	28	89%	26	93%	47%	14	50%	*	2	7%
Reading	5	Woodard	ES3	All	154	90%	146	95%	79%	116	75%	45%	70	45%
Reading	5	Woodard	ES3	Hispanic	47	93%	46	98%	82%	31	66%	46%	20	43%
Reading	5	Woodard	ES3	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Reading	5	Woodard	ES3	Asian	37	100%	37	100%	96%	37	100%	75%	27	73%
Reading	5	Woodard	ES3	African Am.	30	81%	29	97%	64%	25	83%	17%	10	33%
Reading	5	Woodard	ES3	Pac. Islander	1	*	1	100%	*	1	100%	*	0	0%
Reading	5	Woodard	ES3	White	29	91%	23	79%	79%	14	48%	51%	7	24%
Reading	5	Woodard	ES3	Two or More	9	*	9	100%	*	7	78%	*	5	56%
Reading	5	Woodard	ES3	Eco. Dis.	72	90%	69	96%	76%	41	57%	38%	30	42%
Reading	5	Woodard	ES3	EB	32	81%	30	94%	57%	15	47%	29%	2	6%
Reading	5	Woodard	ES3	At-Risk	71	85%	68	96%	70%	35	49%	31%	20	28%
Reading	5	Woodard	ES3	SPED	29	67%	28	97%	39%	2	7%	*	2	7%
Math	3	Woodard	ES3	All	140	87%	133	95%	66%	114	81%	31%	66	47%
Math	3	Woodard	ES3	Hispanic	45	81%	41	91%	58%	29	64%	18%	18	40%
Math	3	Woodard	ES3	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	3	Woodard	ES3	Asian	29	100%	29	100%	87%	29	100%	47%	19	66%
Math	3	Woodard	ES3	African Am.	28	67%	25	89%	38%	20	71%	21%	10	36%
Math	3	Woodard	ES3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	3	Woodard	ES3	White	27	95%	27	100%	77%	26	96%	42%	16	59%
Math	3	Woodard	ES3	Two or More	11	100%	11	100%	89%	10	91%	*	3	27%
Math	3	Woodard	ES3	Eco. Dis.	81	78%	65	80%	49%	60	74%	19%	30	37%

Content	Gr.	Campus	2026 Cluster	Student Group	Estimated Student Count 2026 (#)	2025 Approaches or Above (%)	2026 Approaches or Above (#)	2026 Approaches Target (%)	2025 Meets or Above (%)	2026 Meets or Above (#)	2026 Meets Target (%)	2025 Masters Grade Level (%)	2026 Masters Grade Level (#)	2026 Masters Target (%)
Math	3	Woodard	ES3	EB	34	71%	25	74%	50%	18	53%	*	10	29%
Math	3	Woodard	ES3	At-Risk	38	74%	30	79%	48%	21	55%	16%	12	32%
Math	3	Woodard	ES3	SPED	17	58%	10	59%	38%	10	59%	*	5	29%
Math	3	Woodard	ES3	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Math	3	Woodard	ES3	High Focus	101	79%	82	81%	57%	71	70%	22%	40	40%
Math	4	Woodard	ES3	All	172	81%	164	95%	65%	133	77%	39%	80	47%
Math	4	Woodard	ES3	Hispanic	65	68%	62	95%	52%	49	75%	27%	28	43%
Math	4	Woodard	ES3	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	4	Woodard	ES3	Asian	29	95%	29	100%	79%	25	86%	57%	19	66%
Math	4	Woodard	ES3	African Am.	27	79%	26	96%	50%	19	70%	29%	8	30%
Math	4	Woodard	ES3	Pac. Islander	1	*	1	100%	*	0	0%	*	0	0%
Math	4	Woodard	ES3	White	42	86%	39	93%	76%	34	81%	41%	24	57%
Math	4	Woodard	ES3	Two or More	8	71%	7	88%	71%	6	75%	*	1	13%
Math	4	Woodard	ES3	Eco. Dis.	77	70%	55	71%	52%	54	70%	33%	35	45%
Math	4	Woodard	ES3	EB	37	75%	28	76%	56%	22	59%	31%	12	32%
Math	4	Woodard	ES3	At-Risk	42	63%	27	64%	41%	26	62%	26%	15	36%
Math	4	Woodard	ES3	SPED	28	53%	15	54%	37%	14	50%	*	2	7%
Math	5	Woodard	ES3	All	154	84%	152	99%	61%	126	82%	34%	75	49%
Math	5	Woodard	ES3	Hispanic	47	79%	46	98%	59%	31	66%	32%	20	43%
Math	5	Woodard	ES3	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Math	5	Woodard	ES3	Asian	37	96%	37	100%	96%	37	100%	71%	27	73%
Math	5	Woodard	ES3	African Am.	30	78%	29	97%	36%	25	83%	*	10	33%
Math	5	Woodard	ES3	Pac. Islander	1	*	1	100%	*	1	100%	*	0	0%
Math	5	Woodard	ES3	White	29	91%	29	100%	65%	24	83%	35%	12	41%
Math	5	Woodard	ES3	Two or More	9	*	9	100%	*	7	78%	*	5	56%
Math	5	Woodard	ES3	Eco. Dis.	72	83%	69	96%	55%	41	57%	31%	30	42%
Math	5	Woodard	ES3	EB	32	62%	30	94%	38%	15	47%	*	2	6%
Math	5	Woodard	ES3	At-Risk	71	75%	68	96%	48%	35	49%	25%	20	28%
Math	5	Woodard	ES3	SPED	29	56%	28	97%	*	2	7%	*	2	7%
Science	5	Woodard	ES3	All	154	82%	146	95%	51%	116	75%	31%	70	45%
Science	5	Woodard	ES3	Hispanic	47	82%	46	98%	50%	31	66%	23%	20	43%
Science	5	Woodard	ES3	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Science	5	Woodard	ES3	Asian	37	96%	37	100%	86%	37	100%	64%	27	73%
Science	5	Woodard	ES3	African Am.	30	69%	29	97%	25%	25	83%	*	10	33%
Science	5	Woodard	ES3	Pac. Islander	1	*	1	100%	*	1	100%	*	0	0%
Science	5	Woodard	ES3	White	29	91%	23	79%	56%	14	48%	40%	7	24%
Science	5	Woodard	ES3	Two or More	9	*	9	100%	*	7	78%	*	5	56%
Science	5	Woodard	ES3	Eco. Dis.	72	77%	69	96%	42%	41	57%	25%	30	42%
Science	5	Woodard	ES3	EB	32	71%	30	94%	29%	15	47%	*	2	6%
Science	5	Woodard	ES3	At-Risk	71	73%	68	96%	37%	35	49%	20%	20	28%
Science	5	Woodard	ES3	SPED	29	61%	28	97%	*	2	7%	*	2	7%

2025-2026 Elementary Content Area
Standard Expectations

Literacy (Reading and Writing)
- Maximize instructional time by developing, posting, and consistently following a literacy schedule containing all required daily components.
- Teach/re-teach the reading and writing process throughout the school year and ensure that students read and write each day.
- Foundational TEKS should be taught daily through explicit and systematic instruction.
- Utilize reading and writing strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in lessons, interactive read aloud with accountable talk, independent reading and writing, small group instruction, conferring, and whole group share time).
- Use varied, authentic literature as mentor texts in reading and writing.
- Allow student choice during independent reading time from classroom and digital libraries.
- Post and use anchor charts, created with students, in literacy classrooms.
- Maintain a monitoring notebook as documentation of individual student's progress observed during small group instruction and/or reading/writing conferences.
- Use varied, research-based strategies to teach revising and editing skills and apply language conventions within the context of writing.
- Use District and campus data to differentiate literacy instruction using individual conferences, small group instruction, and/or strategy group instruction.
- Integrate social studies and theater arts TEKS in literacy classes through read aloud and the reading and writing block.
- 1:1 Technology in the Language Arts classroom should provide opportunities for students to:
    - Use Chromebook devices to engage in face-to-face and digital creation and collaboration
    - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
    - Communicate and share conclusions using digital tools
    - Incorporate the use of digital tools such as:
        - Google Suite
        - Scholastic Literacy Pro
        - Scholastic Storyworks (2nd-5th)
        - Boost Reading
        - Amira Suite
        - HMH Suite
        - Achieve 3000
        - Schoology
    - Incorporate the use of technology inside the Language Arts classroom after explicit and systematic instruction of literacy processes has occurred, and when it is the most developmentally appropriate tool for the task being asked of the student

Mathematics
- Maximize instructional time by developing, posting, and consistently following a math schedule containing all required daily components.
- Model and expect students to use a problem-solving process by utilizing strategies included in Teacher Notes.
- Post and use classroom-created anchor charts in math classrooms.
- Use math manipulatives to help students develop concept understandings.
- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning, which includes time for productive struggle.
- Use and encourage students to use precise mathematical vocabulary.
- Maintain a monitoring notebook as documentation of individual student's progress.
- Use Bloom in Math student booklets in Kindergarten-5th grade and Interactive Math Notebooks in 2nd-5th grade.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including "what do you notice/wonder" and justifications.
- 1:1 Technology in the math classroom should provide opportunities for students to:
    - Use Chromebook devices to engage in digital creation and collaboration
    - Incorporate the use of digital tools such as ST Math, Performance Matters, Schoology, Google Suite, etc.
    - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
    - Communicate and share products using digital tools
    - Use district-approved technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice

Science
Teachers will develop science-literate students by creating learning opportunities using the 5E Instructional Model that engage students in scientific practices that require them to
- Ask questions, identify problems, plan and conduct classroom and field investigations to answer questions according to grade-level TEKS expectations (K-1 = 80% of the time, 2nd-3rd = 60% of the time, 4th-5th = 50% of the time).
- Use an Interactive Science Notebook in 1st-5th grades to record observations and demonstrate understanding of scientific concepts.
- Utilize the Science Study Guide (2nd-5th grades) to interpret diagrams and research/locate/generate information.
- Utilize the daily learning intention referenced in District Lessons at the start of each science block.
- Facilitate and maintain a student-created Interactive Word Wall in 2nd-5th grades.
- Maintain a monitoring notebook as documentation of individual student's progress.
- Model the thought process utilized when analyzing scientific questions in 2nd-5th grades.
- Analyze data from observations and experiences to derive meaning, along with recurring themes and concepts.
- Engage in a common inquiry experience to make sense of and develop scientific concepts and academic language.
- Develop evidence-based explanations and communicate findings, conclusions, and proposed solutions.
- Engage respectfully in scientific discussion by listening, speaking, reading, and writing.
- Incorporate the use of technology when it is the most effective tool for the task.
- 1:1 Technology in the science classroom should provide opportunities for students to:
    - Use Chromebook devices to engage in face-to-face and digital collaboration
    - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
    - Collect and represent data using digital tools such as digital microscopes, Google Suite, etc.
    - Communicate and share conclusions using digital tools

Elementary Physical Education/Health (K–5)
- Utilize best practices for providing skills-based instruction in elementary physical education and health
- Utilize best practices to achieve moderate to vigorous physical activity
- Differentiate teaching strategies to meet individual student needs including allowing for student choice when possible and appropriate
- Provide engaging instruction with the goal of promoting the development of lifelong health and fitness
- Utilize technology to encourage movement and physical activity as appropriate
- Utilize district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- Provide the required fitness assessments for students in grades three, four, and five
- Participate in activities and events that promote school and community involvement

Elementary Music (K–5)
- Develop the singing voice as the foundation of music learning through folk, patriotic, seasonal, and songs of diverse genres
- Provide music experiences through activities that include listening, movement, improvisation, and playing a variety of classroom pitched and unpitched instruments
- Create lessons and utilize activities that develop understanding of the elements of music, such as rhythm, dynamics, melody, harmony, tone color (timbre), texture, and form
- Utilize district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- Utilize technology to encourage music composition as appropriate
- Encourage students to connect learning in music with other areas of knowledge, such as math, reading, and social studies
- Participate in activities and events that promote school and community involvement

Visual Arts (K–5)
- Model and teach artistic thinking, which means prompting curiosity and asking questions to develop ideas.
- Design open-ended lessons that highlight student voice, creativity, and problem-solving approaches.
- Introduce a range of media, techniques, and processes, including technology (e.g., digital tools) to foster creativity, support skill development, and encourage original outcomes through engaging art projects and research opportunities.
- Explore visual art-related careers to connect learning with real-world opportunities.
- Encourage students to connect learning in art with other areas of knowledge, such as math, reading, science, and social studies.
- Reflect regularly on teaching practices to support continuous professional growth.
- Utilize the resources available to teachers, including the CFISD adopted instructional materials,CFISD Benchmarks, and CFISD Curriculum Standards.
- Incorporate technology to foster creativity through engaging digital art projects and relevant research opportunities.
- Encourage excellence by offering students various opportunities to compete and exhibit their work through contests and community events such as the Houston Rodeo School Art Contest, Texas Elementary Art Meet (TEAM contest), and campus or districtwide art exhibitions.