College Station ISD



Oakwood Intermediate School

Accountability Rating: C

2026-2027 Campus Improvement Plan

Board Approval Date:
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Mission Statement

Our Mission: We will grow every student through collaboration and meaningful relationships, empowering them to take ownership of their learning and achieve their unique success.

Vision

Our Vision: We will build a united, caring community where every student is valued, challenged, and inspired to be a lifelong learner.

Collective Commitments

Our Commitments:

At Oakwood, we believe every interaction shapes our culture. To bring our mission and vision to life:

- **We will know and value every student** by building relationships with families, fostering belonging, and celebrating individuality.
- **We will ensure every classroom is safe and inclusive**, where students can take risks, ask questions, and advocate for themselves.
- **We will design engaging learning experiences** that honor diverse needs and connect learning to real life, encouraging curiosity and confidence.
- **We will nurture both social-emotional and academic growth with empathy, grace, and perseverance**, by creating a culture where students build healthy relationships, mistakes are valued, goals are shared, and progress is celebrated.
- **We will collaborate with purpose and embody a shared spirit of teamwork**, by working across teams, departments, and families with positivity, trust, and encouragement to support every learner consistently and intentionally.

Our School Wide Goals:

We will monitor the following indicators to mark our progress:

- **We will provide meaningful learning experiences** that meet the diverse needs, interests, and backgrounds of all students.
- **We will strengthen relationships** among students, staff, and families to build a connected school community.
- **We will raise achievement and close gaps among underperforming groups** by utilizing goal-setting and progress monitoring to build student ownership of learning.

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

This year we have:

Revised our Master Schedule to include a 40 minute Advisory period that is called RISE (Response, Intervention, Support & Extension)

Grade level Core subject area teams analyzing data weekly within out Professional Learning Community

Parent engagement increasing at events to include greater attendance and deeper collaboration on student academic and social/emotional growth

We need to increase the percentages of students who show academic growth within Math and ELAR as measured by the STAAR test. This is particularly important amongst our students who are African-American, Hispanic, Low SES, Emergent Bilingual and those served through Special Education.

Demographics

Summary

Oakwood Intermediate School is one of three Intermediates in College Station ISD that serves grades 5th and 6th, consisting of approximately 760 students. In addition, Oakwood hosts the 5th and 6th grade Dual Language program in the district.

Our student body is comprised of 51% Male and 49% Female students. Our campus student demographic percentages are: 18% African American, 6% Asian, 7% American Indian, 34% Hispanic and 35% White. Other student percentages include 51% Economically Disadvantaged and 23% of our students are served through Special Education. Our school's students who are Emergent Bilingual comprise 25% of our enrollment.

Strengths

Oakwood's history within the district has provided multiple generations of families who have attended the school since its opening in 1978. Our families are very active partners within our school. Our Open House and Parent & Family Engagement Events routinely have over 2,500 who engage in their children's education within our campus each year. Parent engagement is increasing at events each year as we initiated Academic Parent Teacher Teams last year, expanding opportunities for families and teachers to collaborate and maximize student learning. Oakwood teachers provide educational opportunities for all students including Dual Language, Emergent Bilingual, Special Education and Gifted & Talented. Our students actively participate in band, choir, orchestra, and multiple teacher-led clubs. Within our enrollment of 761 students, 344 or 45% actively participate in Fine Arts.

We have revised our master schedule and made our Advisory/RISE period during the same 40 minutes each day for both grade levels. This allows for more comprehensive and effective Response, Intervention, Support and Extension activities. Our grade level core/curricular collaborative teams are able analyze current student data and act on it weekly working to support the individual growth of all of our students. Also last year we raised our Average Daily Attendance rate from 94% to 96%.

Problem Statements Identifying Demographics Needs

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

★ = Priority

Student Learning

Summary

	2025 Results				2026 Results			
5th Grade	**ELA %**	**Math %**	**Science %**		**5th Grade**	**ELA %**	**Math %**	**Science %**
Masters	31	26	22		Masters	34	16	25
Meets	26	23	16		Meets	19	22	15
Approaches	15	23	28		Approaches	17	26	22
Did Not Meet	28	29	35		Did Not Meet	30	36	38
6th Grade	**ELA %**	**Math %**	**Science %**		**6th Grade**	**ELA %**	**Math %**	**Science %**
Masters	30	31			Masters	35	35	
Meets	24	20			Meets	22	14	
Approaches	21	25			Approaches	18	26	
Did Not Meet	26	25			Did Not Meet	25	25	

Strengths

Strong Overall Student Achievement (Rating: B): Our school earned a scaled score of **81 (B)** in the Student Achievement domain. This is driven by a solid **50 Component Score** in STAAR Performance, demonstrating a strong foundation in raw academic output across the student body.

Highly Competitive Relative Performance (Rating: B): Despite having approximately 50**% of our students classified as economically disadvantaged**, our school achieved an **80 (B)** in the School Progress: Relative Performance category. This demonstrates that when compared to peer campuses across the state with similar socioeconomic demographics, the school's academic outcomes are remarkably strong.

Grade 6 Academic Excellence (Top Quartile performance):

Grade 6 Reading: 36.0% of sixth-grade students achieved the *Masters Grade Level* standard, placing the school in the **Top Quartile (Quartile 1)** of its campus comparison group.

Grade 6 Mathematics: 35.0% of sixth-grade students reached *Masters Grade Level*, also placing the school in the **Top Quartile (Quartile 1)** among peers.

Grade 8 Algebra/Mathematics: Though a smaller group of students were evaluated (21 total tests), **100% of these students achieved the Masters Grade Level** standard.

Strong Reading/Language Arts (RLA) Performance Overall: RLA is a solid subject area for the school, with **73%** of all tested students reaching *Approaches Grade Level or Above*, **55%** achieving *Meets Grade Level or Above*, and **35%** reaching *Masters Grade Level*.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	76% of our students with Special Needs did not meet grade level on the 5th Grade STAAR Math Assessment and to 80% for the 6th Grade STAAR Math Assessment. 62% of our students with Special Needs did not meet grade level on the 5th Grade STAAR Reading/Language Arts Assessment as compared to 74% for the 6th Grade STAAR Reading/ Language Arts Assessment.	Significant learning gaps proliferated by Chronic Absences are two root causes of this problem.
2 ★	Emergent Bilingual Students within our ESL and Dual Language programs struggle in their acquisition of English literacy rates at the state grade level assessed standards. They are not performing at the same academic levels as their English speaking peers on both Math and ELA standardized tests.	A significant proportion of our students who are Emergent Bilingual not only struggle with the acquisition of English literacy skills but also come to us with academic learning gaps in their first languages.
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4 ★	Students of Poverty have disproportionately lower passing rates and performance levels on standardized assessment including but not limited to STAAR, MAP and TELPAS.	Several barriers exist including financial instability, financial stress impacts and lower rates of Literacy and Math/Numeracy levels within our students of poverty.
5 ★	When looking at STAAR data, 31% of Oakwood students dropped achievement levels from the previous year STAAR.	Inconsistent use of academic discourse and writing opportunities across disciplines limits students' ability to actively engage with and demonstrate their learning.

★ = Priority

School Processes & Programs

Summary

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

Strengths

Strengths:

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

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Certain groups of our students displayed a disproportionate lack of awareness and proficiency in interpersonal skills, particularly in managing conflict effectively.	Students require greater social-emotional awareness and interpersonal skills.
2 ★	We have disproportionately lower passing rates and performance levels on standardized assessments including but not limited to STAAR, MAP and TELPAS within our students served through Special Services or historically underperforming groups.	Literacy and Math/Numeracy achievement levels are disproportionately lower within our students served by Special Services.

★ = Priority

Perceptions

Summary

We have very high parental support within our school community. Our PTO is very strong and collaborates within our school throughout the year to supplement our campus activities, supplies and facility enhancements. Our Parent and Family Engagement is growing every year. We have thousands of parents visit our school for events each year. The culture of our school is that of inclusivity and great diversity. We are all Wildcats.

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

Strengths

We have relatively low staff turnover rate. Our staff weekly newsletter provides upcoming and brief messages from administrators and support staff. This year's Guiding Coalition of 22 members includes 15 classroom teachers.

Problem Statements Identifying Perceptions Needs

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

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Emergent Bilingual Students within our ESL and Dual Language programs struggle in their acquisition of English literacy rates at the state grade level assessed standards. They are not performing at the same academic levels as their English speaking peers on both Math and ELA standardized tests.	A significant proportion of our students who are Emergent Bilingual not only struggle with the acquisition of English literacy skills but also come to us with academic learning gaps in their first languages.
2 ★	We have disproportionately lower passing rates and performance levels on standardized assessments including but not limited to STAAR, MAP and TELPAS within our students served through Special Services or historically underperforming groups.	Literacy and Math/Numeracy achievement levels are disproportionately lower within our students served by Special Services.
3 ★	76% of our students with Special Needs did not meet grade level on the 5th Grade STAAR Math Assessment and to 80% for the 6th Grade STAAR Math Assessment. 62% of our students with Special Needs did not meet grade level on the 5th Grade STAAR Reading/Language Arts Assessment as compared to 74% for the 6th Grade STAAR Reading/ Language Arts Assessment.	Significant learning gaps proliferated by Chronic Absences are two root causes of this problem.
4 ★	We need to improve staff collaboration on decision making and communication through deliberate implementation of structured Guiding Coalition meetings to promote clear, transparent communication, ensuring all staff are informed, aligned on goals, and actively engaged in school initiatives.	Last year, we had a lack of leadership structure, alignment, and consistency across the campus.
5 ★	Students of Poverty have disproportionately lower passing rates and performance levels on standardized assessment including but not limited to STAAR, MAP and TELPAS.	Several barriers exist including financial instability, financial stress impacts and lower rates of Literacy and Math/Numeracy levels within our students of poverty.

6 ★	When looking at STAAR data, 31% of Oakwood students dropped achievement levels from the previous year STAAR.	Inconsistent use of academic discourse and writing opportunities across disciplines limits students' ability to actively engage with and demonstrate their learning.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**
- [x] **Results Driven Accountability (RDA)**
- [x] **Community Based Accountability System (CBAS)**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**

- [x] **Observation Survey results**
- [x] **Intervention data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Mobility/stability rate, including longitudinal data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**
- [x] **Mobility/stability rate, including longitudinal data**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **T-TESS data**
- [x] **T-PESS data**
- [x] **Staff mobility/stability**
- [x] **Support structures: mentors**
- [x] **Teacher recruitment/retention rates and other data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Parent and community partnership data**
- [x] **Parent activity evaluations and feedback data**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures data**

Goals

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

Performance Objective 1 ☑ High Priority

By September 2026 we will implement Academic and Behavioral RISE time small group and class tutorials for all students to succeed through intervention, extension and enrichment strategies.

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

Strategy 1

We have created a master schedule that allows for each grade level to have common 40 minute period within the school day to structure Academic and Behavioral RtI. With Common Summative Assessment data we are identifying students who are needing Tier II Growth in specific academic skills. By Mid-Year MAP scores we will re-evaluate our students within both Tier II.

Strategy's Expected Result/Impact: Increased performance as measured by data from sources including but not limited to: MAP, District Social Studies Benchmark.

Staff Responsible for Monitoring: Administration, Guiding Coalition, ESL teacher, Instructional Coaches, Behavior Coach, Instructional Assistants and Collaborative Teams

Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 2

Funding Sources: Behavior Coach, Instructional Assistants, RtI Scheduler/Minga 211 Title I, Part A, $118,034

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Strategy 2

Supplement Staff development for teachers with Professional Development from Research-Based programs that target effective RtI practices.

Strategy's Expected Result/Impact: Increased performance as measured by data from sources including but not limited to: MAP, District Social Studies Benchmark.

Staff Responsible for Monitoring: Administration, Leadership Team

Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4 - School Processes & Programs 2

Funding Sources: Conferences, Research based strategies for math and reading for ELL and low SES students 211 Title I, Part A, $6,000, Reading materials 211 Title I, Part A, $1,500

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

November	February	April	June

Strategy 3

With Common Summative Assessment data we are identifying students for Tier II intervention during RISE time where students with Special Needs receive personalized instruction in math and reading/language arts. We will tailor instruction to address these gaps.

Strategy's Expected Result/Impact: Increased performance as measured by data from sources including but not limited to: MAP, District Social Studies Benchmark.

Staff Responsible for Monitoring: Administration, Guiding Coalition, ESL teacher, Instructional Coaches, Instructional Assistants and Collaborative Teams

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2

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, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Strategy 4

Implementing small group tutoring sessions during RISE time for students including those who did not meet proficiency on STAAR tests and also in historically underperforming groups, focusing on specific skills in math and ELAR.

Strategy's Expected Result/Impact: Fifty percent of these students will be projected to be approaches or above by MOY MAP in ELAR and Math. Ultimately we expect to reach 75% projected to Approaches or above in Math and ELAR at EOY MAP results.

Staff Responsible for Monitoring: Administration, Leadership Team, Teacher, Instructional Coaches, Instructional Assistants and Collaborative Teams

Problem Statements: Student Learning 1, 5

Funding Sources: Tutors 211 Title I, Part A, $15,300, Tutors 199 State Compensatory Ed (SCE), $7,260

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

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

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	76% of our students with Special Needs did not meet grade level on the 5th Grade STAAR Math Assessment and to 80% for the 6th Grade STAAR Math Assessment. 62% of our students with Special Needs did not meet grade level on the 5th Grade STAAR Reading/Language Arts Assessment as compared to 74% for the 6th Grade STAAR Reading/Language Arts Assessment.	Significant learning gaps proliferated by Chronic Absences are two root causes of this problem.
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5	When looking at STAAR data, 31% of Oakwood students dropped achievement levels from the previous year STAAR.	Inconsistent use of academic discourse and writing opportunities across disciplines limits students' ability to actively engage with and demonstrate their learning.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	We have disproportionately lower passing rates and performance levels on standardized assessments including but not limited to STAAR, MAP and TELPAS within our students served through Special Services or historically underperforming groups.	Literacy and Math/Numeracy achievement levels are disproportionately lower within our students served by Special Services.

Performance Objective 2 ☑ High Priority

By May 2027, all Collaborative Teams will work to strengthen Tier 1 instruction, ensuring all students have access to rigorous, responsive instruction, and opportunities to learn at high levels by ensuring the is Grade level rigor in classroom lessons, activities and assessments.

Evaluation Data Source: CTM Agendas, Classroom walkthrough data, and TTESS evaluations

Strategy 1

The instructional coaches will collaborate with teams to analyze and breakdown the essential standards, analyze CFA data, and sharing of instructional strategies that are shown in the data to reach all students.

Strategy's Expected Result/Impact: By EOY, 50% more students will move into a higher projected achievement level compared to their previous STAAR performance, as measured by MAP.

Staff Responsible for Monitoring: Instructional coaches, administration

Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 2

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Emergent Bilingual Students within our ESL and Dual Language programs struggle in their acquisition of English literacy rates at the state grade level assessed standards. They are not performing at the same academic levels as their English speaking peers on both Math and ELA standardized tests.	A significant proportion of our students who are Emergent Bilingual not only struggle with the acquisition of English literacy skills but also come to us with academic learning gaps in their first languages.
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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	76% of our students with Special Needs did not meet grade level on the 5th Grade STAAR Math Assessment and to 80% for the 6th Grade STAAR Math Assessment. 62% of our students with Special Needs did not meet grade level on the 5th Grade STAAR Reading/Language Arts Assessment as compared to 74% for the 6th Grade STAAR Reading/Language Arts Assessment.	Significant learning gaps proliferated by Chronic Absences are two root causes of this problem.
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5	When looking at STAAR data, 31% of Oakwood students dropped achievement levels from the previous year STAAR.	Inconsistent use of academic discourse and writing opportunities across disciplines limits students' ability to actively engage with and demonstrate their learning.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	We have disproportionately lower passing rates and performance levels on standardized assessments including but not limited to STAAR, MAP and TELPAS within our students served through Special Services or historically underperforming groups.	Literacy and Math/Numeracy achievement levels are disproportionately lower within our students served by Special Services.

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

Performance Objective 1 ☑ High Priority

On the MAP ELA MOY, 50% of our students who are Emergent Bilingual, African American, Economically Disadvantaged and Hispanic will be projected to be Approaching on STAAR in the subject of Reading.

Evaluation Data Source: 2026 - 2027 MAP BOY & MOY results at Midyear

Strategy 1

Generate RISE materials to supplement weak areas in literacy. Structure Intervention time with specific lessons depending on the need/skill per individual students. Use each lesson unit's Common Summative Assessment data to reevaluate each student's needs.

Strategy's Expected Result/Impact: Increase Literacy rates among our students in historically underperforming groups. We aim to decrease the number of students who dropped in their performance on STAAR ELAR from their subsequent year by 50%.

Staff Responsible for Monitoring: Administration, ESL teacher, Teachers, Instructional Coaches and Collaborative Teams

Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 2

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

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

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

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

	Problem Statement	Root Cause
1	76% of our students with Special Needs did not meet grade level on the 5th Grade STAAR Math Assessment and to 80% for the 6th Grade STAAR Math Assessment. 62% of our students with Special Needs did not meet grade level on the 5th Grade STAAR Reading/Language Arts Assessment as compared to 74% for the 6th Grade STAAR Reading/Language Arts Assessment.	Significant learning gaps proliferated by Chronic Absences are two root causes of this problem.
2	Emergent Bilingual Students within our ESL and Dual Language programs struggle in their acquisition of English literacy rates at the state grade level assessed standards. They are not performing at the same academic levels as their English speaking peers on both Math and ELA standardized tests.	A significant proportion of our students who are Emergent Bilingual not only struggle with the acquisition of English literacy skills but also come to us with academic learning gaps in their first languages.

3	We have disproportionately lower passing rates and performance levels on standardized assessments including but not limited to STAAR, MAP and TELPAS within our students served through Special Services or historically underperforming groups.	Literacy and Math/Numeracy achievement levels are disproportionately lower within our students served by Special Services.
4	Students of Poverty have disproportionately lower passing rates and performance levels on standardized assessment including but not limited to STAAR, MAP and TELPAS.	Several barriers exist including financial instability, financial stress impacts and lower rates of Literacy and Math/ Numeracy levels within our students of poverty.
5	When looking at STAAR data, 31% of Oakwood students dropped achievement levels from the previous year STAAR.	Inconsistent use of academic discourse and writing opportunities across disciplines limits students' ability to actively engage with and demonstrate their learning.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	We have disproportionately lower passing rates and performance levels on standardized assessments including but not limited to STAAR, MAP and TELPAS within our students served through Special Services or historically underperforming groups.	Literacy and Math/Numeracy achievement levels are disproportionately lower within our students served by Special Services.

Performance Objective 2

By June 2027, Oakwood Intermediate will maintain or exceed a daily attendance rate of 96.5 % or higher.

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

Strategy 1

Develop attendance intervention plans for students missing more than 10% of school days.

Strategy's Expected Result/Impact: Our School's ADA average will be 96.5 % or higher at the end of the year.

Staff Responsible for Monitoring: Attendance Committee: Assistant Principal, Counselors, Attendance Clerk, MTSS Coach, Behavior Coach, SpEd department Head, Receptionist, Teachers

Problem Statements: Demographics 1, 2, 3 - Student Learning 2, 3, 4 - School Processes & Programs 2

Title I: 2.5.3

Formative Reviews

November	February	April	June

Strategy 2

Recognize and reward improved attendance (6 week grading period certificates, shoutouts, class celebrations).

Strategy's Expected Result/Impact: Increase in student attendance rates; decrease in chronic absenteeism.

Staff Responsible for Monitoring: Attendance Committee: Assistant Principal, Counselors, Attendance Clerk, MTSS Coach, Behavior Coach, SpEd department Head, Receptionist, Teachers

Problem Statements: Demographics 1, 2, 3 - Student Learning 2, 3, 4 - School Processes & Programs 2

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

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Performance Objective 2 Problem Statements Identifying Demographics

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

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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
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Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	We have disproportionately lower passing rates and performance levels on standardized assessments including but not limited to STAAR, MAP and TELPAS within our students served through Special Services or historically underperforming groups.	Literacy and Math/Numeracy achievement levels are disproportionately lower within our students served by Special Services.

Performance Objective 3 ☑ High Priority

On the MAP Math MOY, 50% Emergent Bilingual, African American, Economically Disadvantaged, and Hispanic students will be projected to be Approaching on STAAR in the subject of Math.

Evaluation Data Source: 2026 - 2027 MAP BOY & MOY results at Midyear

Strategy 1

Generate RISE materials to supplement weak areas in Math skills. Structure Intervention time with specific lessons depending on the need/skill per individual students.

Strategy's Expected Result/Impact: Increase the number of students projected to be approaches on the MATH MAP MOY. We aim to decrease the number of students who dropped in their performance from STAAR Math 2026 to MAP MOY from their subsequent year by 50%.

Staff Responsible for Monitoring: Administration, ESL teacher, Teacher, Instructional Coaches and Collaborative Teams

Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 2

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

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Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Emergent Bilingual Students within our ESL and Dual Language programs struggle in their acquisition of English literacy rates at the state grade level assessed standards. They are not performing at the same academic levels as their English speaking peers on both Math and ELA standardized tests.	A significant proportion of our students who are Emergent Bilingual not only struggle with the acquisition of English literacy skills but also come to us with academic learning gaps in their first languages.
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Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
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Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	We have disproportionately lower passing rates and performance levels on standardized assessments including but not limited to STAAR, MAP and TELPAS within our students served through Special Services or historically underperforming groups.	Literacy and Math/Numeracy achievement levels are disproportionately lower within our students served by Special Services.

Performance Objective 4 ☑ High Priority

We will increase our campus Closing The Gaps growth status score from 3 out of 32 to 16 out of 32 by focusing on the academic growth in ELAR and Math for our historically underperforming sub groups including but not limited to: African American, Hispanic, EB, SPED and students who are Economically Disadvantaged.

Evaluation Data Source: Mid Year MAP projected proficient in ELAR and Math, Common Summative Assessment results, Common Formative Assessment results. Ultimately our student's percentages of STAAR growth from their subsequent year to year 2027.

Strategy 1

Strengthen Tier 1 instruction by ensuring alignment to the rigor of the standards through intentional CTMs and collaborative team planning.

Strategy's Expected Result/Impact: Increase in student growth as measured in MOY MAP and projected achievement.

Staff Responsible for Monitoring: Administrators, Instructional Coaches, and Teachers

Problem Statements: Demographics 1, 2, 3 - Student Learning 2, 3, 4 - School Processes & Programs 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

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Strategy 2

We have created a master schedule that allows for each grade level to have common 40 minute period within the school day to structure Academic and Behavioral RtI. With Common Summative Assessment data we are identifying students who are needing Tier II Growth in specific academic skills. We are also using last year's STAAR data to address Tier III student in our groups. By Mid-Year MAP scores we will re-evaluate our students within both Tier II and Tier III.

Strategy's Expected Result/Impact: Increased performance as measured by data from sources including but not limited to: MAP, Common Summative Assessments and ultimately STAAR

Staff Responsible for Monitoring: Administration, Guiding Coalition, ESL teacher, Instructional Coaches, Behavior Coach, Instructional Assistants and Collaborative Teams

Problem Statements: Student Learning 5

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Emergent Bilingual Students within our ESL and Dual Language programs struggle in their acquisition of English literacy rates at the state grade level assessed standards. They are not performing at the same academic levels as their English speaking peers on both Math and ELA standardized tests.	A significant proportion of our students who are Emergent Bilingual not only struggle with the acquisition of English literacy skills but also come to us with academic learning gaps in their first languages.
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Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Emergent Bilingual Students within our ESL and Dual Language programs struggle in their acquisition of English literacy rates at the state grade level assessed standards. They are not performing at the same academic levels as their English speaking peers on both Math and ELA standardized tests.	A significant proportion of our students who are Emergent Bilingual not only struggle with the acquisition of English literacy skills but also come to us with academic learning gaps in their first languages.
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Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	We have disproportionately lower passing rates and performance levels on standardized assessments including but not limited to STAAR, MAP and TELPAS within our students served through Special Services or historically underperforming groups.	Literacy and Math/Numeracy achievement levels are disproportionately lower within our students served by Special Services.

Goal 3

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

Performance Objective 1

By June 2027, Oakwood Intermediate administration staff will establish consistent, transparent, and collaborative communication practices among school staff to foster a more informed, cohesive, and supportive work environment.

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

Strategy 1

Implement structured Guiding Coalition meetings to promote clear, transparent communication, ensuring all staff are informed, aligned on goals, and actively engaged in school initiatives.

Strategy's Expected Result/Impact: The Guiding Coalition of 24 total members currently include 18 teachers. These teachers represent each curricular department including SpEd and Fine Arts.

Staff Responsible for Monitoring: Administration

Problem Statements: Perceptions 1

Title I: 2.5.1

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Perceptions

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

Performance Objective 2

We will host a campus-wide STEM Night that engages students and families in hands-on STEM learning experiences with partnerships of community members, campus staff, and district high school students.

Evaluation Data Source: Spreadsheet showing community partners, staff, and students agreeing to help. Registration and sign-in records.

Strategy 1

Partner with local businesses, community partners, and high school STEM clubs to provide interactive stations where students can engage in hands-on STEM activities that require them to explain their thinking and write about their experiences.

Strategy's Expected Result/Impact: By the end of the school year, students will demonstrate increased engagement in STEM learning and improved ability to explain their thinking through academic discussion and writing, as measured by student work samples, participation data, and teacher observations.

Staff Responsible for Monitoring: Math/Science Instructional Coach, Administrators, Title 1 Coordinator

Problem Statements: Student Learning 5

Funding Sources: Teacher supplemental pay 211 Title I, Part A, $1,400

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
5	When looking at STAAR data, 31% of Oakwood students dropped achievement levels from the previous year STAAR.	Inconsistent use of academic discourse and writing opportunities across disciplines limits students' ability to actively engage with and demonstrate their learning.

Performance Objective 3

We will increase the parents and family instructional engagement within our school to support their children's Academic & Social/Emotional growth, both at home and in school.

Evaluation Data Source: Sign in sheets, Academic and Behavioral data

Strategy 1

At least twice in the 2026-2027 school year, Oakwood teachers will create an evening to meet with parents and create the APTT which will support students in Math and/or ELA standards at home.

Strategy's Expected Result/Impact: Sign in sheets, Academic and Behavioral data

Staff Responsible for Monitoring: Administration, Leadership Team, Teachers

Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 2

Funding Sources: Title I Specialist & Teacher supplemental pay 211 Title I, Part A, $36,120

Title I: 2.5.1

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

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

Formative Reviews

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Strategy 2

We will provide Frankly to Parents and Teachers to provide simple, practical ideas that families and educators can use every day to build stronger connections at home and throughout our school community.

Strategy's Expected Result/Impact: Decreased behavioral referrals, Increased attendance and Academic growth

Staff Responsible for Monitoring: Academic and Behavioral data

Problem Statements: Demographics 1, 2, 3 - Student Learning 2, 3, 4, 5 - School Processes & Programs 2

Funding Sources: Frankly Engagement online platform 211 Title I, Part A, $3,600

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Emergent Bilingual Students within our ESL and Dual Language programs struggle in their acquisition of English literacy rates at the state grade level assessed standards. They are not performing at the same academic levels as their English speaking peers on both Math and ELA standardized tests.	A significant proportion of our students who are Emergent Bilingual not only struggle with the acquisition of English literacy skills but also come to us with academic learning gaps in their first languages.
2	We have disproportionately lower passing rates and performance levels on standardized assessments including but not limited to STAAR, MAP and TELPAS within our students served through Special Services or historically underperforming groups.	Literacy and Math/Numeracy achievement levels are disproportionately lower within our students served by Special Services.
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Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	76% of our students with Special Needs did not meet grade level on the 5th Grade STAAR Math Assessment and to 80% for the 6th Grade STAAR Math Assessment. 62% of our students with Special Needs did not meet grade level on the 5th Grade STAAR Reading/Language Arts Assessment as compared to 74% for the 6th Grade STAAR Reading/Language Arts Assessment.	Significant learning gaps proliferated by Chronic Absences are two root causes of this problem.
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Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	We have disproportionately lower passing rates and performance levels on standardized assessments including but not limited to STAAR, MAP and TELPAS within our students served through Special Services or historically underperforming groups.	Literacy and Math/Numeracy achievement levels are disproportionately lower within our students served by Special Services.

Goal 4

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

Performance Objective 1

☑ **High Priority**

By May 2027, Oakwood Intermediate will increase the use of digital resources for the purpose of student engagement and academic growth.

Evaluation Data Source: We will evaluate to see the success and use of campus and district provided digital resources through platform data, Classroom walkthroughs and TTESS goal setting results.

Strategy 1

All teachers are creating goals for themselves within their T-TESS evaluations to implement digital resources that can enhance student learning.

Strategy's Expected Result/Impact: Increased performance as measured by data from sources including but not limited to: MAP, District Social Studies Benchmark.

Staff Responsible for Monitoring: Administration

Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 2

Funding Sources: PD on research based digital reading and math strategies. 211 Title I, Part A, $3,234

Title I: 2.5.1

Formative Reviews

November	February	April	June

Strategy 2

We will supplement our digital learning resources with platforms such as but not limited to: Quizizz, Blooket, RTIScheduler and Boom.

Strategy's Expected Result/Impact: We expect to see increased performance on standardized assessments for Reading and Math.

Staff Responsible for Monitoring: All administrators, supports staff and teachers.

Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 2

Funding Sources: 211 Title I, Part A, $1,010

Title I: 2.5.1, 2.5.2

Formative Reviews

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Strategy 3

Incorporate technology-based learning tools during RISE time to provide interactive and personalized learning experiences for historically underperforming groups and students with Special Needs. Use tools that adapt to individual student levels and track progress over time.

Strategy's Expected Result/Impact: We expect to see an increase in student growth as measured in MOY MAP and projected achievement for these students.

Staff Responsible for Monitoring: Administration, Guiding Coalition, Instructional Coaches

Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 2

Title I: 2.5.1

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

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Funding Summary

Funding Summary

199 State Compensatory Ed (SCE)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Tutors	--	$7,260.00
				Sub-Total	$7,260.00
				Budgeted Fund Source Amount	$7,260.00
				+/- Difference	$0.00

211 Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Behavior Coach, Instructional Assistants, RtI Scheduler/Minga	--	$118,034.00
1	1	2	Conferences, Research based strategies for math and reading for ELL and low SES students	--	$6,000.00
1	1	2	Reading materials	--	$1,500.00
1	1	4	Tutors	--	$15,300.00
3	2	1	Teacher supplemental pay	--	$1,400.00
3	3	1	Title I Specialist & Teacher supplemental pay	--	$36,120.00
3	3	2	Frankly Engagement online platform	--	$3,600.00
4	1	1	PD on research based digital reading and math strategies.	--	$3,234.00
4	1	2		--	$1,010.00
				Sub-Total	$186,198.00
				Budgeted Fund Source Amount	$186,198.00
				+/- Difference	$0.00

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Services, School Counselors	11/7/2025	Jeff Mann	9/12/2025
Child Abuse and Neglect	Campus Administrators, Director of Human Resources	11/7/2025	Jeff Mann	9/12/2025
Coordinated Health Program	Director of Child Nutrition, Director of Special Programs	11/7/2025	Jeff Mann	9/12/2025
Decision-Making and Planning Policy Evaluation	Assistant Superintendent of Teaching and Learning, Chief of Staff & Leadership, Superintendent	11/7/2025	Jeff Mann	9/12/2025
Disciplinary Alternative Education Program (DAEP)	College View High School Principal, Director of Student Services	11/7/2025	Jeff Mann	9/12/2025
Dropout Prevention	Director of Student Services	11/7/2025	Jeff Mann	9/12/2025
Dyslexia Treatment Program	Executive Director of Special Services	11/7/2025	Jeff Mann	9/12/2025
Title I, Part C Migrant	Director of Federal and State Programs	11/7/2025	Jeff Mann	9/12/2025
Pregnancy Related Services	Director of Federal and State Programs	11/7/2025	Jeff Mann	9/12/2025
Post-Secondary Preparedness	Director of Student Services	11/7/2025	Jeff Mann	9/12/2025
Recruiting Teachers and Paraprofessionals	Director of Human Resources	11/7/2025	Jeff Mann	9/12/2025
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Special Services	11/7/2025	Jeff Mann	9/12/2025
Student Welfare: Discipline/Conflict/ Violence Management	Director of Student Services, Campus Administration	11/7/2025	Jeff Mann	9/12/2025
Texas Behavior Support Initiative (TBSI)	Executive Director of Special Services	11/7/2025	Jeff Mann	9/12/2025
Technology Integration	Director of Digital Learning	11/7/2025	Jeff Mann	9/12/2025
Job Description for Peace Officers, Resource				

Officers & Security Personnel	Superintendent, School Board	