

Red Oak Independent School District



H.A. Wooden Elementary School

2025-2026 Campus Improvement Plan

Mission Statement

The Mission of Red Oak ISD:

4 Talons of the Hawk

Exhibits Academic Readiness: 1% Better Daily & Love Tough

Seeks Opportunities and Challenges of Learning: Growth, Resilience, Integrity, Tenacity (G.R.I.T.)

Demonstrates Fair, Respectful, and Well-Rounded Characteristics: Respect, Encourage, Appreciate, Communicate, Honor (R.E.A.C.H.)

Leaves a Legacy Through Service: "We Before Me"

Vision

The Vision of Red Oak ISD:

"Realizing Our Individual Students' Dreams"

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Comprehensive Needs Assessment

Demographics

Summary

Wooden Elementary is a Title I campus currently serving 523 students from PK to 5th grade. In the 2024-2025 school year, Wooden houses a Functional Living specialized classroom, two resource teachers, and 1 special education para-professional. Additionally, Wooden Elementary had 9 bilingual classrooms with 4 bilingual para-professionals. There were 30 general education staff, 1 gifted and talented teacher, 2 teachers trained in dyslexia (1 is also the bilingual reading interventionist), 1 bilingual instructional coach, 1 ELAR and 1 Math instructional coach, and 1 reading interventionist. Teachers are trained in and utilize guided reading, Lead4Ward, Professional Learning Communities, and the TEKS Resource System. Wooden utilizes a built-in intervention/enrichment time (Talon Time) to provide on going support for all students within the school day.

Student Demographics						
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
African American	5.9%	8.4%	9.1%	8.0%	7.1%	7.28%
Hispanic	57.2%	55.8%	56.3%	61.8%	65.5%	66.54%
White	33.0%	32.2%	30.4%	26.3%	23.5%	23.62%
American Indian	0.5%	0.0%	0.0%	0.0%	0.2%	0%
Asian	0.4%	0.4%	0.6%	0.4%	0.4%	0.39%
Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0%
Two or More Races	3.0%	3.3%	3.6%	3.6%	3.4%	2.17%

Student Enrollment						
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Total Students	561	491	503	502	524	508
Female	269	233	239	230	239	245
Male	292	258	264	272	285	263
Pre-Kindergarten	0	25	37	26	44	29
Kindergarten	93	54	71	80	60	69
Grade 1	84	88	61	79	90	64
Grade 2	81	80	83	60	82	89
Grade 3	94	72	73	88	68	84
Grade 4	97	85	82	77	98	75
Grade 5	112	87	96	92	82	97

Attendance Rate (Lagging Indicator)						
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Attendance Rate	98.6%	96.8%	94.4%	95.0%	95.2%	95.5%

Student Profile - Special Programs

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Economically Disadvantaged	52.6%	51.5%	55.3%	63.5%	66.8%	64.37%
Section 504	9.3%	9.0%	10.3%	8.0%	5.9%	3.54%
EB Students	33.9%	31.0%	33.4%	36.5%	39.7%	41.34%
At-Risk	54.0%	54.6%	57.1%	58.0%	61.8%	63.39%
Gifted and Talented	9.8%	8.1%	9.5%	7.0%	6.7%	6.5%
Special Education	10.9%	11.2%	13.7%	14.9%	16.8%	15.75%
Mobility (for the prior year)	7.7%	10.8%	9.4%	8.3%	12.1%	

Staff Profile - Teachers by Years of Experience						
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Beginning Teachers	11.4%	11.5%	2.8%	8.6%	5.2%	
1-5 Years Experience	28.4%	31.5%	33.5%	25.9%	27.7%	25.7%
6-10 Years Experience	18.6%	16.8%	19.0%	15.9%	19.5%	23.1%
11-20 Years Experience	17.1%	11.5%	14.0%	20.7%	14.5%	25.7%
21-30 Years Experience	24.5%	17.2%	14.0%	14.4%	22.6%	15.2%
Over 30 Years Experience		11.5%	16.8%	14.4%	10.5%	10.3%

- 2023: 28% turnover rate
- 2024: 19% turnover rate

- ESL Certified: 26 of 31 teachers (84%)
- GT Certified: 30 of 31 teachers (97%)

Strengths

Wooden elementary continues to be an ever-changing community and provides our students with the opportunity to develop an understanding for others on a local, state and national and global level. The overall 2023 accountability rating was an "B" indicating there are academic strengths exhibited by our students as a whole.

Some strengths identified through our demographics data are:

Student Demographic Data

1. Support for Economically Disadvantaged and At-Risk Students
 - Economically disadvantaged students increased from 52.6% to 66.8%.
 - At-risk students rose from 54.0% to 61.8%, indicating stronger identification and support systems.
2. Growth in EB (Emergent Bilingual) Services
 - EB student percentage climbed from 33.9% to 39.7%, showing enhanced language support initiatives.
3. Expansion of Special Education
 - Special education enrollment grew from 10.9% to 16.8%, reflecting improved inclusion and diagnostics.

Staff Demographic Data Strengths:

- Experienced Staff: A strong presence of teachers with 6+ years of experience, especially in the 21–30 years and over 30 years categories, supports instructional quality and mentorship.
- Stability in Mid-Career Teachers: The 1–5 years and 6–10 years groups have remained relatively stable, indicating a healthy pipeline of developing educators.
- Strength: High certification rates support diverse student needs, especially with rising EB and at-risk populations
- Improved Retention: The drop from 28% to 19% suggests progress in staff retention efforts, possibly due to better support, leadership, or working conditions.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
<p>1 ★ Student attendance rates have declined from a high of 98.6% in 2019-2020 to 95.5% in 2024-2025, with the lowest point at 94.4% in 2021-2022. Although there has been slight recovery, the rates remain below pre-pandemic levels. This sustained decrease in attendance may negatively impact student achievement, engagement, and the school's accountability ratings, indicating a need for targeted attendance</p>	<p>PreK and Kindergarten and 1st grade all averaged around 95% attendance for the 2024-2025 school year.</p>
<p>2 Although staff turnover improved from 28% to 19% between 2022-2023 to 2023-2024, the rate remains high and is coupled with fluctuating experience levels, particularly among mid- and late- career teachers. *This instability may affect instructional continuity, mentorship capacity, and long-term school improvement efforts.</p>	<p>Staff retirements, staff leaving education</p>

★ = Priority

Student Learning

Summary

Wooden Elementary is committed to providing a safe and supportive learning environment for each of our students every day of the school year. The use of data helps teachers collaborate in Professional Learning Communities (PLC) to design quality instruction based on the needs of individual students. Our goal is to know where students are performing and to provide the appropriate level of challenge to move them to their highest potential. While academic performance is a top priority, so is the assurance that we are providing a safe and respectful learning environment for our students and staff. Lessons based on the Graduate Profile provide opportunities to allow our children to be well-rounded and focus on leading a healthy lifestyle

STAAR Data												
	2021-2022			2022-2023			2023-2024			2024-2025		
	Approaches or Above	Meets or Above	Masters	Approaches or Above	Meets or Above	Masters	Approaches or Above	Meets or Above	Masters	Approaches or Above	Meets or Above	Masters
3rd Reading	80%	55%	27%	83%	54%	20%	74%	53%	18%	63%	31%	18%
3rd Math	83%	56%	25%	72%	42%	12%	76%	47%	12%	61%	31%	9%
4th Reading	73%	52%	21%	85%	52%	16%	84%	53%	23%	88%	65%	25%
4th Math	74%	49%	20%	85%	52%	16%	78%	54%	23%	76%	59%	29%
5th Reading	85%	62%	38%	81%	57%	31%	81%	52%	16%	82%	53%	20%
5th Math	89%	69%	39%	94%	67%	27%	89%	70%	22%	92%	51%	30%
5th Science	76%	48%	23%	73%	38%	9%	69%	26%	6%	69%	23%	6%

- 3rd and 4th Grade Reading remained relatively stable.
- 3rd and 5th Grade Math showed a dip in 2022–2023 but rebounded in 2023–2024.
- 5th Science experienced a consistent decline until the 2025 school year in the masters area.
- All subjects show a general decline in the percentage of students achieving the "Masters" level.
- The most significant drops occurred in:
 - 5th Grade Reading: from 38% in 2021–2022 to 16% in 2023–2024.
 - 5th Grade Science: from 23% to just 6%.
 - 3rd Grade Reading and Math also declined sharply.

STAAR Progress				
	2021-2022	2022-2023	2023-2024	2024-2025
4th Reading	70%	55%	79%	91%

4th Math	82%	73%	80%	74%
5th Reading	90%	71%	63%	67%
5th Math	93%	87%	82%	80%

- 2022–2023: 55% (15-point drop)
- 2023–2024: 79% (24-point increase)

Insight: After a significant dip in 2022–2023, there's a strong recovery in 2023–2024, surpassing the 2021–2022 level.

4th Grade Math

- 2021–2022: 82%
- 2022–2023: 73%
- 2023–2024: 80%

Insight: A moderate decline followed by a near full recovery in 2023–2024.

5th Grade Reading

- 2021–2022: 90%
- 2022–2023: 71%
- 2023–2024: 63%

Insight: Continuous decline over the three years, with a total drop of 27 percentage points. This is a key area of concern.

5th Grade Math

- 2021–2022: 93%
- 2022–2023: 87%
- 2023–2024: 82%

Insight: Gradual decline, though performance remains relatively high. Still, the downward trend should be addressed.

0325 TELPAS Kindergarten							0325 TELPAS C			
	TELPAS Composite Score	TELPAS Composite Rating					TELPAS Composite Score	TELPAS Co		
		No Rating	Beginning	Intermediate	Advanced	Advanced High		No Rating	Beginning	Intern
Wooden Elementary	1.34	0%	65.62%	28.12%	3.12%	3.12%	1.98	0%	31.03%	41.38%

0325 TELPAS Grade 3							0325 TELPAS C			
	TELPAS Composite Score	TELPAS Composite Rating					TELPAS Composite Score	TELPAS Co		
		No Rating	Beginning	Intermediate	Advanced	Advanced High		No Rating	Beginning	Intern
Wooden Elementary	2.73	0%	3%	33.33%	53.33%	10.00%	2.77	0%	0%	33.33%

		0325 TELPAS Grade 5						
		TELPAS Composite Score	TELPAS Composite Rating					
			No Rating	Beginning	Intermediate	Advanced	Advanced High	
Wooden Elementary		2.78	0%	5.56%	3.33%	16.67%	63.89%	13.89%

		0324 TELPAS Kindergarten					0324 TELPAS Grade 1						
		TELPAS Composite Score	TELPAS Composite Rating					TELPAS Composite Score	TELPAS Composite Rating				
			No Rating	Beginning	Intermediate	Advanced	Advanced High		No Rating	Beginning	Intermediate	Advanced	Advanced High
Wooden Elementary		1.58	0%	57.7%	30.77%	7.69%	3.85%	2.44	0%	7.14%	50%	26.19%	16.67%

0324 TELPAS Grade 2						0324 TELPAS Grade 3							
		TELPAS Composite Rating							TELPAS Composite Rating				
TELPAS Composite Score	No Rating	Beginning	Intermediate	Advanced	Advanced High	TELPAS Composite Score	No Rating	Beginning	Intermediate	Advanced	Advanced High		
2.31	0%	6.06%	63.64%	27.27%	3.03%	2.8	0%	0%	28.57%	61.90%	9.52%		

0324 TELPAS Grade 4						0324 TELPAS Grade 5							
		TELPAS Composite Rating							TELPAS Composite Rating				
TELPAS Composite Score	No Rating	Beginning	Intermediate	Advanced	Advanced High	TELPAS Composite Score	No Rating	Beginning	Intermediate	Advanced	Advanced High		
2.73	0%	2.94%	35.29%	44.12%	17.65%	2.93	0%	7.14%	25%	28.57%	39.29%		

Strengths

Strengths in STAAR Data:

- 4th Grade Reading & Math: Strong recovery in 2023–2024 after a dip in 2022–2023, especially in "Masters" level.
- 5th Grade Math: Consistently high "Approaches" and "Meets" percentages, with a slight rebound in "Meets" in 2023–2024.
- 3rd Grade Reading: Maintained stable "Meets" performance despite a drop in "Masters".
- 4th Grade Reading: Strong rebound in 2023–2024 (from 55% to 79%).
- 4th Grade Math: Recovered to near 2021–2022 levels in 2023–2024.

Strengths in TELPAS Data:

Progressive Growth in Language Proficiency

- Composite scores steadily increase from Kindergarten (2.75) to 5th Grade (2.93).
- Students show clear upward movement in proficiency levels as they advance in grade.

2. Strong Oral Language Development

- Listening and Speaking scores are consistently higher than Reading and Writing in early grades.
- By 3rd grade, over 70% of students are at Advanced or Advanced High levels.

3. High Participation

- 0% No Rating across all grades, indicating full student participation in TELPAS assessments.

4. Advanced High Growth in Upper Grades

- 5th Grade has the highest percentage of Advanced High students (13.89%), showing strong progress in English Language proficiency.

TELPAS Results

We were able to reclassify 3 students due to their scores on their TELPAS composite scores and passing the STAAR reading test.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	A significant percentage of 3rd-5th grade students are not meeting grade level expectations in Reading.	This trend indicates a need for targeted intervention to improve reading comprehension and critical thinking skills: Vocabulary Inferencing Language development (3-5)
2	3rd grade students consistently are not performing on grade-level on the math STAAR.	This suggests a gap in foundational skills in the K-2 classroom setting and a need for targeted intervention to reinforce these foundations skills.
3	5th grade Science scores have declined sharply across all performance levels, especially at the "Masters" level, which dropped from 23% to 6%.	This suggests a need for more engaging, inquiry-based science instruction and stronger integration of academic vocabulary.

★ = Priority

School Processes & Programs

Summary

Wooden Elementary uses multiple resources to help provide focus for curriculum, instruction, and assessment. The Texas Curriculum Management Program Cooperative's (TCMPC) scope and sequence and curriculum based assessments were utilized as a guide to providing and promoting critical thinking and problem solving skills, communication, creativity, and collaboration. Each week, grade level PLCs met for intensive data analysis and planning sessions to review the skills that had been taught, the skills that would be coming up in the next weeks, and to map out strategies and activities for reteaching to fill in the gap.

- Staff also utilized common formative assessments (campus-based) to track student growth and progress.
- Every week, teachers hold a PLC meeting to discuss the data as a group, and develop a plan for intervention based on this data.
- Progress is tracked for students by using Eduphoria and data folders. The students set goals and track their progress from assessment to assessment in data folders.

For each content area, assessment plays a vital role in driving instruction and making decisions. Wooden Elementary is committed to provide opportunities for students to interact collaboratively, with hands-on activities, performance based assessments, open-ended questions and responses, and promoting the 21st Century Skills to ensure mastery. Students are encouraged and allowed to demonstrate their learning through authentic assessments, including project-based learning, student-created products, and presentations (group and individual). We utilize CLI, TPRI, iReady, Stem Scopes, TCMPC, and campus/district benchmarks for formal assessments in PreK -5th grade. In addition to these assessments, we also utilize STAAR released items. All special courses and programs such as special education, dyslexia, EB, fine arts, and physical education promote and provide support for the standard of assessment utilized by our campus and district. Our ELL students are also assessed formally each year by the Texas English Language Proficiency Assessment System (TELPAS). All assessment data, whether formal or informal, is disaggregated, analyzed, and fine-tuned to drive instructional needs.

Grade level PLCs are held with campus administrators and instructional coaches. The PLCs focus is on upcoming lessons, data review, and strategic planning. Grade levels have a daily common planning and focused intervention time. Formal planning and data meetings occur within a week after a formal assessment has been given.

Student progress is monitored through informal and formal assessments, along with focused tutorials and interventions. The MTSS committee has ongoing meetings to provide support and academic strategies for teachers to utilize with identified students.

All staff, professional and para-professional, have many opportunities throughout the school year and summer, to attend professional development sessions, on and off campus, to enhance the teaching and learning environment for our students, and addressing the needs of our campus as identified in the plan.

This year we have begun utilizing a new curriculum and have been internalizing lesson plans in PLCs. The math PLCs were to go over the scope of the lesson and find the activities within that scope. The reading PLCs began with identifying TEKS and looking over the passages, but then evolved to developing assessments and creating writing activities. The plans are available on the curriculum website as well as other pacing documents. Grade levels and content areas met weekly to go over the lessons for the next week, but not all staff was prepared to internalize weekly. Feedback also was given that teachers would like to plan the lesson more than simply go over where to find the activities, etc.

For the social/emotional needs of our students, students meet twice monthly with the counselor supporting needs as outlined by the district and by the campus. We also utilize the Suite360 curriculum for student behaviors. We support positive behavior with Talon Tags, Booth Buddies and Positive classroom referrals for classroom teachers. Relationships are a vital part of Wooden. Students are also supported academically through serving different groups of students based on needs. These student populations are gifted and talented, emergent bilingual, special education, and students who need academic intervention.

CBA Data: 3rd grade math and reading were the lowest in the district throughout the school year. 4th grade math showed growth throughout the school year and 5th grade math consistently scored the highest in the district throughout the school year. 4th grade reading scored either the highest or the 2nd highest throughout the school year in the district and 5th grade reading was inconsistent throughout the school year.

Summary of Current PLC Practices Math PLCs:

- Focused on reviewing the scope of lessons.
- Identified activities within the lesson scope.
- Emphasis was more on locating resources than on deep planning.

Reading PLCs:

- Started with TEKS identification and passage review.
- Evolved into assessment development and writing activity creation.
- Showed a shift toward more comprehensive lesson planning.

General Observations:

- Curriculum plans and pacing documents are available online.
- Weekly meetings were held to prepare for upcoming lessons.
- Not all staff were consistently prepared to internalize lessons.
- Teacher feedback indicated a desire for deeper lesson planning, not just resource navigation.

Strengths

1. Consistent Weekly Collaboration
 - Regular PLC meetings fostered a culture of teamwork and shared responsibility.
2. Accessible Curriculum Resources
 - Lesson plans and pacing guides were made available online, supporting transparency and ease of access.
3. Growth in Reading PLCs
 - Reading teams progressed from basic planning to creating assessments and writing activities, showing instructional depth.
4. Cross-Grade and Content Alignment
 - Weekly meetings across grade levels and subjects helped ensure alignment and continuity.
5. Teacher Voice and Feedback
 - Staff feedback was collected and considered, indicating a responsive leadership approach.

Strengths

These dimensions consistently showed high numbers of "Observed" ratings with few or no "Needs Addressing":

- **Instructional Delivery:** Many indicators such as clear communication, accurate content knowledge, and student engagement were frequently observed.
- **Lesson Internalization:** Teachers often demonstrated alignment to standards and used relevant activities.
- **Learning Environment:** Classroom routines, behavior management, and student collaboration were strong across observations.
- **Monitoring and Adjusting:** Teachers were regularly seen adjusting instruction based on student needs and engagement.

Strengths in CBA Data

1. 5th Grade Math
 - Consistently highest in the district throughout the year.
 - Indicates strong instruction, alignment to standards, and student mastery.
2. 4th Grade Reading
 - Scored 1st or 2nd in the district consistently.
 - Suggests effective reading instruction and strong student comprehension skills.
3. 4th Grade Math
 - Demonstrated growth over the school year.
 - Reflects positive instructional impact and student progress.

Regular Professional Learning Community (PLC) meetings have been instrumental in cultivating a culture of teamwork and shared responsibility among our staff. These gatherings provide a platform for educators to collaborate, share insights, and support one another in their professional growth, ultimately enhancing the educational experience for our students.

The availability of lesson plans and pacing guides online has significantly contributed to transparency and ease of access for our educators. This initiative ensures that all teachers have the resources they need at their fingertips, promoting consistency and coherence in instructional delivery across the school.

Our reading teams have shown remarkable progress, evolving from basic planning to the development of assessments and writing activities. This advancement reflects a deepening of instructional practices and a commitment to enhancing student learning outcomes through well-crafted and thoughtful educational strategies.

Weekly meetings across various grade levels and subjects have been pivotal in ensuring alignment and continuity within our curriculum. These regular interactions allow for the sharing of best practices and the alignment of teaching methods, ensuring that all students receive a cohesive and comprehensive education.

The collection and consideration of staff feedback demonstrate our commitment to a responsive leadership approach. By valuing and integrating the insights of our educators, we foster an environment of mutual respect and continuous improvement, which is essential for the success of our school community.

In terms of instructional delivery, our teachers consistently exhibit clear communication, accurate content knowledge, and high levels of student engagement. These indicators are a testament to the dedication and expertise of our educators, who strive to deliver high-quality instruction every day.

Teachers frequently demonstrate lesson internalization by aligning their teaching to standards and incorporating relevant activities. This practice ensures that instruction is purposeful and directly connected to the learning objectives, providing students with meaningful and standards-based educational experiences.

The learning environment within our classrooms is characterized by strong routines, effective behavior management, and active student collaboration. These elements create a positive and productive atmosphere where students feel supported and motivated to engage in their learning.

Finally, our teachers are adept at monitoring and adjusting their instruction based on student needs and engagement. This flexibility and responsiveness are crucial in meeting the diverse needs of our students and ensuring that each child has the opportunity to succeed.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
<p>1 Lack of Differentiated Instruction Walkthrough data revealed frequent "Needs Addressing" ratings in differentiation and engagement strategies, suggesting that instruction is not consistently tailored to meet diverse student needs, particularly in underperforming grade levels, affecting assessment data.</p>	
<p>2 Disconnect Between Lesson Planning and Execution Teachers often locate resources during PLCs but do not fully internalize or adapt lessons, which may contribute to inconsistent student performance, and limited collaboration reduces the opportunity for shared strategies.</p>	

 = Priority

Perceptions

Summary

The culture at Wooden Elementary is one of family and learning. The staff and students are committed to growth in each student. The school is a safe environment where students feel they can freely express themselves. Visits to the office for major discipline events are not frequent, and these events do not effect student achievement. We welcome volunteers on campus and communicate through email, text and our weekly newsletter sent out by email, social media and text weekly.

Realizing our students' individual dreams is our highest priority. Therefore, our measure of success does not solely lie on how we grade on a standardized test, but on how we work to instill the 4 Talons of a Hawk in our students and who they become. Seeing evidence of how our students live out the 4 Talons is a great contributor to our community and our society as a whole.

Our master schedule shows that the entire day is used for instruction with the exception of recess and lunch. Students transition quickly from location to location, with the possible loss of 15 minutes per day with restroom breaks and transitions. Teachers have a duty free lunch and have before or after school duty as to not lose instructional time. Our parent conferences are well attended in the fall, averaging 75% attendance. We have clubs after school, Young Men of Wooden, Student Council, and STEM club.

Throughout the 2024-2025 school year, our campus walkthroughs have provided valuable insights into our instructional delivery. We frequently observed clear communication, accurate content knowledge, and high levels of student engagement. These indicators suggest that our teachers are effectively conveying information and maintaining student interest, which are critical components of successful teaching.

In terms of lesson internalization, our teachers have consistently demonstrated alignment with educational standards and have employed relevant activities to enhance learning. This alignment ensures that our curriculum remains rigorous and that students are receiving instruction that meets established educational benchmarks.

The learning environment across our classrooms has been notably strong, with well-established routines, effective behavior management, and robust student collaboration. These elements contribute to a positive and productive classroom atmosphere, where students feel supported and are encouraged to work together.

Monitoring and adjusting instruction based on student needs and engagement has been a regular practice among our teachers. This adaptability is crucial for addressing the diverse learning styles and paces of our students, ensuring that each student receives the support they need to succeed.

However, our observations have also highlighted areas for improvement. There is a need for more targeted differentiation strategies to better meet the individual needs of our students. By tailoring instruction to address specific learning requirements, we can enhance student outcomes and foster a more inclusive learning environment.

Addressing and anticipating student misunderstandings was less consistently observed, indicating an area where we can focus our professional development efforts. By equipping teachers with strategies to identify and address misconceptions, we can improve student comprehension and learning retention.

Additionally, some walkthroughs have indicated a need to prioritize and implement more rigorous questioning techniques. By challenging students with higher-order questions, we can promote critical thinking and deeper understanding of the material.

Finally, a few entries noted challenges in sustaining student engagement throughout the lesson. Maintaining student interest is essential for effective learning, and we will explore strategies to keep students actively involved and motivated during class.

Strengths

We have a full time police officer who helps contribute to the feeling of safety and security at school. Wooden has several after school clubs including the student council, ballet folklorico, Young Men of Wooden and a STEM Club. Students and staff describe the culture at Wooden as family oriented. We have programs such as Wooden Warrior and Personal Best that promote and encourage positive student behaviors. Student leadership opportunities include Flag Patrol and Student Council. Student discipline referrals are low compared other campuses.

Discipline policies and procedures are both proactive and reactive. We will continue to use a Suite 360 program in 2024-2025 to reduce bullying and promote social skills. We also use the StopIt app to report bullying on campus.

- Safety drills are conducted monthly on our campus. They are orderly, well-coordinated, and well-supervised.
- Accountability is fast and accurate through staff trainings and all staff using Raptor for an accountability system.
- Having an armed police officer on campus daily maintains security so that we can continue to educate our students without worry.

Walkthrough analysis

Through observed/not observed for ALL campus walkthroughs throughout the 2024-2025 school year:

Strengths

These dimensions consistently showed high numbers of "Observed" ratings with few or no "Needs Addressing":

- **Instructional Delivery:** Many indicators such as clear communication, accurate content knowledge, and student engagement were frequently observed.
- **Lesson Internalization:** Teachers often demonstrated alignment to standards and used relevant activities.
- **Learning Environment:** Classroom routines, behavior management, and student collaboration were strong across observations.
- **Monitoring and Adjusting:** Teachers were regularly seen adjusting instruction based on student needs and engagement.

Instructional Time Efficiency

- **Maximized Learning Time:** The schedule is highly optimized for instruction, with minimal non-instructional time. The only breaks are lunch, recess, and a small allowance (~15 minutes) for transitions and restroom breaks.
- **Implication:** This suggests a strong focus on academic achievement and time-on-task, which research supports as a key factor in student success.
- **Teacher Support and Structure**
 - **Duty-Free Lunch:** Ensures teachers have a protected break, which supports well-being and job satisfaction.
 - **Before/After School Duties:** Strategically placed to avoid cutting into instructional time, showing thoughtful planning and respect for both student learning and teacher responsibilities.

3. Family Engagement

- **75% Attendance at Fall Conferences:** This is a strong turnout, indicating high levels of parental involvement and communication between home and school.
- **Implication:** Engaged families often correlate with better student outcomes, improved behavior, and stronger school-community relationships.

4. Student Enrichment Opportunities

- **After-School Clubs:** Including *Young Men of Wooden*, *Student Council*, and *STEM Club*, these offerings promote leadership, academic curiosity, and social-emotional development.
- **Implication:** These programs support whole-child development and can improve school climate and student motivation

One of our school's key strengths is the efficient use of time, which is evident in our structured schedules and well-organized curriculum. This allows us to maximize instructional time and ensure that every minute spent in the classroom is purposeful and contributes to student learning. Our teachers are adept at managing their time effectively, which translates into a more focused and productive learning environment for our students.

Another significant strength is our strong teacher support systems. We have established a comprehensive framework that provides our educators with the resources, mentorship, and professional development opportunities they need to excel in their roles. This support not only enhances their teaching skills but also fosters a collaborative and positive school culture where teachers feel valued and motivated to contribute to the success of our students.

High parental engagement is also a cornerstone of our school's success. We actively encourage and facilitate parental involvement in various aspects of school life, from participating in school events to engaging in regular communication with teachers. This partnership between


parents and the school creates a supportive community that enhances student achievement and well-being, as parents are more informed and involved in their children's education.

Lastly, our robust extracurricular offerings provide students with a wide range of opportunities to explore their interests and develop new skills outside the traditional classroom setting. These programs are designed to cater to diverse student interests, promoting personal growth, teamwork, and leadership. By participating in extracurricular activities, our students gain valuable experiences that complement their academic learning and prepare them for future challenges.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
<p>1 While fall parent-teacher conferences have a strong attendance rate (75%), there is a need to increase family engagement throughout the rest of the school year, particularly in the spring and through alternative formats (ex. Virtual meetings, time of day, etc.)</p>	
<p>2 After-school clubs such as Young Men of Wooden, Student Council, and STEM Club are valuable, but there is a need to ensure equitable access for all students and to assess the measurable impact of these programs on student outcomes.</p>	

 = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Student attendance rates have declined from a high of 98.6% in 2019-2020 to 95.5% in 2024-2025, with the lowest point at 94.4% in 2021-2022. Although there has been slight recovery, the rates remain below pre-pandemic levels. This sustained decrease in attendance may negatively impact student achievement, engagement, and the school's accountability ratings, indicating a need for targeted attendance

PreK and Kindergarten and 1st grade all averaged around 95% attendance for the 2024-2025 school year.

2
★

A significant percentage of 3rd-5th grade students are not meeting grade level expectations in Reading.

This trend indicates a need for targeted intervention to improve reading comprehension and critical thinking skills: Vocabulary Inferencing Language development (3-5)

★ = 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data



Goals

Goal 1 Academics: Develop critical thinkers that will transcend college and career goals by excelling in the 4 Talons.

Performance Objective 1

Develop students who are college, career, and military ready that possess the academic skills for post-secondary success.

Strategy 1

All teachers; including Special Education, Reading Support, Dyslexia Therapists, Instructional Coaches and administrators will implement and maintain a systematic and continual data cycle of assessing students and analyzing multiple sources of data, while identifying student groups (Title 1, EB, 504, GT, SpEd) and their related performance.

Early intervention in grades K-2 to address foundations gaps in math and reading. Targeted Tier 2/Tier 3 interventions using iReady and TPRI data. Intervention also needed in grades 3-5.

Evidence that Demonstrates Success: Student success on CBAs, formative/summative assessments, STAAR Tests, GRA, TPRI, iReady Math and Reading, CLI and the reduction of Tier 2 and Tier 3 intervention groups (MTSS). TELPAS Growth; Fast Focus, Reflex/

Staff Responsible for Monitoring: Campus Administrators
Leadership Team
Professional Staff
Math Tutor

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

December

Moderate Progress

February

Considerable Progress

April

June

Strategy 2

Reading and Language Arts and Spanish Reading and Language Arts instruction is guided and supported by research-based resources approved by the district. Balanced Literacy components, like guided reading/writing, and shared reading/writing are addressed across grade levels. Use explicit vocabulary and inferencing instruction in grades K-5.

The major activities used to support this strategy include:

GRA/Benchmark, Reading A to Z, iReady Reading, Guided Reading, Writing Stations, Targeted Professional Development, Saxon Phonics/Estrellita, SAVVAS, - in Dual Language classrooms (Language of the Day Journals, Gomez & Gomez Word Wall); Use Patterns of Power and Lowman to build comprehension and critical thinking, and morning writing work. Sending home strategies

during literacy night to assist parents with their students.

In addition, reading enrichment opportunities will be implemented on campus to increase the love of reading to students through Reader of the Month, Book Fairs, and the Book Vending Machine.

Evidence that Demonstrates Success: Student progress on RLA/SLAR CBAs, formative and summative assessments, including GRA/Benchmark, STAAR tests, Interim Assessments, TELPAS, Writing Assessments, iReady, and TPRI. Literacy Night

Staff Responsible for Monitoring: Campus Administrators
Instructional Coach
ELAR Teachers (SPED included)
Dyslexia Therapist
Reading Support

Problem Statements: Student Learning 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews



Strategy 3

Math instruction is guided and supported by researched-based resources approved by the district. Focus on foundational math skill review in K-2/3-5 and math fluency routines. Math fluency checks twice per grading period and intervention groups will be utilized in K-2/3-5.

Resources supporting this strategy include:

iReady
Reflex/Frax
Guided Math
Use of Math Manipulatives
StemScopes
Targeted Professional Development

Evidence that Demonstrates Success: Student progress on math CBA, iReady math, formative/summative assessments including STAAR, Interim assessment, teacher-made and district benchmark assessments, Mathematicians of the Month

Staff Responsible for Monitoring: Campus administrators
Leadership team
All math teachers (including SpEd)

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

Some Progress

December

Moderate Progress

February

Considerable Progress

April

June

Strategy 4

The campus will achieve 30% Mastery level scores on STAAR across all tested grade levels and content areas. To support this growth, Gifted and Talented will add clustering strategies and enrichment blocks during Talon Time and during math classes to support the growth of our higher achieving students.

The major activities used to support this strategy include:

HQIM

Aligned resources

PLC Internalization

G/T support

Talon Time extension activities

Collaboration with ICs

Differentiation

SpEd and Reading Support

Tutors

iReady classroom & grade level incentives

Evidence that Demonstrates Success: Testing Data

Staff Responsible for Monitoring: Instructional Coaches

Content Teachers

GT Teacher/Librarian

Support Staff

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

Some Progress

December

Some Progress

February

Considerable Progress

April

June

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

A significant percentage of 3rd-5th grade students are not meeting grade level expectations in Reading.

This trend indicates a need for targeted intervention to improve reading comprehension and critical thinking skills:
Vocabulary
Inferencing
Language development (3-5)

Performance Objective 2

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

Strategy 1

Provide opportunities for students to do service projects:

- Student Council
- Partner PE
- Safety Patrol
- Canned Food Drive
- Toys for Tots
- Treats for the Nursing Home (cards, treats, blankets)

Evidence that Demonstrates Success: Students will complete service projects during the school year.

Staff Responsible for Monitoring: Campus Administrators

- Counselor
- Teachers
- SRO

Formative Reviews

Some Progress

December

Some Progress

February

Considerable Progress

April

June

Strategy 2

Continue to build a campus culture that understands and celebrates the success of ALL students on campus through staff training and reflection. Continue with school club participation and implement the book vending machine talon tags, Wooden Warrior assemblies, positive classroom referrals, and math/readers of the month, attendance incentives and personal best.

Evidence that Demonstrates Success: Decrease in classroom referrals

- Attendance Incentives
- Mathematicians/Readers of the Month
- Personal Best
- Clubs
- Kindness Awards
- Positive Classroom Referrals
- Growth Awards
- Classroom Incentives

Staff Responsible for Monitoring: Campus Administrators

- Counselor
- Teachers

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

December

Considerable Progress

February

Considerable Progress

April

June

Strategy 3

Implement proactive behavior supports, restorative practices, and targeted SEL interventions to reduce the number of out-of-placement days for all students.

This includes:

- Suite 360 and student small groups
- Trauma-informed care training
- Classroom social contracts
- Monthly SEL and discipline data reviews (Discipline committee)
- Restorative circles and de-escalation PD/Cool down

Evidence that Demonstrates Success: Fewer Discipline Referrals

Staff Responsible for Monitoring: Campus Administrators

- Teachers
- Counselor

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

December

Moderate Progress

February

Considerable Progress

April

June

Performance Objective 3

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

Strategy 1

Campus staff will be trained through the year in using data to drive instructional decisions and promote growth both in the students and in themselves. Staff will focus on lesson internalization in PLCs (Professional Learning Communities) and in Content Area Vertical Alignment during committee meetings.

- GRA/Benchmark
- MTSS
- Reading Support
- Guided Math
- iReady Data
- Eduphoria Aware
- Benchmarks
- Interim Assessments
- TELPAS
- Science Penguin

STAAR 2024/2025 Data
StemScopes
SAVVAS
TPRI/TejasLee
Scored Writing
RBIS RLA

Evidence that Demonstrates Success: Students and staff will utilize the programs to become more aware of their growth.

Staff Responsible for Monitoring: All professional staff

TEA Priorities: Build a foundation of reading and math

Formative Reviews



Performance Objective 4

Ensure that all students can access an engaging instructional environment that promotes high levels of achievement.

Strategy 1

Wooden will work to increase the academic growth in targeted sub-populations through effective PLCs and planning, formative assessments, aggressive monitoring, and specialized acceleration using state compensatory educational funds. Teachers will be trained on engagement strategies and supplied with necessary resources such as Lead4Ward and Lowman curriculum. K-5

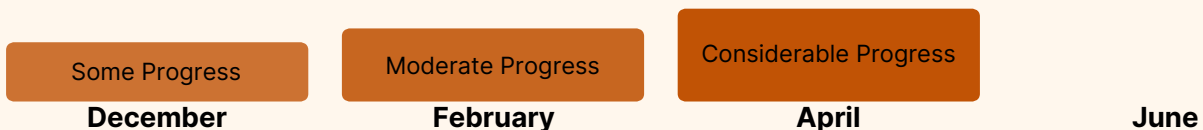
Evidence that Demonstrates Success: Increase in meets and masters performance (all students)
Lead4Ward Bingo
iReady Scores

Staff Responsible for Monitoring: Campus administrators
Teachers
Instructional Coaches
Tutors
Reading Support

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews



Strategy 2

Wooden Elementary will enhance instruction in reading, math, science, and social studies through the integration of multi-sensory, technology-supported learning experiences designed to meet the needs of targeted student populations. The implementation of interactive flat panels will allow teachers to deliver dynamic, visually rich, and hands-on instruction that supports the development of abstract concepts through real-time modeling, student interaction, and immediate feedback. Teachers will leverage PLC collaboration, formative assessment data, and ongoing progress monitoring to design scaffolded lessons that break complex skills into manageable components. Interactive flat panels will further support this work by enabling teachers to model thinking processes, annotate text, manipulate virtual tools, and engage students in collaborative problem-solving, ensuring access to rigorous content and accelerating student mastery of foundational skills.

Evidence that Demonstrates Success: Increased student performance on benchmarks and STAAR, including growth across Approaches, Meets, and Masters levels Improved mastery of priority TEKS as shown through formative assessments, exit tickets, and PLC data cycles Reduction in achievement gaps among EB, SPED, and economically disadvantaged students Increased student engagement, academic discourse, and rigor observed through walkthroughs and TTESS data Higher quality student work, including stronger constructed responses and problem-solving Consistent teacher implementation of interactive flat panels to support modeling, annotation, and student interaction

Staff Responsible for Monitoring: Teachers and administrators

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

Formative Reviews

No Progress

December

No Progress

February

No Progress

April

June

Performance Objective 5

Host a school-wide Career Day to promote CCMR, allowing students to explore their interests and passions while increasing volunteer participation on campus

Evaluation Data Source: Suite360 Lessons on strengths/weaknesses and creating steps to help students achieve their goals
Career Day in Fall 2025.

Strategy 1

Implement pre- and post-Career Day classroom activities to help students reflect on their interests and connect them to future careers. Will also promote teachers wearing college gear as well as students.

Evidence that Demonstrates Success: Pre-event interest surveys and classroom discussions
Post-event reflection journals and goal-setting
Family engagement through take-home activities

Staff Responsible for Monitoring: Counselor
Classroom Teachers
Administrators

Title I:

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

December

Considerable Progress

February

Considerable Progress

April

June

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

Performance Objective 1

Attract, engage, and retain top talent through competitive compensation packages.

Strategy 1

Provide a campus mentor/support for 0-3 year teachers (new to ROISD and new to teaching)

Evidence that Demonstrates Success: Meeting notes/Mentor Log

Staff Responsible for Monitoring: Campus Administrators
Instructional Coaches

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

Moderate Progress

December

Moderate Progress

February

Considerable Progress

April

June

Strategy 2

Provide opportunities for teacher leaders to present best practices and research-based strategies they are using successfully in their classrooms with the entire staff. Monthly "Teacher Spotlight" series. Nominated by leadership team.

Evidence that Demonstrates Success: Teacher-leader presentation during monthly staff meetings
Peer Learning Walks

Staff Responsible for Monitoring: Campus Administrators
Instructional Coaches

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Some Progress

December

Considerable Progress

February

Considerable Progress

April

June

Performance Objective 2

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

Strategy 1

Conduct employee incentives/recognition for attendance and employee of the month recognition.

Evidence that Demonstrates Success: Google form for nomination, monthly calendar for staff appreciation.

Staff grams
Staff Shout outs
Stick Together Award
Row the Boat Award

Staff Responsible for Monitoring: Campus Administrators
Sunshine committee
Counselor

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

December

Considerable Progress

February

Considerable Progress

April

June

Strategy 2

Staff development on this campus in Reading Language Arts (RLA) includes the following:

- Literacy Footprints
- Saxon Phonics/Heggerty Estrellitas
- GRA/Benchmark
- TPRI/TejasLee
- Strategies for EB Learners/Ellevation
- Collaborate/Plan with Instructional Coaches, Reading Support, Dyslexia Therapists, and LMS
- Gretchen Bernabei - (RACE writing strategy)
- Region 10 Training and Conferences
- Patterns of Power
- SAVVAS

Evidence that Demonstrates Success: CBAs

PreAssessments
STAAR Testing
T-TESS
Sign in Sheets

Staff Responsible for Monitoring: Instructional Coaches
Librarian
Literacy Specialist
Dyslexia Therapist
RLA Teachers(SpEd included)

Problem Statements: Student Learning 1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

December

Considerable Progress

February

Considerable Progress

April

June

Strategy 3

Staff development on this campus in Math includes the following:

- Math Committee Meetings
- StemScopes
- Collaborate/Plan with Instructional Coaches
- Use of manipulatives
- Region 10 Training and Conferences

Evidence that Demonstrates Success: CBAs

PreAssessments

STAAR Testing

T-TESS

Sign in Sheets

iReady Math

math and science ePLCs

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

December

Considerable Progress

February

Considerable Progress

April

June

Strategy 4

Sustained and ongoing professional development will be aligned to campus needs identified in the comprehensive needs assessment including summer staff development.

Staff required to attend professional development over the summer as discussed in Summative Evaluations during spring of 2025.

Evidence that Demonstrates Success: Staff development logs
certificates

Staff Responsible for Monitoring: Campus administrators
instructional coaches
teachers

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Considerable Progress

December

Considerable Progress

February

Considerable Progress

April

June

Strategy 5

Staff development on this campus in Science includes the following:

- Science interactive journaling
- New HMH curriculum
- Lead4Ward Science
- Hands on labs
- Science Penguin
- PebbleGo

Evidence that Demonstrates Success: Pre-Assessments

STAAR testing

T-TESS

Staff Development Logs

Staff Responsible for Monitoring: Instructional Coaches

Science teachers

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

December

Considerable Progress

February

Considerable Progress

April

June

Strategy 6

Staff development on this campus in Social Studies includes the following:

- Academic vocabulary
- Collaboration/Planning with RLA Instructional Coach
- RLA Committee
- Supporting struggling learners
- SAVVAS
- PebbleGo

Evidence that Demonstrates Success: T-TESS

Staff development logs

Staff Responsible for Monitoring: Instructional Coach

Social Studies Teachers

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

December

Moderate Progress

February

Considerable Progress

April

June

Strategy 7

Integrate technology into the daily curriculum. Technology will be utilized to improve and offer varied instruction in all classrooms. The following activities will be used to support this strategy:

Seesaw (K-2)

Canvas (3-5)

Professional development on integrating technology in the classroom

Collaborate with campus/district technology specialists

Typing.com

Starfall

Epic

iReady

PebbleGo

Suite360

Reflex/Frax

Reading A-Z

Lexia - 2nd grade only

Evidence that Demonstrates Success: Computer lab
Student work samples

Staff Responsible for Monitoring: Instructional Coaches
Computer lab teachers

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

December

Moderate Progress

February

Considerable Progress

April

June

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

A significant percentage of 3rd-5th grade students are not meeting grade level expectations in Reading.

This trend indicates a need for targeted intervention to improve reading comprehension and critical thinking skills:
Vocabulary
Inferencing
Language development (3-5)

Performance Objective 3

Develop innovative and targeted recruitment practices that meet the needs of all employees.

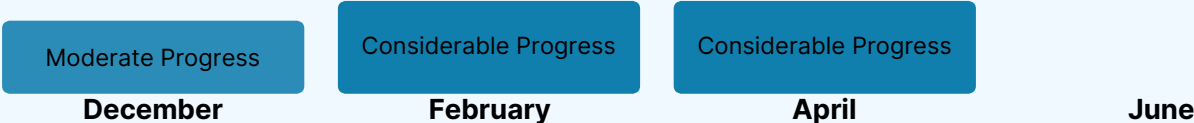
Strategy 1

Recruit from teacher certification programs, National Board Region 10 Cohort, advertisements to ensure avenues for attracting highly qualified teachers.

Evidence that Demonstrates Success: Highly qualified staff report successfully filled staff vacancies

Staff Responsible for Monitoring: HR Department
Principal

Formative Reviews



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

Performance Objective 1

Ensure fiscal integrity by creating and maintaining a sufficient operating budget for the everyday operations of the District.

Strategy 1

Utilize campus compensatory education funds to support tutoring 1-5 and other specified resources related to the areas of math and reading.

Evidence that Demonstrates Success: Attendance sheets

Tutorial Letters

Goal Setting

Parent informational letters

Staff Responsible for Monitoring: Secretary

Principal

Instructional Coaches

Formative Reviews

Moderate Progress

December

Considerable Progress

February

Considerable Progress

April

June

Performance Objective 2

Educate stakeholders about the public education financial system and the funding of Red Oak ISD through regular and transparent communication.

Strategy 1

Monitor student attendance to attain targeted 97% campus attendance rate. Help to inform parents of how attendance affects funding.

Evidence that Demonstrates Success: Attendance Incentives and Awards

Increase in attendance rates.

Movie night attendance

Lunch with leadership

DREAMS classes for Parent

Staff Responsible for Monitoring: Campus Administrators

Counselor

Registrar

Teachers

Attendance Committee

Formative Reviews

Moderate Progress

December

Considerable Progress

February

Considerable Progress

April

June

Performance Objective 3

Ensure fiscal integrity by creating and maintaining a sufficient operating budget for the everyday operations of the District

Strategy 1

Monitor the usage of funds and anticipated yearly spending using prior record for analysis.

Evidence that Demonstrates Success: Skyward Financial Records

Staff Responsible for Monitoring: Secretary

Principal

Formative Reviews

Some Progress

December

Moderate Progress

February

Considerable Progress

April

June

Goal 4

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

Performance Objective 1

Provide facilities to accommodate current and future growth across the District.

Strategy 1

Review and analyze student programs and facility needs.

Evidence that Demonstrates Success: Full utilization of available facilities

Staff Responsible for Monitoring: Campus Administrators

Formative Reviews

Moderate Progress

December

Considerable Progress

February

Considerable Progress

April

June

Performance Objective 2

Ensure District facilities meet or exceed safety and security standards for physical requirements, technology systems, and implementation of procedures and protocols.

Strategy 1

Review the campus crisis plans and ensure that various drills are conducted in accordance with city and state requirements.

Evidence that Demonstrates Success: Drill Schedule
After action reports

Staff Responsible for Monitoring: ROISD Chief of Police
Campus Administrators

Formative Reviews

Moderate Progress

December

Considerable Progress

February

Considerable Progress

April

June

Performance Objective 3

Attempt to have facilities meet or exceed minimum standards for all programs to provide opportunities for student participation.

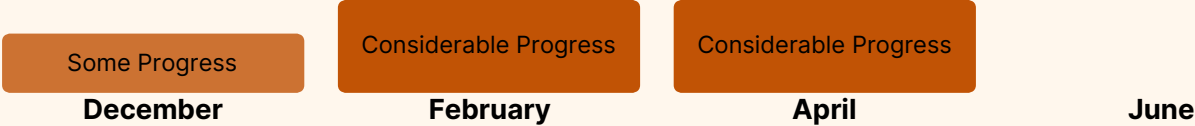
Strategy 1

Ensure that our facilities meet at least minimum standards for all programs in order for students to participate in activities and be successful.

Evidence that Demonstrates Success: Maintenance
Custodians

Staff Responsible for Monitoring: Secretary
Assistant Principal
Teacher

Formative Reviews



Goal 5

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

Performance Objective 1

Prioritize and enhance parent and teacher communications.

Strategy 1

Communicate with parents on a regular basis through student planners, calendars, newsletters, positive phone calls, the district website and scheduled parent conferences.

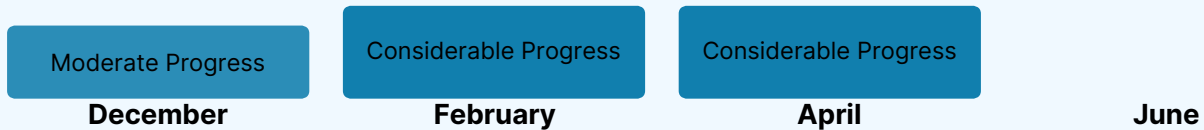
Evidence that Demonstrates Success: Skyward

- Campus Website
- District Website
- Positive E-mails
- Facebook
- Blackboard (Email & Text)

Staff Responsible for Monitoring: Campus Administrators

- Counselors
- PTA
- All Staff

Formative Reviews



Performance Objective 2

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

Strategy 1

Provide opportunities for parents and the community to visit, volunteer and celebrate with students and staff.

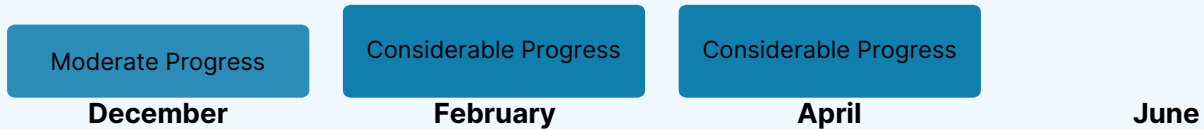
Evidence that Demonstrates Success: Facebook

- Photos of events
- Newspaper Articles
- Counselor Newsletters
- PTA Meetings
- Events
- Assemblies
- Principal's Newsletter
- Book Fair
- Open House
- Parent Info Nights
- Meet the Teacher Night
- Literacy Night
- Paper flyers for events
- Sweetheart Dance
- Field Day
- Volunteer Readers
- Other Family Engagement Activities

Staff Responsible for Monitoring: Campus Administrators

- Counselor
- Team Leaders
- PTA
- All Campus Staff
- Volunteer Committee

Formative Reviews



Strategy 2

Create opportunities for families and staff to socialize and connect outside of school hours.

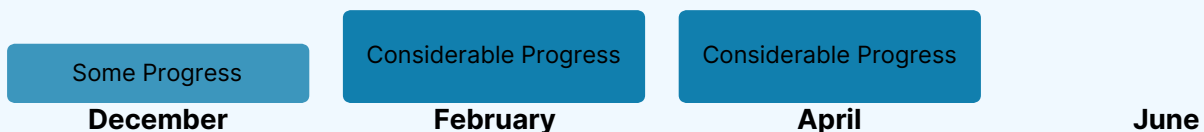
Evidence that Demonstrates Success: Social Media

- Family Nights
- PTA Nights
- Sweetheart Dance
- Math/Science family night
- Literacy family night
- Meet the Teacher
- Open House
- Other Family Engagement Activities

Staff Responsible for Monitoring: Campus Administrators

- Team Leaders
- Counselor

Formative Reviews



Strategy 3

Provide resources for parents to support and continue learning outside of the classroom/school day.

Evidence that Demonstrates Success: Students will maintain/improve learning by working with parents in the evenings and over the summer.
EB parents will be informed at Title 3 Meeting at the end of the school year.

Staff Responsible for Monitoring: Classroom teachers, Administrators, instructional coaches, interventionist.

Funding Sources: Title 1 PFE and Instructional Supplies 211 Title I,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

No Progress

December

No Progress

February

No Progress

April

June



Title I Summary

Title I Personnel

Name	Position	Program	FTE
Andrea Swords	Reading Support	Title I	0.5
Donna Little	Instructional Coach	Title I	0.5
Griselda Hernandez	Instructional Coach	Title I	0.25
Jasmine Harrott	Instructional Coach	Title I	0.5



Committees

Committees

2025-2026 Campus Improvement Plan Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
March 31, 2026 @ 3:45 PM	Learning Commons	--	--
February 5, 2026 @ 3:45 PM	Learning Commons	--	--
November 18, 2025 @ 3:30 PM	Learning Commons	--	--
September 2, 2025 @ 3:30 PM	Learning Commons	--	--

Members

First Name	Last Name	Position	Committee Role
Jessica	Trezza	Principal	Administrator
Emily	Martinez	Assistant Principal	Administrator
Jenna	Vick	Counselor	Counselor
Brittney	Drake	4th grade RLA	Counselor Intern
Jasmine	Westbrook	Reading/SS Instructional Coach	Instructional Coach
Amy	Mashburn	PreK	Teacher
Miranda	Mullins	Kindergarten	Teacher
Ashley	Dougherty	1st grade	Teacher
Magaly	Esquivel	2nd grade Bilingual	Teacher
Kimberly	Olson	3rd grade Sci/SS	Teacher
Jacqueline	Velazquez	4th grade Sci/SS	Teacher
Paul	Gilliland	5th grade Science	Teacher
Kristen	Blackmon	Parent	Parent Member
Krissie	Vailolo	Parent	Community Member
Aareon	Moore	Parent	Business Member



Funding Summary

Funding Summary

211 Title I

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
5	2	3	Title 1 PFE and Instructional Supplies	--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$19,860.00
+/- Difference					\$19,860.00



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Student Welfare: Discipline/Conflict/ Violence Management	--	--	LaKesha Bass	2/27/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	--	--	LaKesha Bass	2/27/2025