

Willis Independent School District



Roark Early Education Center

2025-2026 Campus Improvement Plan

Mission Statement

Roark Early Education Center sets the foundation of learning by supporting ALL students in reaching their highest developmental, social/emotional and academic potential.

Vision

All things are possible,
When we're kind and responsible.
Working hard we do our best,
In our future we invest.
KATS ROAR (clap, clap, clap)
KATS ROAR (clap, clap, clap)
RRRRAAAWWRRR!

Roark Collective Values:

Kids' First
Adventure in Learning Through
Teamwork Ensuring Academic
Social/Emotional Success for All

Core Values

- Provide a consistent environment that recognizes and accepts students' social-emotional, academic and cultural needs.
- Work as a professional learning community of collaborating to provide ALL students a high level of instruction.
- Collaborate to provide interventions and enrichment with consistent monitoring for growth for ALL students.
- Empower families to participate in and enhance their children's education.
- Model positive attitudes, values and ethics between staff students and parents.

- Commit to embracing change with a focus on what we can control.

Willis ISD Core Beliefs

We believe...

- quality education creates growth opportunities for current and future generations of WISD staff, students, and community.
- everyone has the potential for growth through genuine relationship building and guidance.
- all students have unique interests and strengths that lead them to their own learning path to success.
- successful outcomes are achieved by all, when provided engaging and diverse opportunities in safe environments.

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Comprehensive Needs Assessment

Demographics

Summary

Roark Early Education Center serves students in early education grades to PreKindergarten within the boundaries of six Willis ISD elementary schools in the surrounding area--Cannan, CC Hardy, Lagway, Meador, Parmley, and Turner. Our campus offers unique programs specifically designed to ensure readiness for and beyond Kindergarten.

Enrollment trends showed an increase of 41 students from the 2022–2023 school year to the 2024–2025 school year. Average class sizes range from 10-12 in ECSE to 22 in general PreK classrooms. Early Education students from low SES typically are in need of Rtl assistance in the areas of Speech Language Communication, behavior and academics. Furthermore, we transition children from Early Childhood Intervention(ECI) to our early childhood program and collaborate with staff and the local community to identify students needing assistance through Child Find.

Enrollment Trends:

2024-2025: Enrollment – 348 Summer- 366

2023-2024: Enrollment – 291 Summer- 325

2022-2023: Enrollment – 291 Summer- 320

Source: PEIMS OnDataSuite Fall Dashboard

The demographic profile of the students at Roark Early Education Center has remained relatively consistent during the past three years. The majority of the students are Hispanic, followed by White. Many of the students are considered economically disadvantaged, which qualifies the campus as a Title 1 school. During the 2024-2025 school year, 31.15% of the students were identified as Emergent Bilingual/English Learner (EB/EL); 86.07% At-Risk; % Immigrant; 0.55% Homeless; and 15.57%(22.40% speech) of students were identified for special education services.

Student Demographics

Campus Size 366 Students

Early Education- 40 Pre-Kindergarten- 326

Female	175	47.81%
Male	191	52.19%
African American	38	10.38%
Asian	6	1.64%
American Indian/Alaskan Native	1	0.27%
Hispanic	182	49.73%
White	113	30.87%
Two or More Races	19	5.48%
Foster	3	0.82%
Military Connected	20	5.46%
Economically Disadvantaged	315	86.07%

Strengths

Roark Early Education Center serves a diverse body of students and families. During the 2024-2025 school year, 31.15% of the students were identified as Emergent Bilingual/English Learner (EB/EL); 86.07% At-Risk; 7.8% Immigrant; 0.55% Homeless; and 15.57% of students were identified for special education services. We are able to have an immersive approach to language instruction, vocabulary development, and social development. We are also afforded the opportunity to work with PreK 3 students and PreK 4 students in order to focus solely on Early Childhood learners and their specialized needs.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	The majority of our families have students who are academically at risk.	Majority of Emergent Bilingual and English Language Learners
2 ★	Early education students need immediate interventions focusing on language, behavior, fine/gross motor, cognition and other developmental areas to ensure students are receiving a free appropriate education and to maximize their learning potential.	However, parental knowledge/education and an understanding of age-appropriate development of children and lack of awareness for public services such as ECI.
3 ★	The number of staff needed to support special education services, planning including, data collection, writing IEPs, conducting ARD meetings and monitoring implementation with fidelity needs to be increased in order to address each students' individual needs.	The number of students identified under Child Find increased. As a result, approximately 40 students qualified special education PreK services through our Early Childhood assessment team.

★ = Priority

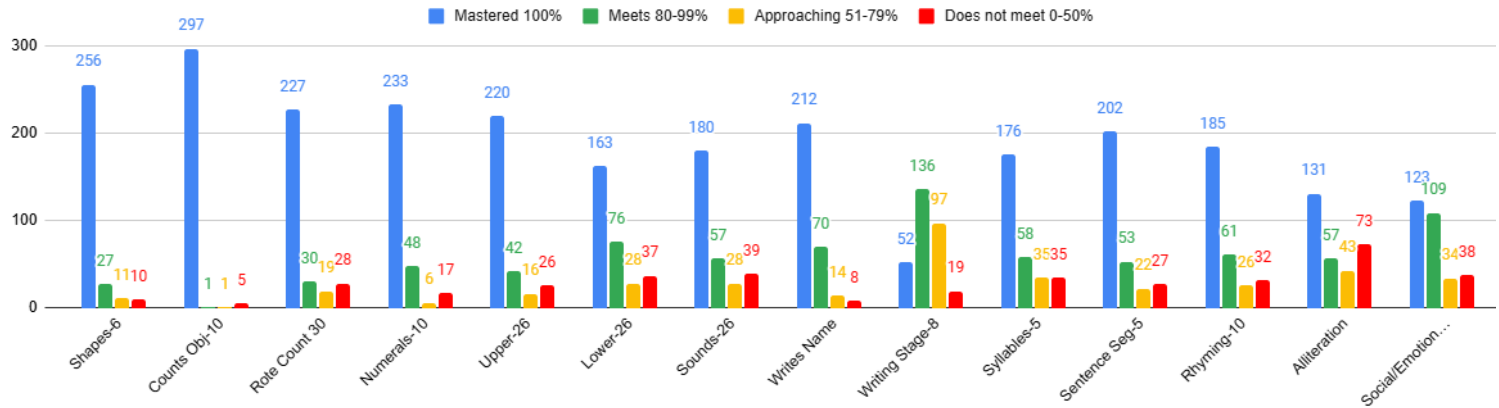
Student Achievement

Summary

Roark Early Education Center implements a rigorous curriculum that is aligned to state standards and continuously revised to produce and prepare all students towards WISD goals. Students will master rigorous academic standards to ensure college and career readiness. We believe campus administrators and teachers are members of the campus' Professional Learning Committees (PLC). PLC in WISD is an ongoing collaborative team process used to establish a school-wide culture that develops teacher leadership explicitly focused on building and sustaining school improvement efforts. A top priority in WISD is literacy. Students receive the opportunity and skill set to experience meaningful literacy experiences that are rigorous and engaging. With their peers, students in WISD listen, speak, read and write through the content areas with a commitment that they will become lifelong readers and writers. WISD is driven by standards, focused on strategies, differentiated, and guided by student data. Numeracy is also a top priority in WISD. Our goal is to provide academic experiences that build confident and creative mathematical thinkers. Students identified for special education (SPED) services or as Emergent Bilingual/English Learner (EB/EL) are also a district focus.

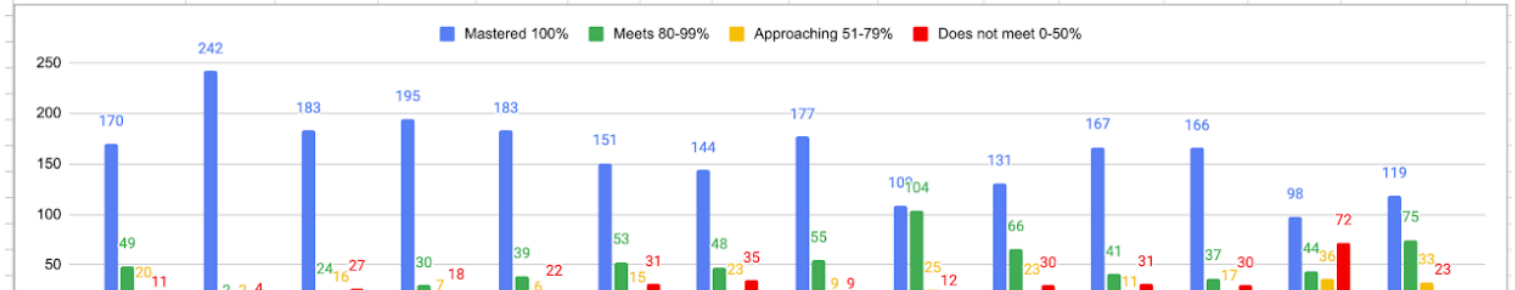
2024-2025

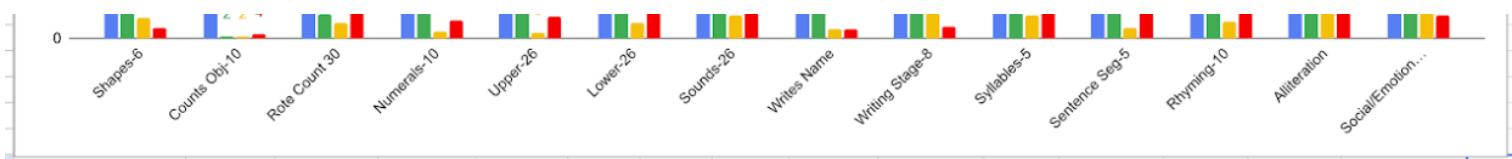
	Shapes-6	Counts Obj-10	Rote Count 30	Numerals-10	Upper-26	Lower-26	Sounds-26	Writes Name	Writing Stage-8	Syllables-5	Sentence Seg-5	Rhyming-10	Alliteration	Social/Emotional-10
Mastered 100%	256	297	227	233	220	163	180	212	52	176	202	185	131	123
Meets 80-99%	27	1	30	48	42	76	57	70	136	58	53	61	57	109
Approaching 51-79%	11	1	19	6	16	28	28	14	97	35	22	26	43	34
Does not meet 0-50%	10	5	28	17	26	37	39	8	19	35	27	32	73	38
Total Students	304	304	304	304	304	304	304	304	304	304	304	304	304	304



2023-2024

	Shapes-6	Counts Obj-10	Rote Count 30	Numerals-10	Upper-26	Lower-26	Sounds-26	Writes Name	Writing Stage-8	Syllables-5	Sentence Seg-5	Rhyming-10	Alliteration	Social/Emotional-10
Mastered 100%	170	242	183	195	183	151	144	177	109	131	167	166	98	119
Meets 80-99%	49	2	24	30	39	53	48	55	104	66	41	37	44	75
Approaching 51-79%	20	2	16	7	6	15	23	9	25	23	11	17	36	33
Does not meet 0-50%	11	4	27	18	22	31	35	9	12	30	31	30	72	23
Total Students	250	250	250	250	250	250	250	250	250	250	250	250	250	250





Source: REEC Data Protocol of TX PreKindergarten Guidelines

Below is a summary of the End-of-Year (EOY) CIRCLE Progress Monitoring:

2024-25: 87.5% Rapid Letter Naming; 60% Rapid Vocabulary; 84% Early Writing; 86.5% Social and Emotional Development; 89.5% Math

2023-24: 79.5% Rapid Letter Naming; 58.5% Rapid Vocabulary; 75.5% Early Writing; 73% Social and Emotional Development; 82% Math

2022-23: 88.5% Rapid Letter Naming; 64.5% Rapid Vocabulary; 87% Early Writing; 80.5% Social and Emotional Development; 93.5% Math

Source: Children’s Learning Institute (CLI), CIRCLE Progress Monitoring School Summary Report

Below is a summary of the End-of-Year (EOY) CIRCLE Progress Monitoring in English:

2024-25: 89% Rapid Letter Naming; 72% Rapid Vocabulary; 82% Early Writing; 83% Social and Emotional Development; 91% Math

2023-24: 85% Rapid Letter Naming; 72% Rapid Vocabulary; 80% Early Writing; 74% Social and Emotional Development; 82% Math

2022-23: 90% Rapid Letter Naming; 65% Rapid Vocabulary; 87% Early Writing; 79% Social and Emotional Development; 90% Math

Source: Children’s Learning Institute (CLI), CIRCLE Progress Monitoring School Summary Report

Below is a summary of the End-of-Year (EOY) CIRCLE Progress Monitoring in Spanish:

2024-25: 86% Rapid Letter Naming; 48% Rapid Vocabulary; 86% Early Writing; 90% Social and Emotional Development; 88% Math

2023-24: 74% Rapid Letter Naming; 45% Rapid Vocabulary; 71% Early Writing; 72% Social and Emotional Development; 82% Math

2022-23: 87% Rapid Letter Naming; 64% Rapid Vocabulary; 87% Early Writing; 82% Social and Emotional Development; 97% Math

Source: Children’s Learning Institute (CLI), CIRCLE Progress Monitoring School Summary Report

Strengths

Roark Early Education Center implements a rigorous curriculum that is aligned to state standards and continuously revised to produce and prepare all students towards WISD goals. This has resulted in 82% of our students are at or above meeting expectations in all areas, except Rapid Vocabulary, of the EOY CIRCLE Progress Monitoring system in 24-25. The strength for Roark Early Education Center is in the area of Math which is 88-91% of our students meeting expectation.

Problem Statements Identifying Student Achievement Needs

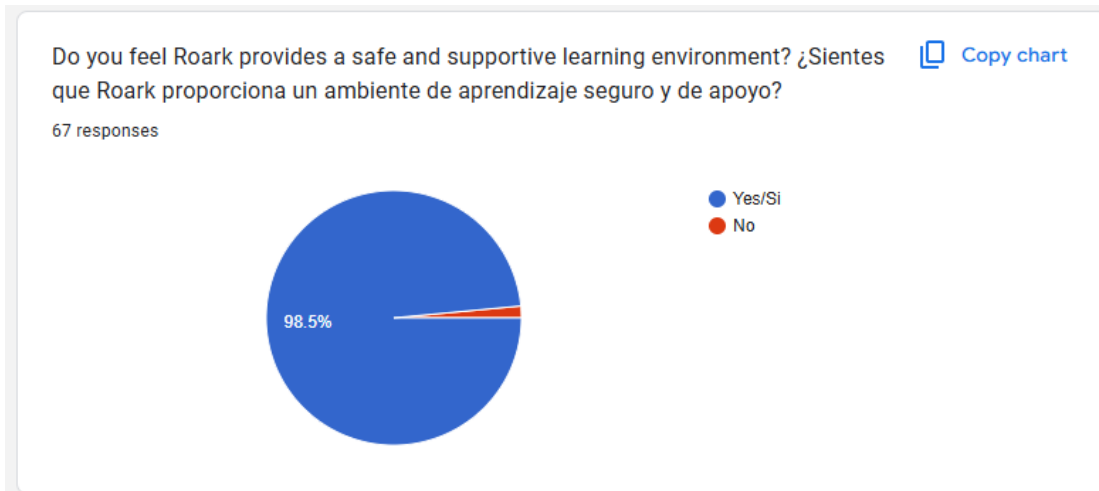
	Problem Statement	Root Cause
1 ★	There is a gap between the English classrooms (83%) and the Bilingual (90%) classrooms in the area of Social and Emotional Development.	Poverty impacts social and emotional development as well as achievement.
2 ★	There is a gap between the English classrooms (72%) and the Bilingual (48%) in the area of Rapid Vocabulary Development.	Poverty impacts the access to a wealth of books and real world experiences which naturally build vocabulary.

★ = Priority

School Culture and Climate

Summary

The school culture and climate at Roark is focused on providing a safe and supportive learning environment for all of our students so they they grow and keep a love for learning. Our parents were surveyed and the majority of them report that their children love their teachers/classmates, centers, songs, and they love coming to school everyday. Parents also state that the communication with the teachers is always timely, especially using Dojo.



If you answered "No" to the previous question, please give an explanation of why you feel this way. Si respondiste "No" a la pregunta anterior, por favor da una explicación de por qué te sientes así.

3 responses

Reception is very standoffish

La mujer de resepcion tiene mal caracter para atender cuando tengo alguna duda

The receptionist is EXTREMELY rude.

Strengths

Our staff continues to work to provide a safe and secure learning environment for all students at Roark. Our staff is committed to a strong foundation of excellence for all students. The staff participates in team building events and two periods of weekly collaborations. We have student celebrations for attendance and good behavior. Everyone feels physically safe in our school because we are periodically having drills and have procedures in place for safety.

How often did you communicate with your child's teacher and in what manner(phone, note, Dojo, daily folder, etc)? ¿Con qué frecuencia se comunicó con el maestro de su hijo y de qué manera (teléfono, nota, Dojo, carpeta diaria, etc.)?

67 responses

- Dojo
- Dojo
- Weekly on dojo
- Often class dojo
- Rarely
- Dojo, carpeta diaria
- Once a month
- Dojo y folder
- About once a month, Dojo and email

- App
- Weekly, via phone, in person, class dojo
- Daily through daily folder and weekly through class Dojo. :)
- Multiple times weekly via dojo
- Dojo and at least couple times a week
- pretty regular, dojo, daily folder
- As often as we need. My sons Speech has grown tremendously well because of his teacher.
- All the time; Doj, note, daily folder
- Dojo..very often

- Weekly & at time more than once a week
- Daily- Dojo, daily folder, phone
- Dojo as needed
- Dojo una o dos veces a la semana
- Dojo everyday
- Dojo weekly
- Very often and classdojo
- At least weekly. Through class dono, messages, and folder updates
- A handful of times and through Dojo

- At a min of 1-2 times a week
- Daily, class dojo and folder
- Everyday
- Daily, phone or Dojo
- Frecuentemente, a través de Dojo
- Multiple times a week
- Often! Through Dojo, note, folder, phone call you name it.

Class dojo/phone weekly or as needed

Once every week or 2. Class dojo

Problem Statements Identifying School Culture and Climate Needs

Problem Statement

Root Cause

1
★

The growing need for social emotional resources, PD, and supplies to provide more social and behavioral support for our students in need.

We are seeing a higher number of threat risk assessments and transportation discipline referrals.

★ = Priority

Staff Quality, Recruitment, and Retention

Summary

The talent strategy is to recruit and retain the best employees at Roark Early Education Center to support students. For employees and support personnel, this includes recruitment processes and hiring practices to develop and retain staff to meet the unique needs of each department and/or campus. Increased creativity and flexibility in our staffing, compensation, and benefit plans will help WISD attract and retain qualified individuals. In order to meet our strategic goals, attract and retain the best talent, we focus our efforts on the following key areas:

- Recruitment and Retention of instructional, non-instructional, paraprofessional, and auxiliary staff
- Onboarding processes
- Staffing and Performance Management
- Competitive Compensation and Benefits
- Benefits Training opportunities

Teacher by years of experience:

2023-2024

REEC District State

Teachers by Years of Experience				
Beginning Teachers	1.0	6.7%	10.5%	8.7%
1-5 Years Experience	7.0	46.7%	29.1%	27.4%
6-10 Years Experience	1.0	6.7%	22.0%	20.2%
11-20 Years Experience	4.0	26.7%	24.1%	27.1%
21-30 Years Experience	1.0	6.7%	11.7%	13.7%
Over 30 Years Experience	1.0	6.7%	2.5%	3.0%

2022-2023

Teachers by Years of Experience				
Beginning Teachers	2.0	13.2%	8.9%	9.7%
1-5 Years Experience	5.0	32.9%	27.4%	26.3%
6-10 Years Experience	0.1	0.7%	22.3%	20.5%
11-20 Years Experience	7.1	46.7%	25.8%	27.2%
21-30 Years Experience	1.0	6.6%	12.3%	13.3%
Over 30 Years Experience	0.0	0.0%	3.5%	2.9%

Source: 2023-2024 and 2022-2023 Texas Academic Performance Reports (TAPR)

Strengths

Roark Early Education Center prioritizes staff recruitment and retention as evidenced by 81.3% teacher retention rate and 95% and the recruitment of all experienced teachers. Furthermore, we have recruited all highly experienced staff members and have a well development mentorship program for anyone new coming aboard.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement	Root Cause
<p>1 ★</p> <p>Roark Early Education Center student population continues to grow and there is a need for additional staff members.</p>	<p>Roark is the only public early childhood and PreKindergarten program, which increases the desire of the community to choose Roark Early Education Center. Furthermore, as the district population/housing , our numbers are naturally increasing.</p>
<p>2 ★</p> <p>Roark Early Education Center has highly experienced teachers who will need to continue to learn and grow together as a professional learning community in order to increase student achievement in all classrooms.</p>	<p>Increase in student developmental and social emotional support needs across campus impacts academic achievement and requires additional collaboration and staff support systems.</p>

★ = Priority

Curriculum, Instruction, and Assessment

Summary

Curriculum and evaluation is updated on an on-going basis throughout the school year as needed. We will continue implementing the new curriculum, Scholastic PreK On My Way, this school year and the Texas PreKindergarten Guidelines through play-based experience classrooms. Teachers meet weekly to plan lessons and essential standard unit plans addressing all areas of the curriculum. This school year, Roark will focus on the basic PreK essential skills, emergent writing, vocabulary and social/emotional in learning activities. During data checkpoints, teachers and administrators will review student progress to determine what instructional adjustments need to be made. Special Education teachers will use goals and objectives from the students' IEP, as well as the PreK Guidelines, to design instructional activities and measure progress. All programs and activities will be measured against the needs of students in their learning and students in need of deeper Tier 2 and 3 interventions and possible identification in special education will be closely monitored for changes in their learning when specific goals are in place in the classroom.

Strengths

The Texas Prekindergarten Guidelines allow for tremendous collaboration to ensure success of all students. Our teachers utilize measures such as PreK Basic Skill binders, CIRCLE Progress Monitoring and IEPs to assess our students' achievement over time.

During the 2025-2026 school year, Roark teachers will continue to master emergent reading and writing and mathematics with the PreK-4 Early Childhood Alignment.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement

Root Cause

1
★

There is a need for additional resources and PD for more hands-on and supplemental materials to enhance and increase the differentiated instruction for ALL students.

The root cause is to keep up with increasing enrollment.

★ = Priority

Family and Community Engagement

Summary

FAMILY ENGAGEMENT

Roark Early Education Center provides a sustained and strategic focus on educating, engaging and empowering families that are aligned with the WISD Strategic Design Framework Goal 4, focusing on building the capacity of families and staff to work together for student academic success. The campus Translation and Interpretation Procedure asserts our commitment to provide families with information they can understand. Families are invited to attend campus and district events. The CEIC team conducts an annual needs assessment with our campus to determine family engagement strengths and areas of support.

COMMUNITY ENGAGEMENT

Roark Early Education Center works closely with the WISD to support meaningful, strategic two-way engagement of families, community members, partners, and volunteers. The district traditionally has a large and very committed network of partners and volunteers. During the summer, the Community Engagement team conducts a needs assessment with our campus to determine community engagement strengths and areas of support. We welcome and value volunteers who serve on our campus as mentors and tutors to support student success.

Strengths

Roark Early Education Center participates with multiple community partners and all parents throughout our community in order to support our schools. We have parents and partners that read to our children, provide funds and parent meetings, support student and staff needs, and celebrate seasonal fun days with our students. We also have parents and community partners participate in decision making and academic success for all students.

REEC provides opportunities for families to participate in campus/district initiatives such as campus volunteer opportunities, PreK family engagement nights, classroom events/activities and parent orientation. We encourage family participation in decision-making through campus parent surveys, CEIC, ARD committees and LPAC committees. We offer a Parent Academy twice each semester for parents to "Come Learn with Us." Teachers help parents with knowing how to work on basic essential skills with their students at home, social/emotional words/phrases to help their students calm down, the importance of attendance, etc. Parents are allowed to come to lunch with their child beginning in October. We have classroom and school celebrations for different cultures such as, Hispanic Heritage Day with dress up, food and dances from the different Hispanic and African American cultures, book character parade, field day and field trips in the community.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement	Root Cause
<p>1 ★</p> <p>Our attendance rates are low and tardies are high.</p>	<p>Every year we have a new set of parents and most are new to the school setting that have not been informed of the importance of school attendance.</p>
<p>2 ★</p> <p>Participation of parents in classes and engagement opportunities.</p>	<p>Parents work outside of the home or have younger siblings which makes it difficult to participate in classes offered.</p>

★ = Priority

School Organization

Summary

PLCs are an integral part of the school and organization to maximize student learning. Although our data points are based on learning at a local level, we analyze student data to monitor and adjust instruction as needed. Our primary job is to get our earliest learners ready to be successful in Kindergarten, whether that is a general education, special education or inclusion setting. We fully understand that closing the learning gaps for students at this age is the way to set all of our students up for a future of learning success. We have no excuses and expect all of our students to love learning and build foundational skills!

Strengths

PLC meetings are in place and structured to support an increase in teacher effectiveness and student learning. Our master schedule is organized so that teachers have enough time for whole group, small group, and center rotations throughout the day.

Technology


Summary

Roark Early Education Center is fortunate to have a wealth of technology. We have Ipad carts for every classroom with 24 Ipads. Each classroom is equipped with a desktop for use with Promethean Boards. Staff members are excited and enthusiastic about using technology, including integrating new ways of using these tools.

As we move through the school year, technology support is provided by one of our WISD technology coaches. She assists teachers with new ideas and gives them a greater comfort level of technology integration in the classroom.

Strengths

We have technology resources such as Imagine Learning(bilingual), My Big Backyard Online Learning, Starfall, Math Shelf, and LWT for our earliest learners.



Priority Problem Statements

Problem Statement

Root Cause

1
★

There is a gap between the English classrooms (83%) and the Bilingual (90%) classrooms in the area of Social and Emotional Development.

Poverty impacts social and emotional development as well as achievement.

2
★

There is a gap between the English classrooms (72%) and the Bilingual (48%) in the area of Rapid Vocabulary Development.

Poverty impacts the access to a wealth of books and real world experiences which naturally build vocabulary.

3
★

The growing need for social emotional resources, PD, and supplies to provide more social and behavioral support for our students in need.

We are seeing a higher number of threat risk assessments and transportation discipline referrals.

4
★

Roark Early Education Center student population continues to grow and there is a need for additional staff members.

Roark is the only public early childhood and PreKindergarten program, which increases the desire of the community to choose Roark Early Education Center. Furthermore, as the district population/housing, our numbers are naturally increasing.

5
★

Roark Early Education Center has highly experienced teachers who will need to continue to learn and grow together as a professional learning community in order to increase student achievement in all classrooms.

Increase in student developmental and social emotional support needs across campus impacts academic achievement and requires additional collaboration and staff support systems.

6
★

There is a need for additional resources and PD for more hands-on and supplemental materials to enhance and increase the differentiated instruction for ALL students.

The root cause is to keep up with increasing enrollment.

7
★

Our attendance rates are low and tardies are high.

Every year we have a new set of parents and most are new to the school setting that have not been informed of the importance of school attendance.

8
★

Participation of parents in classes and engagement opportunities.

Parents work outside of the home or have younger siblings which makes it difficult to participate in classes offered.

9
★

The number of staff needed to support special education services, planning including, data collection, writing IEPs, conducting ARD meetings and monitoring implementation with fidelity needs to be increased in order to address each students' individual needs.

The number of students identified under Child Find increased. As a result, approximately 40 students qualified special education PreK services through our Early Childhood assessment team.

10
★

Early education students need immediate interventions focusing on language, behavior, fine/gross motor, cognition and other developmental areas to ensure students are receiving a free appropriate education and to maximize their learning potential.

However, parental knowledge/education and an understanding of age-appropriate development of children and lack of awareness for public services such as ECI.

11
★

The majority of our families have students who are academically at risk.

Majority of Emergent Bilingual and English Language Learners

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data



Goals

Goal 1

We will foster student success by establishing safe learning environments that enhance engagement and achievement for all.

Performance Objective 1

EARLY LITERACY: By June 2026, Roark Early Education Center will increase the percentage of students who meet benchmarks on the CIRCLE assessments by 2 percentage points or 90%. 2024-25: English: 89% Rapid Letter Naming; 72% Rapid Vocabulary; 82% Early Writing; 75% Phonological Awareness (Baseline Year) Spanish: 86% Rapid Letter Naming; 48% Rapid Vocabulary; 86% Early Writing; 75% Phonological Awareness (Baseline Year)

Evaluation Data Source: CIRCLE Progress Monitoring (EOY CIRCLE assessment data)

Strategy 1

Provide professional development to learning communities to acquire new teaching styles, techniques, and tips, as well as collaborate with other educators in order to improve their own teaching.

Strategy's Expected Result/Impact: Staff development that improves the learning of all students using disaggregated student data to determine teacher learning priorities, monitor progress, and help sustain continuous improvement.

Staff Responsible for Monitoring: Principal
Assistant Principal
Teachers

Problem Statements: Staff Quality, Recruitment, and Retention 2

Funding Sources: PD Fees, Lodging, and Travel 199 - General Fund, 13-6411, \$4,500, Administrator Membership Dues(ATPE) 199 - General Fund, 23-6495, \$800, Administrator PD Fees, Lodging, and Travel 199 - General Fund, 23-6411, \$900

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

Considerable Progress

October

January

March

May

Strategy 2

Enable and engage learning for students through the use of software and technology that offers

collaboration opportunities, provides assessment, and integrates with play-based learning.

Strategy's Expected Result/Impact: Inspiring and informing teachers and parents to influence student achievement, so critical close attention will be paid to how we train and support both new & experienced educators, and parents.

Staff Responsible for Monitoring: Principal
Assistant Principal
Team Leaders
Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

October

Considerable Progress

January

March

May

Strategy 3

Purchase supplies and materials for math, science, social studies, social and emotional, motor development, and literacy that will prepare prekindergarten students with lifelong learning skills.

Strategy's Expected Result/Impact: Strengthen the academic program of the school and increase the amount of quality learning time to provide a well-rounded education.

Staff Responsible for Monitoring: Principal
Assistant Principal
Team Leaders
Teachers

Problem Statements: Student Achievement 1, 2 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1

Funding Sources: Age-appropriate Pre-Kindergarten supplies, materials, and manipulatives 199 - General Fund, 11-6399, \$8,000, Reading Material aligned with the PreK-2nd Grade Science & Social Studies Guidelines and TEKS 199 - General Fund, 11-6329, \$4,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

October

Considerable Progress

January

March

May

Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
1 There is a gap between the English classrooms (83%) and the Bilingual (90%) classrooms in the area of Social and Emotional Development.	Poverty impacts social and emotional development as well as achievement.
2 There is a gap between the English classrooms (72%) and the Bilingual (48%) in the area of Rapid Vocabulary Development.	Poverty impacts the access to a wealth of books and real world experiences which naturally build vocabulary.

Performance Objective 1 Problem Statements Identifying School Culture and Climate

Problem Statement	Root Cause
1 The growing need for social emotional resources, PD, and supplies to provide more social and behavioral support for our students in need.	We are seeing a higher number of threat risk assessments and transportation discipline referrals.

Performance Objective 1 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement	Root Cause
2 Roark Early Education Center has highly experienced teachers who will need to continue to learn and grow together as a professional learning community in order to increase student achievement in all classrooms.	Increase in student developmental and social emotional support needs across campus impacts academic achievement and requires additional collaboration and staff support systems.

Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement	Root Cause
1 There is a need for additional resources and PD for more hands-on and supplemental materials to enhance and increase the differentiated instruction for ALL students.	The root cause is to keep up with increasing enrollment.

Performance Objective 2

EARLY NUMERACY: By June 2026, Roark Early Education Center will increase the percentage of students who meet benchmarks on the CIRCLE Math assessment by 2 percentage points or 90%. 2024-25: English: 84% Rote Counting; 90% Shape Naming; 89% Number Discrimination; 87% Number Naming; 85% Counting Sets; 58% Operations (Baseline Year) Spanish: 79% Rote Counting; 74% Shape Naming; 93% Number Discrimination; 86% Number Naming; 88% Counting Sets; 55% Operations (Baseline Year)

Evaluation Data Source: CIRCLE Progress Monitoring (EOY CIRCLE assessment data)

Strategy 1

Provide professional development to learning communities to acquire new teaching styles, techniques, and tips, as well as collaborate with other educators in order to improve their own teaching.

Strategy's Expected Result/Impact: Staff development that improves the learning of all students using disaggregated student data to determine teacher learning priorities, monitor progress, and help sustain continuous improvement.

Staff Responsible for Monitoring: Principal
Assistant Principal
Teachers

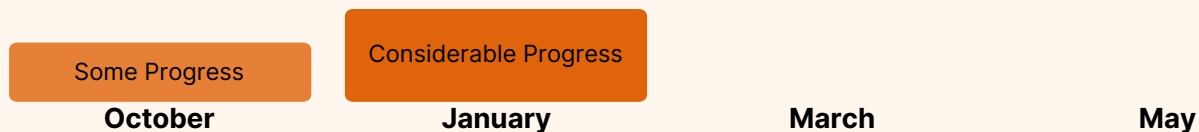
Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1

Funding Sources: PD for teachers and staff on Emergent Math 199 - General Fund, 13-6411, \$500

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Strategy 2

Students will participate in Play-Based Experience Learning and field investigation experiences inside and outside our campus to provide them with meaningful and relevant connections to learning.

Strategy's Expected Result/Impact: Authentic application of literacy and math skills. The process of sharing artifacts and learning with others will result in learning becoming more purposeful for students and parents.

Staff Responsible for Monitoring: Principal
Assistant Principal
Team Leaders
Teachers

Problem Statements: Demographics 2 - Student Achievement 2 - Curriculum, Instruction, and Assessment 1

Funding Sources: Field Trip to Supermarket 199 - General Fund, 11-6494, \$300, 4 Substitutes each on October 9, 2025, December 18, 2025, and March , 2025 for Play-Based Experience Learning Classroom teachers 211 - Title 1-A, \$500

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

Some Progress

January

March

May

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

Early education students need immediate interventions focusing on language, behavior, fine/gross motor, cognition and other developmental areas to ensure students are receiving a free appropriate education and to maximize their learning potential.

However, parental knowledge/education and an understanding of age-appropriate development of children and lack of awareness for public services such as ECI.

Performance Objective 2 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

2

There is a gap between the English classrooms (72%) and the Bilingual (48%) in the area of Rapid Vocabulary Development.

Poverty impacts the access to a wealth of books and real world experiences which naturally build vocabulary.

Performance Objective 2 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

1

The growing need for social emotional resources, PD, and supplies to provide more social and behavioral support for our students in need.

We are seeing a higher number of threat risk assessments and transportation discipline referrals.

Performance Objective 2 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement

Root Cause

Roark Early Education Center has highly

Increase in student developmental and

2

experienced teachers who will need to continue to learn and grow together as a professional learning community in order to increase student achievement in all classrooms.

social emotional support needs across campus impacts academic achievement and requires additional collaboration and staff support systems.

Performance Objective 2 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

1

There is a need for additional resources and PD for more hands-on and supplemental materials to enhance and increase the differentiated instruction for ALL students.

The root cause is to keep up with increasing enrollment.

Performance Objective 3

STUDENT GROWTH: By June 2026, Roark Early Education Center will increase the number of students who meet or exceed end-of-year benchmarks on formative assessments(Essential Standards) by 2 percentage points or 90%. 2024-25: 85% Letter ID (Upper Case); 80% Letter ID (Lower Case); 78% Letter Sounds; 75% Rhyming; 50% Alliteration; 70% Syllables; 80% Sentence Segmenting; 76% Writing

Evaluation Data Source: EOY Formative Assessment

Strategy 1

Increase student opportunities for authentic problem-based learning and vocabulary development so that all students (including English Language Learners, Economically Disadvantaged, children with disabilities, Homeless, At Risk) participate in play-based learning and in two field investigation experiences in-school learning experiences to provide relevant connections to their learning. The students will also join in transitional visits to their future elementary schools to better understand the world around them, build vocabulary, and gain knowledge of their future in education.

Strategy's Expected Result/Impact: Rigorous and authentic learning experiences will result in increased student performance.

Staff Responsible for Monitoring: Principal
Assistant Principal
Team Leaders
Teachers

Problem Statements: Demographics 1 - Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1

Funding Sources: Copy Paper for math learning activities 199 - General Fund, 11-6399, \$800, Field trips to Kindergarten Campus 199 - General Fund, 11-6494, \$200

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

No Progress

October

Moderate Progress

January

March

May

Strategy 2

Provide family education, engagement, and empowerment opportunities that address the needs of all families, including, but not limited to, families of students with disabilities, English Language Learners, Homeless, Economically Disadvantaged, and all minority students and under-represented groups.

Strategy's Expected Result/Impact: Families as partners supporting the academic growth and development of Every Child.

Staff Responsible for Monitoring: Principal
Assistant Principal

Problem Statements: Demographics 2, 3 - Family and Community Engagement 1, 2

Funding Sources: Transportation(Buses) for parents to attend 1 Fall and 1 Spring Parent Trainings 211 - Title 1-A, \$845

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

October

Considerable Progress

January

March

May

Strategy 3

Ensure outstanding customer service, a welcoming environment, and a designated space for all families guided by the WISD Strategic Design Framework Goal 4.

Strategy's Expected Result/Impact: We are here to provide all customers with extraordinary service.

We want our customers to know:

- + You are Welcome here!
- + We Listen to you!
- + We are solutions-minded.
- + We appreciated and respect our customers

Staff Responsible for Monitoring: Principal
Assistant Principal

Registrar
Secretary
Receptionist
Nurse

Problem Statements: Staff Quality, Recruitment, and Retention 1 - Family and Community Engagement 1

Funding Sources: Reading Material for Staff-"Energy Bus" 199 - General Fund, 13-6329, \$500

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

October

Considerable Progress

January

March

May

Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

The majority of our families have students who are academically at risk.

Majority of Emergent Bilingual and English Language Learners

2

Early education students need immediate interventions focusing on language, behavior, fine/gross motor, cognition and other developmental areas to ensure students are receiving a free appropriate education and to maximize their learning potential.

However, parental knowledge/education and an understanding of age-appropriate development of children and lack of awareness for public services such as ECI.

3

The number of staff needed to support special education services, planning including, data collection, writing IEPs, conducting ARD meetings and monitoring implementation with fidelity needs to be increased in order to address each students' individual needs.

The number of students identified under Child Find increased. As a result, approximately 40 students qualified special education PreK services through our Early Childhood assessment team.

Performance Objective 3 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

There is a gap between the English classrooms (83%) and the Bilingual (90%) classrooms in the area of Social and Emotional Development.

Poverty impacts social and emotional development as well as achievement.

2

There is a gap between the English classrooms (72%) and the Bilingual (48%) in the area of Rapid Vocabulary Development.

Poverty impacts the access to a wealth of books and real world experiences which naturally build vocabulary.

Performance Objective 3 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement	Root Cause	
1	Roark Early Education Center student population continues to grow and there is a need for additional staff members.	Roark is the only public early childhood and PreKindergarten program, which increases the desire of the community to choose Roark Early Education Center. Furthermore, as the district population/housing , our numbers are naturally increasing.

Performance Objective 3 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement	Root Cause	
1	There is a need for additional resources and PD for more hands-on and supplemental materials to enhance and increase the differentiated instruction for ALL students.	The root cause is to keep up with increasing enrollment.

Performance Objective 3 Problem Statements Identifying Family and Community Engagement

Problem Statement	Root Cause	
1	Our attendance rates are low and tardies are high.	Every year we have a new set of parents and most are new to the school setting that have not been informed of the importance of school attendance.
2	Participation of parents in classes and engagement opportunities.	Parents work outside of the home or have younger siblings which makes it difficult to participate in classes offered.

Goal 2

We will ensure transparent communication on district financial resources to drive community knowledge, approval, growth, and student success.

Performance Objective 1

FINANCIAL MANAGEMENT: Maintain high-quality financial management practices.

Evaluation Data Source: Year-To-Date (YTD) Budget Reports (monthly, quarterly, annually)

Strategy 1

Conduct frequent budget meetings with Secretary to review and manage money.

Strategy's Expected Result/Impact: Error free records.
Documentation of purchases and orders.

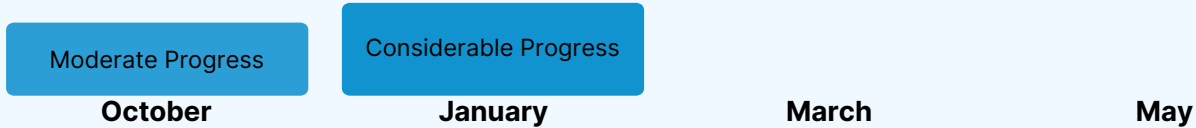
Staff Responsible for Monitoring: Principal
Assistant Principal
Secretary

Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews



Performance Objective 1 Problem Statements Identifying School Culture and Climate

Problem Statement	Root Cause
1 The growing need for social emotional resources, PD, and supplies to provide more social and behavioral support for our students in need.	We are seeing a higher number of threat risk assessments and transportation discipline referrals.

Performance Objective 1 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement	Root Cause
1 Roark Early Education Center student population continues to grow and there is a need for additional staff members.	Roark is the only public early childhood and PreKindergarten program, which increases the desire of the community to choose Roark Early Education Center. Furthermore, as the district population/ housing , our numbers are naturally increasing.

Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement	Root Cause
1 There is a need for additional resources and PD for more hands-on and supplemental materials to enhance and increase the differentiated instruction for ALL students.	The root cause is to keep up with increasing enrollment.

Development

Goal 3

We will enhance instructional effectiveness and student success by providing targeted development, fostering a positive and productive district culture, and promoting staff and student growth.

Performance Objective 1

CORE CHARACTERISTICS OF Profile of a Learner: By June 2026, Roark Early Education Center will implement at least three strategies that advance the focus on Core Characteristics for every child.

Evaluation Data Source: Campus calendar and newsletters

Strategy 1

Campus leadership and the Behavior team will work to align discipline systems through positive behavior supports, a positive discipline matrix, family engagement, and lessons (whole group, small group, individualized) for our students, addressing self-concept skills, self-control skills, social competence skills, and social awareness skills.

Strategy's Expected Result/Impact: The integration of positive behavior supports such as MAC or other positive behavior support systems to Pre-K classrooms with hands-on learning, center activities, and parental involvement through Home Connections. Lessons and strategies will improve the classroom climate and promote community and connection.

Staff Responsible for Monitoring: Principal
Assistant Principal
Teachers

Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

October

Considerable Progress

January

March

May

Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
1 There is a gap between the English classrooms (83%) and the Bilingual (90%) classrooms in the area of Social and Emotional Development.	Poverty impacts social and emotional development as well as achievement.

Performance Objective 1 Problem Statements Identifying School Culture and Climate

Problem Statement	Root Cause
1 The growing need for social emotional resources, PD, and supplies to provide more social and behavioral support for our students in need.	We are seeing a higher number of threat risk assessments and transportation discipline referrals.

Performance Objective 1 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement	Root Cause
2 Roark Early Education Center has highly experienced teachers who will need to continue to learn and grow together as a professional learning community in order to increase student achievement in all classrooms.	Increase in student developmental and social emotional support needs across campus impacts academic achievement and requires additional collaboration and staff support systems.

Performance Objective 2

INTERVENTIONS: By June 2026, Roark Early Education Center will implement interventions with students identified as needing academic or behavioral supports.

Evaluation Data Source: Multiple measures(Academic, behavior charts, RtI data)

Strategy 1

Provide a paraprofessional to assist the teachers in the implementation of a developmentally appropriate pre-kindergarten program, including student instructional lessons and interventions, which meet the social, emotional, physical, and intellectual needs of all students.

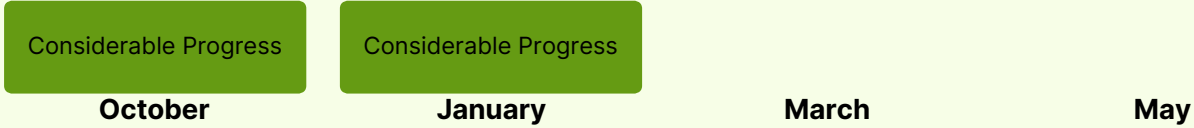
Strategy's Expected Result/Impact: Paraprofessionals will assist all students in meeting or exceeding behavior and academic expectations.

Staff Responsible for Monitoring: Principal
Assistant Principal
Teachers

Problem Statements: Demographics 1, 2, 3 - Student Achievement 1, 2 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Formative Reviews



Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The majority of our families have students who are academically at risk.	Majority of Emergent Bilingual and English Language Learners
2	Early education students need immediate interventions focusing on language, behavior, fine/gross motor, cognition and other developmental areas to ensure students are receiving a free appropriate education and to maximize their learning potential.	However, parental knowledge/education and an understanding of age-appropriate development of children and lack of awareness for public services such as ECI.
3	The number of staff needed to support special education services, planning including, data collection, writing IEPs, conducting ARD meetings and monitoring implementation with fidelity needs to be increased in order to address each students' individual needs.	The number of students identified under Child Find increased. As a result, approximately 40 students qualified special education PreK services through our Early Childhood assessment team.

Performance Objective 2 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	There is a gap between the English classrooms (83%) and the Bilingual (90%) classrooms in the area of Social and Emotional Development.	Poverty impacts social and emotional development as well as achievement.
2	There is a gap between the English classrooms (72%) and the Bilingual (48%) in the area of Rapid Vocabulary Development.	Poverty impacts the access to a wealth of books and real world experiences which naturally build vocabulary.

Performance Objective 2 Problem Statements Identifying School Culture and Climate

Problem Statement	Root Cause
1 The growing need for social emotional resources, PD, and supplies to provide more social and behavioral support for our students in need.	We are seeing a higher number of threat risk assessments and transportation discipline referrals.

Performance Objective 2 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement	Root Cause
1 Roark Early Education Center student population continues to grow and there is a need for additional staff members.	Roark is the only public early childhood and PreKindergarten program, which increases the desire of the community to choose Roark Early Education Center. Furthermore, as the district population/ housing , our numbers are naturally increasing.
2 Roark Early Education Center has highly experienced teachers who will need to continue to learn and grow together as a professional learning community in order to increase student achievement in all classrooms.	Increase in student developmental and social emotional support needs across campus impacts academic achievement and requires additional collaboration and staff support systems.

Performance Objective 2 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement	Root Cause
1 There is a need for additional resources and PD for more hands-on and supplemental materials to enhance and increase the differentiated instruction for ALL students.	The root cause is to keep up with increasing enrollment.

Performance Objective 3

STUDENT ATTENDANCE: By June 2026, student attendance at Roark Early Education Center will increase to 94%.

Evaluation Data Source: PEIMS Frontline Data

Strategy 1

The leadership team, Assistant Principal, and teaching staff will collaborate to ensure consistent attendance by all students through various supports, including systematic awards, phone calls home, truancy meetings, letters home, and home visits.

Strategy's Expected Result/Impact: Truancy District data systems, leadership meetings, and teacher feedback.

Staff Responsible for Monitoring: Leadership

ADA

SRO

Teachers

Problem Statements: Family and Community Engagement 1

Funding Sources: Student Activities, Attendance Awards and Incentives 199 - General Fund, 13-6499, \$3,000, Attendance Incentives and Awards 199 - General Fund, 11-6499, \$500

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

Performance Objective 3 Problem Statements Identifying Family and Community Engagement

Problem Statement

Root Cause

1

Our attendance rates are low and tardies are high.

Every year we have a new set of parents and most are new to the school setting that have not been informed of the importance of school attendance.

Goal 4

We will build genuine relationships to create a safe environment where every stakeholder (staff, families, students, and the broader community) is an active partner in education.

Performance Objective 1

SAFE SCHOOL ENVIRONMENT: Align academic, behavior, and discipline systems to support a safe campus culture and maximize student learning.

Evaluation Data Source: Discipline Data Dashboard, Behavior Intervention Plans

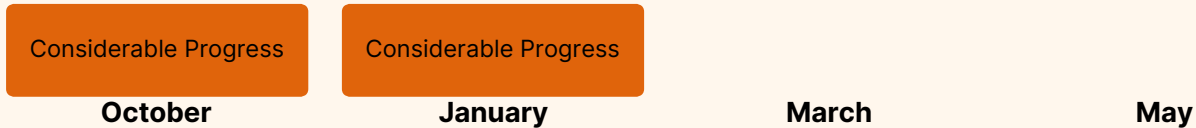
Strategy 1

Implement a consistent Discipline Management Plan and Behavior Flow Chart to support a consistent system for managing student infractions.

Strategy's Expected Result/Impact: Increased student engagement and academic performance.

Staff Responsible for Monitoring: Principal
Assistant Principal
Behavior Team

Formative Reviews



Performance Objective 2

SAFETY COMMITTEE: Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

Evaluation Data Source: Campus Safety Committee roster

Strategy 1

CAMPUS SAFETY COMMITTEE: Establish Campus Safety Committees composed of a cross-section of stakeholders to look at matters related to campus safety.

Strategy's Expected Result/Impact: Each Campus principal will recruit a safety team . Each campus team will meet three times per year so that all campuses will be able to refine safety practices.

Staff Responsible for Monitoring: Principal

Assistant Principal

Team Leaders

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

Strategy 2

Participate in campus safety audit.

Strategy's Expected Result/Impact: Campus will develop action plans to address any deficiencies as a result of safety audits.

Staff Responsible

Staff Responsible for Monitoring: Principal

Assistant Principal

Safety Committee

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

Performance Objective 3

EMERGENCY OPERATIONS: Maintain Campus Emergency Operations Procedures (EOP) that comply with SB 11, and include Standard Operating Procedures.

Evaluation Data Source: Campus emergency operation procedures documents

Strategy 1

Ensure that the campus clinic has appropriate materials to support students and staff.

Strategy's Expected Result/Impact: Ensure that the campus clinic has appropriate materials to support students and staff.

Staff Responsible for Monitoring: Director of Nurses

Campus Nurse

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

Strategy 2

EMERGENCY OPERATIONS PROCEDURES: Campus EOP will align with the best practices from the Texas School Safety Center and the Standard Operating Procedures.

Strategy's Expected Result/Impact: Campus EOP is turned in and filed by September 1st.

Staff Responsible for Monitoring: Principal

Funding Sources: 2-Way Radios 199 - General Fund, 23-6399, \$2,000

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

Strategy 3

EMERGENCY OPERATIONS PROCEDURES: Update campus EOP annually and train staff at the start of each school year.

Strategy's Expected Result/Impact: Campus procedures maintained in campus Emergency Operations Plan.

Staff training documents maintained.

EOP submitted by September 1st.

Staff Responsible for Monitoring: Principal

Assistant Principal

Safety Committee

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews



Accomplished

October



Accomplished

January

March

May

Goal 5

We will align communication to ensure messaging is intentional, consistent, and easily accessible.

Performance Objective 1

By June 2026, Roark Early Education Center will improve Parent/Family Engagement opportunities by having 25% more engaged parents/families.

Evaluation Data Source: Campus Calendars, Newsletters, and Sign-In Sheets

Strategy 1

Provide opportunities for district approved volunteers to help directly and indirectly in classrooms, school events, and projects.

Strategy's Expected Result/Impact: Parent/Families as partners supporting the academic growth and development of every child.

Staff Responsible for Monitoring: Principal
Parent/Family Engagement Committee
Teachers

Problem Statements: Family and Community Engagement 2

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

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

Performance Objective 1 Problem Statements Identifying Family and Community Engagement

Problem Statement

Root Cause

2

Participation of parents in classes and engagement opportunities.

Parents work outside of the home or have younger siblings which makes it difficult to participate in classes offered.

Performance Objective 2

By June 2026, Roark Early Education Center will have 100% participation of regular, two-way, and meaningful communication involving student academic learning and school activities/events with staff, parents, and community.

Evaluation Data Source: Parent surveys, Sign-In Logs, Teacher/Parent Communication Logs

Strategy 1

Communication with all stakeholders through the use of class and school Dojo, emails, social media posts, Week-At-A-Glance, and monthly newsletters will be utilized.

Strategy's Expected Result/Impact: Stronger partnership with parents
Higher parental/community involvement
Positive school culture

Staff Responsible for Monitoring: Administrators
Teachers

Problem Statements: Family and Community Engagement 2


Funding Sources: Translation to Spanish 199 - General Fund, 23-6299, \$500, Printer Ink Cartridges 199 - General Fund, 23-6399, \$1,000, Copy Paper to print monthly communication charts, special activities, etc. 199 - General Fund, 11-6399, \$200, Postage and Office Supplies 199 - General Fund, 23-6399, \$2,300

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

 Accomplished

October

January

March

May

Strategy 2

Host family engagement nights and parent training to encourage SEL and academic skills to use at home.

Strategy's Expected Result/Impact: Families as partners supporting the academic and SEL growth and development of every child.

Staff Responsible for Monitoring: Principal
Family/Parent Engagement Committee
Teachers

Problem Statements: Demographics 1, 2 - Student Achievement 1, 2 - Family and Community Engagement 2

Funding Sources: Transportation for parents to attend 2(one each semester) Roark Parent Trainings 211 - Title 1-A, \$845

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

Formative Reviews

No Progress
October

Moderate Progress

January

March

May

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

The majority of our families have students who are academically at risk.

Majority of Emergent Bilingual and English Language Learners

2

Early education students need immediate interventions focusing on language, behavior, fine/gross motor, cognition and other developmental areas to ensure students are receiving a free appropriate education and to maximize their learning potential.

However, parental knowledge/education and an understanding of age-appropriate development of children and lack of awareness for public services such as ECI.

Performance Objective 2 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

There is a gap between the English classrooms (83%) and the Bilingual (90%) classrooms in the area of Social and Emotional Development.

Poverty impacts social and emotional development as well as achievement.

2

There is a gap between the English classrooms (72%) and the Bilingual (48%) in the area of Rapid Vocabulary Development.

Poverty impacts the access to a wealth of books and real world experiences which naturally build vocabulary.

Performance Objective 2 Problem Statements Identifying Family and Community Engagement

Problem Statement

Root Cause

2

Participation of parents in classes and engagement opportunities.

Parents work outside of the home or have younger siblings which makes it difficult to participate in classes offered.

