Red Oak Independent School District

H.A. Wooden Elementary School

Accountability Rating: B

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

2026-2027 Campus Improvement Plan

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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 490 students from PK to 5th grade. In the 2025-2026 school year, Wooden housed a Functional Living specialized classroom, two resource teachers, and 1 special education para-professional. Additionally, Wooden Elementary had 12 bilingual classrooms with 5 bilingual para-professionals. There were 32 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 TCMPC, Savvas, StemScopes and HMH. 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	2020-202	2021-2022	2022-202	2023-2024	2024-202	2025-202
	African American	5.9%	8.4%	9.1%	8.0%	7.1%	7.5%	6.57%
	Hispanic	57.2%	55.8%	56.3%	61.8%	65.5%	66.4%	70.84%
	White	33.0%	32.2%	30.4%	26.3%	23.5%	23.7%	20.53%
	American Indian	0.5%	0.0%	0.0%	0.0%	0.2%	0.0%	0.0%
	Asian	0.4%	0.4%	0.6%	0.4%	0.4%	0.2%	0.0%
	Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Two or More Races	3.0%	3.3%	3.6%	3.6%	3.4%	2.2%	2.05%

	Student Enrollment							
		2019-202	2020-202	2021-202	2022-202	2023-202	2024-202	2025-202
	Total Students	**561**	**491**	**503**	**502**	**524**	**508**	**487**
	Female	**269**	**233**	**239**	**230**	**239**	**245**	**229**
	Male	**292**	**258**	**264**	**272**	**285**	**263**	**258**
	Early Education							**3**
	Pre-	**0**	**25**	**37**	**26**	**44**	**29**	**43**

	Kindergarten							
	Kindergarten	93	54	71	80	60	69	59
	Grade 1	84	88	61	79	90	64	75
	Grade 2	81	80	83	60	82	89	59
	Grade 3	94	72	73	88	68	84	87
	Grade 4	97	85	82	77	98	75	84
	Grade 5	112	87	96	92	82	97	77

	Attendance Rate (Lagging Indicator)							
		2019-202	2020-202	2021-202	2022-202	2023-202	2024-202	2025-2026
	Attendance Rate	98.6%	96.8%	94.4%	95.0%	95.4%	95.7%	95.72%

	Student Profile - Special Programs							
		2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
	Economically Disadvantaged	52.6%	51.5%	55.3%	63.5%	66.8%	64.2%	63.7%
	Section 504	9.3%	9.0%	10.3%	8.0%	5.9%	3.6%	3.3%
	EB Students	33.9%	31.0%	33.4%	36.5%	39.7%	41.3%	45.4%
	At-Risk	54.0%	54.6%	57.1%	58.0%	61.8%	63.4%	66.1%
	Gifted and Talented	9.8%	8.1%	9.5%	7.0%	6.7%	6.3%	4.3%
	Special Education	10.9%	11.2%	13.7%	14.9%	16.8%	15.6%	21.8%
	Mobility (for the prior year)	7.7%	10.8%	9.4%	8.3%	12.1%	13.8%	9.7%

	Staff Profile - Teachers by Years of Experience							
		2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
	Beginning Teachers	11.4%	11.5%	2.8%	8.6%	5.2%	0.0%	5.30%
	1-5 Years Experience	28.4%	31.5%	33.5%	25.9%	27.7%	25.7%	28.90%

	6-10 Years Experience	**18.6%**	**16.8%**	**19.0%**	**15.9%**	**19.5%**	**23.1%**	**28.70%**
	11-20 Years Experience	**17.1%**	**11.5%**	**14.0%**	**20.7%**	**14.5%**	**25.7%**	**18.40%**
	21-30 Years Experience	**24.5%**	**17.2%**	**14.0%**	**14.4%**	**22.6%**	**15.2%**	**16.10%**
	Over 30 Years Experience		**11.5%**	**16.8%**	**14.4%**	**10.5%**	**10.3%**	**2.60%**

Strengths

Strengths

- Balanced staff experience distribution across multiple experience bands supports a mix of instructional knowledge, fresh perspectives, and veteran leadership.
- Increase in early-career teachers (1–10 years) in recent years (2024–2026) reflects a growing pipeline of developing educators who can be coached and molded to campus expectations.
- Strong representation in the 1–10 year range (over 55% combined in 2025–2026) provides flexibility, adaptability, and openness to instructional shifts, PLC structures, and district initiatives.
- Presence of mid-career teachers (11–20 years) supports instructional stability, team leadership, and mentoring opportunities.
- Continued presence of experienced teachers (21+ years) provides institutional knowledge, campus culture continuity, and leadership within grade levels and PLCs.
- Decrease in “Beginning Teachers” (0–1 years) in 2024–2025 suggests improved retention and stability from prior years.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Consistency of Instructional Practices with staff turnover; growing teachers: Although systems such as PLCs, curriculum alignment, and intervention structures are in place, inconsistent implementation of rigorous, differentiated, and student-centered instructional practices across classrooms is impacting student outcomes. Focus on acceleration in PLC & remediation	Turnover rates; staff retirements, promotions, etc reflect a need increased for consistency in PLCs to differentiate instruction.
2	Intervention & Acceleration Systems While intervention supports are contributing to student growth, current systems are more effective at remediation than acceleration, resulting in students progressing toward approaches but not consistently advancing to higher performance levels.	Data trends indicate that students receiving additional support (intervention groups, bilingual services, etc.) are demonstrating growth over time, particularly in foundational skills. Bilingual program data reflects positive gains in comprehension and language development, indicating effective alignment of instruction. Students receiving targeted intervention support growth.

★ = 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			2025-2026		
	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	Approaches or Above	Meets or Above	Masters
3rd Reading	80%	55%	27%	83%	54%	20%	74%	53%	18%	63%	31%	18%	74%	57%	29%
3rd Math	83%	56%	25%	72%	42%	12%	76%	47%	12%	61%	31%	9%	68%	50%	21%
4th Reading	73%	52%	21%	85%	52%	16%	84%	53%	23%	88%	65%	25%	71%	47%	16%
4th Math	74%	49%	20%	85%	52%	16%	78%	54%	23%	76%	59%	29%	69%	44%	33%
5th Reading	85%	62%	38%	81%	57%	31%	81%	52%	16%	82%	53%	20%	84%	68%	43%
5th Math	89%	69%	39%	94%	67%	27%	89%	70%	22%	92%	51%	30%	96%	71%	41%
5th Science	76%	48%	23%	73%	38%	9%	69%	26%	6%	69%	23%	6%	77%	55%	17%

- **Overall STAAR Trends**
    - The most recent STAAR results demonstrate **significant improvement in multiple tested areas**, with gains in 3rd Grade Reading and Math, 5th Grade Reading and Math, and 5th Grade Science.
    - The strongest gains occurred at the **Meets and Masters levels**, which represents an important shift from previous years when a larger percentage of students reached Approaches but did not consistently progress to higher levels of achievement.
    - **Five of the seven tested areas increased at Meets or Above** compared with the previous year.
    - **Six of the seven tested areas increased at Masters**, demonstrating improved performance at the highest level of rigor.
    - Grade 5 demonstrated the strongest overall performance, with substantial increases across **Reading, Math, and Science**.
    - Grade 3 showed recovery from the significant declines experienced the previous year, although Math Approaches remains below earlier historical performance.
    - **Grade 4 Reading and Math declined at Approaches and Meets**, making Grade 4 the most significant current area of concern.
    - Results continue to vary considerably by grade level and content area, indicating that **strong performance is not yet consistently sustained from one grade level to the next**
- **Reading/RLA Trends**

- **3rd Grade Reading demonstrated significant recovery**, increasing from 63% to 74% Approaches, 31% to 57% Meets, and 18% to 29% Masters.
- The increase of **26 percentage points at Meets** in 3rd Grade Reading is particularly significant and reverses the previous downward trend.
- **5th Grade Reading demonstrated the strongest performance in the five-year data set at the Meets and Masters levels**, reaching 68% Meets and 43% Masters.
- 5th Grade Reading Masters increased from **20% to 43%**, a 23-point gain.
- In contrast, **4th Grade Reading declined across all three performance levels**, from 88% to 71% Approaches, 65% to 47% Meets, and 25% to 16% Masters.
- Reading data therefore reflects strong performance in Grades 3 and 5 but indicates a need to determine why those outcomes are **not consistent in Grade 4**.

- **Math Trends**

- **3rd Grade Math improved at all three performance levels**, increasing from 61% to 68% Approaches, 31% to 50% Meets, and 9% to 21% Masters.
- Despite this improvement, 3rd Grade Math Approaches remains below the 83% achieved in 2021–2022, indicating that foundational proficiency continues to warrant attention.
- **5th Grade Math is a significant campus strength**, reaching 96% Approaches, 71% Meets, and 41% Masters.
- 5th Grade Math achieved its **highest Approaches and Masters performance of the five-year period** and exceeded 70% at Meets.
- **4th Grade Math declined at Approaches and Meets**, from 76% to 69% Approaches and 59% to 44% Meets.
- However, 4th Grade Math Masters increased from **29% to 33%**, the highest Masters performance for this grade across the five years.
- The combination of declining Approaches/Meets and increasing Masters in Grade 4 Math suggests a **wide range of student performance and a need to strengthen support for students below the highest-performing group**.

- **Science Trends**

- **5th Grade Science demonstrated substantial improvement** after several years of declining or stagnant performance.
- Approaches increased from **69% to 77%**, Meets increased from **23% to 55%**, and Masters increased from **6% to 17%**.
- The **32-point increase at Meets** represents one of the strongest gains in the campus STAAR data.
- Although Masters increased substantially, the current 17% remains below the 23% achieved in 2021–2022, indicating an opportunity to continue strengthening advanced scientific reasoning and application.
- The improvement suggests that recent instructional efforts are having a positive impact, but continued monitoring will be necessary to determine whether the gains can be sustained.

Strengths

- Significant improvement occurred in **five of seven tested areas at Meets or Above**.
- **Six of seven tested areas increased at Masters**, reflecting stronger achievement at higher levels of rigor.
- **5th Grade Reading and Math are significant campus strengths**, with strong performance across Approaches, Meets, and Masters.
- 5th Grade Reading reached **84% Approaches, 68% Meets, and 43% Masters**.
- 5th Grade Math reached **96% Approaches, 71% Meets, and 41% Masters**.
- **5th Grade Science demonstrated substantial recovery**, particularly at Meets, which increased from 23% to 55%.
- **3rd Grade Reading demonstrated strong recovery**, particularly at Meets, increasing from 31% to 57%.
- 3rd Grade Math improved at **all three performance levels**, reversing the previous year's decline.
- Growth at the **Meets and Masters levels** suggests that increased rigor and attention to higher-level performance are producing positive results in several areas.
- Current Grade 5 results demonstrate that **high levels of achievement are attainable at Wooden** and provide an opportunity to identify instructional practices and systems that can be replicated across grade levels.

Priority Need Areas

- Address the decline in **4th Grade Reading**, which decreased at Approaches, Meets, and Masters.
- Address the decline in **4th Grade Math Approaches and Meets**, while examining practices that contributed to increased Masters performance.
- Strengthen **consistency of student achievement across grade levels**, since performance varies substantially from Grades 3 through 5.
- Continue improving **3rd Grade Math foundational proficiency**, despite gains at Meets and Masters.
- Sustain and build upon the significant gains in **5th Grade Science**, particularly by increasing Masters performance.

- Identify and replicate the **instructional practices, intervention/acceleration strategies, and planning processes associated with strong Grade 5 and improving Grade 3 outcomes**.
- Strengthen **vertical alignment** so that successful instructional practices and student learning are sustained as students move from one grade level to the next.
- Continue increasing the percentage of students reaching **Meets and Masters**, while ensuring that improvement at higher performance levels does not occur without also increasing overall Approaches performance.
- Use student-level and TEKS-level data to identify the specific standards contributing to **Grade 4 performance declines** and determine targeted instructional responses.
- Monitor current gains over time to determine whether improvements represent **sustained achievement rather than single-year performance changes**.

STAAR Progress					
	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
4th Reading	70%	55%	79%	87%	63%*
4th Math	82%	73%	80%	73%	72%
5th Reading	90%	71%	63%	64%	75%
5th Math	93%	87%	82%	76%	89%

STAAR Progress / Growth Analysis

- **4th Grade Reading** showed considerable variability across the five-year period. Progress declined from 70% in 2021–2022 to 55% in 2022–2023, then improved substantially to 79% and 87% over the next two years. The **2025–2026 Annual Growth Score is 63**, the lowest current growth score among the four tested grade/subject areas. When considered alongside the decline in 4th Grade Reading STAAR achievement, this identifies **4th Reading as a priority area for both achievement and growth**.
- **4th Grade Math** has been more stable but shows an overall downward pattern from its high of 82% in 2021–2022. Results were 73%, 80%, and 73% over the next three years, with a **2025–2026 Annual Growth Score of 72**. Although stronger than 4th Reading, the growth data combined with the decline in 4th Math Approaches and Meets performance indicates a need to strengthen **consistent growth for students who are not yet demonstrating grade-level proficiency**.
- **5th Grade Reading** declined for several consecutive years, from 90% in 2021–2022 to 71%, 63%, and 64%. The **2025–2026 Annual Growth Score of 75** reflects stronger current growth. This improvement aligns with the significant increase in 5th Reading achievement to **84% Approaches, 68% Meets, and 43% Masters**, indicating that current instructional practices are producing stronger achievement and growth.
- **5th Grade Math** historically demonstrated strong growth but declined from 93% in 2021–2022 to 87%, 82%, and 76%. The **2025–2026 Annual Growth Score increased to 89**, the strongest current growth result. This aligns with STAAR achievement of **96% Approaches, 71% Meets, and 41% Masters**, making 5th Grade Math a significant campus strength.

Strengths

- **5th Grade Math is the strongest area for student growth**, with a 2025–2026 Annual Growth Score of 89 and strong achievement across all STAAR performance levels.
- **5th Grade Reading demonstrates improved growth**, with a current Annual Growth Score of 75 following several years of lower progress.
- Grade 5 demonstrates a strong combination of **growth and achievement**, suggesting instructional practices and systems in Grade 5 should be examined for practices that can be replicated across the campus.
- Current growth results indicate that a substantial percentage of students are demonstrating year-to-year academic progress, particularly in Grade 5.

Priority-Need Areas

- **4th Grade Reading is the clearest growth priority**, with an Annual Growth Score of 63 coupled with declining STAAR achievement.
- **4th Grade Math requires continued attention**, particularly for students performing below Meets, as the Annual Growth Score of 72 accompanies declines at Approaches and Meets.
- Strengthen **vertical alignment between Grades 3, 4, and 5** to reduce variability in achievement and growth as students progress through grade levels.

- Identify and replicate effective **Grade 5 instructional, PLC, intervention, and acceleration practices** across other grade levels.
- Monitor student-level growth to ensure students at **all performance levels** are progressing, rather than relying solely on overall achievement percentages.

	0326 TELPAS Kindergarten						0326 TELPAS Grade 1					
		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
Wooden Elementary	1.68	0%	42.31%	42.31%	15.38%	0%	1.93	0%	44.83%	31.03%	13.79%	10.34%

0326 TELPAS Grade 2						0326 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
2.10	0%	17.24%	58.62%	24.14%	0%	2.66	0%	11.11%	36.11%	30.56%	22.22%

0326 TELPAS Grade 4						0326 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
2.45	0%	17.65%	26.47%	55.88%	0%	2.71	0%	5%	25%	70%	0%

Strengths

- **English proficiency generally increases across the grade levels.** Composite scores rise from **1.68 in Kindergarten to 2.71 in Grade 5**, indicating stronger English proficiency among students in the upper grades.
- **Grade 5 is a significant strength**, with **70% of students rated Advanced** and only 5% at Beginning.
- **Grade 4 also demonstrates strong performance**, with **55.88% Advanced** and a composite score of 2.45.
- **Grade 3 has the greatest percentage reaching Advanced High (22.22%)**, with an additional 30.56% Advanced. More than half of Grade 3 students are therefore at Advanced or Advanced High.
- By Grades 3–5, the percentage of students at Beginning decreases substantially compared with the primary grades.
- The upper-grade TELPAS results, when considered with the strong Grade 5 STAAR Reading and Math results, provide evidence of positive academic outcomes among students as they progress through the elementary grades.

Priority-Need Areas

- **Early language development is the clearest need.** In Kindergarten, **84.62%** of students remain at Beginning or Intermediate; in Grade 1, **75.86%** are Beginning or Intermediate.
- **Grade 1 warrants particular attention**, with **44.83% at Beginning**, the highest percentage of any grade level.
- **Grade 2 represents an important transition point.** Although only 17.24% are Beginning, **58.62% remain Intermediate**,

meaning approximately three-fourths of students are still below Advanced.
- The data supports continued emphasis on **intentional language development within Tier 1 instruction**, particularly in K–2.
- Opportunities for structured speaking, listening, reading, and writing should be consistently embedded across content areas to accelerate movement from **Beginning → Intermediate → Advanced**.
- Continued monitoring is needed to ensure students who reach Intermediate and Advanced levels continue progressing toward **Advanced High**, particularly since Grades 2, 4, and 5 currently show 0% at Advanced High.

Strengths

- Student achievement improved across multiple STAAR-tested areas, with notable increases at the Meets and Masters performance levels.
- Grade 5 Reading and Math demonstrate strong achievement and growth, with 5th Grade Math emerging as a significant campus strength.
- 5th Grade Science demonstrated substantial improvement across all STAAR performance levels, particularly at Meets.
- Grade 3 Reading and Math demonstrated improved achievement, reversing declines from the previous year.
- i-Ready data indicates students are demonstrating academic growth across grade levels, including students who have not yet reached grade-level proficiency.
- TELPAS data demonstrates increasing English-language proficiency across grade levels, with particularly strong Advanced performance among Emergent Bilingual students in Grades 3–5.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Student achievement and growth are not consistently sustained across grade levels, with Grade 4 Reading and Math showing weaker outcomes compared with the stronger performance seen in Grades 3 and 5.	Inconsistent vertical alignment of instructional expectations, rigor, and priority TEKS across grade levels. Effective instructional practices are not yet consistently replicated across teams. Student misconceptions and unfinished learning are not always addressed early enough to prevent gaps from carrying forward.
2	Although many students are demonstrating growth and reaching Approaches, performance at Meets and Masters remains inconsistent across grade levels and content areas.	Variability in the rigor of daily student tasks, questioning, problem solving, and written responses. Inconsistent opportunities for students to justify thinking, engage in academic discourse, and apply learning in complex contexts. Formative assessment and instructional response are not always tightly aligned to the level of rigor required by priority standards.
3	Emergent Bilingual students in the primary grades are concentrated at the Beginning and Intermediate TELPAS proficiency levels, indicating a need to accelerate academic language development in K-2.	Academic language opportunities are not yet consistently embedded across all content areas in the early grades. Students need more structured opportunities for speaking, listening, reading, and writing using grade-level academic vocabulary. Language-development supports are not always implemented with enough consistency or intensity to accelerate movement from Beginning/Intermediate to Advanced.

★ = 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 Quaver 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

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	102%	51%	75%	35%	67%	55/58
Grade 1	78%	38%	56%	22%	54%	74/76
Grade 2	105%	54%	72%	19%	60%	57/59
Grade 3	105%	52%	63%	31%	63%	86/87
Grade 4	115%	52%	62%	29%	49%	83/85
Grade 5	100%	56%	52%	21%	51%	75/78

Data Trends / Patterns

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%	33%	17%
3rd Math	83%	56%	25%	72%	42%	12%	76%	47%	12%	62%	33%	9%
4th Reading	73%	52%	21%	85%	52%	16%	84%	53%	23%	89%	66%	34%
4th Math	74%	49%	20%	85%	52%	16%	78%	54%	23%	77%	60%	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%

Identified

Data from STAAR, i-Ready diagnostics, PLC documentation, classroom walkthroughs, common assessments, and curriculum planning processes indicate that Wooden Elementary has continued to strengthen systems related to TEKS alignment, collaborative planning, and instructional internalization. Staff participation and preparedness during PLCs improved throughout the year, resulting in stronger alignment between curriculum resources, instructional delivery, and classroom assessments. Evidence from i-Ready growth data demonstrates strong student growth across grade levels, particularly in annual typical growth measures, indicating that intervention systems and instructional supports positively impacted student progress.

While growth measures remained strong, STAAR data revealed inconsistencies in overall achievement performance across grade levels and content areas, particularly in upper-level performance measures such as Meets and Masters. Reading performance in Grade 4 showed notable growth, while Grade 3 Reading and Math reflected significant declines in Approaches and Meets performance over time. Although we have seen significant growth, Science still remains an area of focus. These trends indicate a continued need for increased rigor, stronger alignment between instruction and assessment practices, targeted intervention systems, and consistent implementation of higher-order thinking and writing opportunities across content areas.

The campus demonstrated increased collaboration between bilingual and English instructional teams, particularly in aligning reading instruction and maintaining consistency in math instruction across language programs. PLC feedback also indicated a shift from simply locating activities within curriculum resources toward deeper lesson planning conversations focused on student needs, rigor, assessment development, and instructional delivery.

- The transition to walkthroughs aligned more closely with the T-TESS rubric created increased consistency between observations, feedback, and teacher expectations.
- A high number of walkthroughs and observations (38 formal observations and 361 PLC/classroom walkthroughs) provided administrators with frequent opportunities to monitor instruction, provide timely feedback, and support teacher growth.
- Increased administrator presence in classrooms allowed instructional leaders to identify campus-wide trends and respond with targeted coaching and PLC support.
- Walkthrough data supported stronger alignment between classroom instruction, PLC planning, and district instructional expectations.
- Teachers received more consistent feedback connected to Domains 2 and 3 of T-TESS, helping strengthen instructional practices, classroom management, student engagement, and differentiation.
- Follow-up conferences for identified areas of weakness provided opportunities for reflective conversations, coaching support, and professional growth.
- Walkthrough observations allowed instructional coaches and administrators to tailor PLC conversations and campus professional development based on observed instructional needs.
- Increased classroom observations contributed to improved teacher preparedness, stronger lesson internalization during PLCs, and greater awareness of instructional expectations.

Parent, Family and Community Engagement

Evidence of family and community involvement includes high participation rates in campus events, student performances, awards programs, literacy and cultural celebrations, field trips, volunteer opportunities, and family engagement activities. Families regularly attended events connected to student learning and campus culture, while community organizations provided support through donations, partnerships, staff appreciation activities, and student incentives.

Support services for students in special programs include bilingual education services, dyslexia support, special education services, counseling support, intervention programs, tutorials, small group instruction, GT services, and targeted academic interventions. Students receiving support services demonstrated academic growth through progress monitoring tools, classroom performance, and diagnostic assessment data, though continued support remains necessary to address achievement gaps and ensure long-term success.

Curriculum Based Assessment Data Grades 2-5: Reading and RLA data across Grades 2–5 indicate that students demonstrated overall academic growth throughout the school year, particularly in comprehension, vocabulary development, fluency, and response-to-text skills. Collaborative PLC structures, TEKS internalization, intervention systems, and increased focus on writing integration positively impacted student achievement trends across grade levels. Students demonstrated increasing success with comprehension-based TEKS and evidence-based responses as instructional alignment strengthened throughout the year. Across multiple CBAs and grade levels, students demonstrated strengths in foundational comprehension, vocabulary acquisition, and literary analysis TEKS. Reading PLCs evolved over the course of the year from primarily reviewing curriculum resources to collaboratively developing assessments, analyzing TEKS, and integrating writing activities aligned to STAAR expectations. Small group instruction, intervention cycles, and targeted push groups contributed to positive student growth trends across all performance levels. Data trends also revealed that students demonstrated stronger performance at the Approaches level than at Meets and Masters performance levels. As rigor increased, students continued to struggle with inferencing, analytical reading, extended constructed responses, synthesis of text, and higher-order comprehension tasks. Performance data indicates a continued need to strengthen rigorous instruction, writing integration, academic discourse, and alignment between classroom instruction and advanced STAAR expectations. Bilingual instructional alignment positively impacted student growth across grade levels. Spanish RLA data reflected growth in comprehension, vocabulary development, and fluency skills throughout the year, demonstrating that aligned bilingual instruction and intervention systems supported student achievement.

Math data across Grades 2–5 reflects strong overall student growth throughout the school year, particularly in foundational number concepts, procedural fluency, and problem-solving skills. Collaborative PLC structures, TEKS-aligned instructional planning, intervention systems, and small group instruction positively impacted student achievement trends across grade levels. Students consistently demonstrated stronger performance on foundational and procedural TEKS than on higher-level application and reasoning standards.

Math PLCs focused on lesson internalization, prior-tested TEKS analysis, rigor discussions, and identifying instructional activities aligned to student needs. Multiple grade levels shifted toward increased small group instruction and rigorous station work based on data trends and student performance needs. Students demonstrated increasing confidence with mathematical reasoning and computation throughout the year.

Across grade levels, students consistently demonstrated strong performance at the Approaches level. However, data trends revealed that performance decreased as rigor increased and students were required to apply concepts through multi-step problem solving, mathematical reasoning, and advanced application tasks. Meets and Masters performance levels remained an area for continued growth campus-wide.

Push groups and intervention systems positively impacted student growth, particularly for students targeted for Approaches and Meets performance levels. Students receiving targeted intervention support demonstrated movement across proficiency levels throughout the year. Spanish Math data also reflected positive growth trends within bilingual classrooms, particularly in mathematical vocabulary and conceptual understanding.

Strengths

- Curriculum resources, pacing guides, and instructional materials are aligned to the TEKS and district expectations.
- Weekly PLC structures supported teacher collaboration, lesson internalization, and increased staff preparedness.
- Instructional coaches utilized classroom walkthrough trends, administrator feedback, and student performance data to guide PLC conversations and instructional support.
- Math PLCs incorporated prior-tested TEKS, rigor analysis, ePLC supports, and discussion of instructional activities aligned to student needs.
- Reading PLCs evolved to include collaborative assessment development, writing integration, and deeper TEKS analysis.
- Bilingual and English teachers collaborated to ensure instructional alignment across language programs.
- i-Ready data reflects strong student growth trends across grade levels, with multiple grade levels exceeding 100% typical growth in Reading and Math.
- Small group instruction and station rotations were implemented in multiple grade levels based on student data and instructional need.
- Intervention systems, tutorials, targeted small groups, and progress monitoring supported student academic growth and improved placement levels in i-Ready.
- Increased teacher participation and preparedness during PLCs improved instructional conversations and lesson planning processes campus-wide.

- The transition to walkthroughs aligned more closely with the T-TESS rubric created increased consistency between observations, feedback, and teacher expectations.
- A high number of walkthroughs and observations (38 formal observations and 361 PLC/classroom walkthroughs) provided administrators with frequent opportunities to monitor instruction, provide timely feedback, and support teacher growth.
- Increased administrator presence in classrooms allowed instructional leaders to identify campus-wide trends and respond with targeted coaching and PLC support.
- Walkthrough data supported stronger alignment between classroom instruction, PLC planning, and district instructional expectations.
- Teachers received more consistent feedback connected to Domains 2 and 3 of T-TESS, helping strengthen instructional practices, classroom management, student engagement, and differentiation.
- Follow-up conferences for identified areas of weakness provided opportunities for reflective conversations, coaching support, and professional growth.
- Walkthrough observations allowed instructional coaches and administrators to tailor PLC conversations and campus professional development based on observed instructional needs.
- Increased classroom observations contributed to improved teacher preparedness, stronger lesson internalization during PLCs, and greater awareness of instructional expectations.

- Strong parent participation in campus events, celebrations, performances, awards programs, and family engagement activities.
- Frequent communication through newsletters, social media, phone calls, text messaging systems, teacher communication, and bilingual outreach.
- Consistent bilingual communication in English and Spanish to support accessibility for families.
- High visibility of family and community volunteers supporting campus events, celebrations, and student programs.
- Strong community partnerships that support staff appreciation, student incentives, family engagement activities, and campus initiatives.
- Parent involvement in attendance initiatives, student recognition programs, and academic celebrations.
- Family engagement opportunities connected to student learning, literacy, culture, and school climate.
- Positive relationships between school staff and families contributed to a welcoming campus culture.
- The campus implemented safety procedures, pre-registration systems, and communication protocols to maintain safe and organized family engagement events.

Reading / RLA Strengths

- Students demonstrated overall growth in reading comprehension, vocabulary, fluency, and literary analysis skills across grades 2–5.
- PLC structures increasingly focused on TEKS alignment, writing integration, assessment development, and instructional planning.
- Guided reading, small group instruction, and intervention systems positively impacted literacy growth.
- Students demonstrated strengths in comprehension-based TEKS and evidence-based response skills.
- Teachers increasingly aligned instruction to STAAR rigor through close reading, analytical thinking, and writing opportunities.
- Push groups and intervention systems supported targeted acceleration and movement across performance levels.
- Students demonstrated increased confidence and stamina with reading and writing tasks throughout the year.
- Bilingual instructional alignment supported growth in Spanish reading comprehension, vocabulary, and fluency.
- Teachers utilized student data and formative assessments to guide reteach opportunities and instructional adjustments.
- Students demonstrated growth in academic vocabulary and text analysis skills over time.

Math Strengths

- Students demonstrated overall growth in foundational math skills, procedural fluency, and problem-solving abilities across grades 2–5.
- Math PLCs increasingly focused on TEKS alignment, rigor analysis, and targeted instructional planning.
- Small group instruction and intervention systems positively impacted student achievement and growth.

- Students demonstrated strengths in computation, number relationships, and foundational math concepts.
- Teachers increasingly incorporated math discourse, collaborative problem solving, and rigorous station activities into instruction.
- Push groups supported targeted acceleration and movement across performance levels.
- Students demonstrated increased confidence with mathematical reasoning and application tasks over time.
- Teachers utilized data analysis and formative assessments to guide reteach opportunities and instructional adjustments.
- Bilingual students demonstrated growth in mathematical vocabulary and conceptual understanding in Spanish math classrooms.
- Collaborative PLC structures improved instructional alignment and TEKS prioritization across grade levels.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Alignment & Rigor of Systems There is a need for modification in PLC agendas to help teachers create and implement activities that strengthen TEKS rigor and differentiation to ensure consistent implementation of high-level learning experiences across classrooms.	PLC structures and agendas have not consistently prioritized collaborative planning around TEKS depth, instructional rigor, differentiation, and the development of aligned learning tasks, resulting in variability in the level of rigor and differentiation implemented across classrooms.
2	Effectiveness of Intervention Systems While intervention programs and supports are contributing to student growth, current processes are not consistently accelerating students to higher performance levels, indicating a need to refine systems to better support both remediation, average and advancement.	Intervention processes have primarily focused on remediation and have not consistently included systematic progress monitoring and differentiated pathways for students at all performance levels, limiting opportunities for students to accelerate from their current level of performance.

★ = 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,, Student Council, and STEM club. Throughout the 2025-2026 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.

School Climate & Culture Trends

- Data from family engagement participation, campus events, communication practices, and overall campus culture indicates that **Wooden Elementary maintains a positive, supportive, and student-centered school environment**.
- Strong attendance at campus events, celebrations, and programs reflects that **students and families feel connected, welcomed, and valued within the school community**.
- Staff and student interactions, as reflected through campus systems and practices, indicate a culture built on **relationships, support, and high expectations for behavior and engagement**.
- Students are provided with structured routines and clear expectations through consistent schedules, which supports **predictability, safety, and a positive learning environment**.
- Communication systems, including bilingual outreach, newsletters, and events, support **accessibility and inclusiveness for families**, particularly multilingual households.

School Context & Organization Trends

- The master schedule reflects a **structured and intentional organization of the school day**, including dedicated time for:
  - Core instruction (RLA, Math, Science)
  - Intervention/acceleration (Talon Time)
  - Specials and enrichment
  - Recess and student breaks
- Talon Time provides a built-in structure for **targeted intervention and student support**, indicating a system designed to address diverse academic needs.
- Instructional time allocations (e.g., **90+ minutes for RLA, 60–90 minutes for Math**) reflect a commitment to prioritizing core academic areas.
- Scheduling of specials, recess, and transitions demonstrates a balance between **academic learning and student well-being**.
- PLC structures and collaborative planning indicate that teachers have **opportunities for input, reflection, and shared decision-making regarding instruction**.

Strengths

Strengths (Climate & Culture)

- Strong **sense of belonging and positive relationships** among students, staff, and families.
- High levels of **family participation in campus events and activities**.
- Clear and consistent **behavioral and academic expectations** supported through structured daily schedules.
- Positive **student engagement through enrichment opportunities, specials, and structured learning blocks**.
- Effective **communication systems** that keep families informed and connected to the campus.
- Campus culture supports **student safety, routines, and consistency across the school day**.

Strengths (School Organization)

- Master schedule is **well-structured and maximizes instructional time** across content areas.
- Built-in intervention block (Talon Time) supports **targeted instruction and differentiation**.
- Balanced schedule supports both **academic rigor and student well-being**.
- Systems allow for **collaboration among teachers (PLCs)** and alignment of instruction.
- Organizational structures support **consistency and predictability for students and staff**.
- Time allocation reflects **prioritization of high-need academic areas** (Reading and Math).

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Consistency of Expectations & Engagement Although campus-wide systems and expectations are established, inconsistent implementation of academic and behavioral expectations across classrooms impacts student engagement, ownership of learning, and overall academic outcomes.	While strong relationships and family engagement are evident, campus culture practices have not been consistently connected to academic goals and student ownership, limiting the impact of positive school culture on academic achievement.
2	Academic Family Engagement While families are actively engaged in campus events and activities, there is a need to increase meaningful, academic-focused family engagement that directly supports student learning, academic progress, and understanding of grade-level expectations.	Campus family engagement systems have not consistently included intentional structures for communicating grade-level expectations, student progress, and academic support strategies, limiting families' ability to actively support learning at home.

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

Accountability Data

- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Accountability Distinction Designations**

Student Data: Assessments

- [x] **STAAR current and longitudinal results, including all versions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**

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**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**

Employee Data

- [x] **Staff surveys and/or other feedback**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment 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 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: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 2

Reading Language Arts and Spanish Reading Language Arts instruction will be guided by district-approved, TEKS-aligned resources and high-quality instructional materials. PLCs will emphasize lesson internalization, priority TEKS, text complexity, vocabulary, inferencing, written response, academic discourse, and the level of rigor required for student mastery.

Special attention will be given to:

Strengthening Grade 5 Reading achievement and growth
Maintaining and replicating successful practices evident in Grades 3 and 5
Explicit vocabulary and inferencing instruction K-5
Constructed response and evidence-based writing

Foundational literacy and language development in K-2
Differentiated instruction for EB, SpEd, dyslexia, At-Risk, and advanced learners
Vertical alignment of reading and writing expectations across grade levels

Resources and activities may include SAVVAS, i-Ready Reading, Saxon Phonics/Heggerty, Estrellita, guided/small-group reading, Patterns of Power, Lowman, writing stations, district resources, and targeted professional development.

Evidence that Demonstrates Success: Increase in RLA/SLAR CBA and formative assessment performance; increased Grade 5 STAAR Reading achievement from the 2026 baseline of 71% Approaches, 47% Meets, and 16% Masters; improvement in Grade 5 Reading Annual Growth from the 2026 score of 63; continued strong achievement and growth in Grades 3 and 5; increased quality of student constructed responses and written evidence.

Staff Responsible for Monitoring: Campus Administrators
RLA/SS Instructional Coach
RLA/SLAR Teachers, including SpEd
Dyslexia Therapist
Reading Interventionist/Support Staff
Bilingual Staff

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Math instruction will be guided by district-approved, TEKS-aligned resources with an emphasis on conceptual understanding, mathematical fluency, problem solving, academic discourse, and application of learning.

PLCs will intentionally analyze:

Priority and readiness TEKS
Student misconceptions
Rigor of instructional tasks and stations
Mathematical reasoning and written justification
Formative assessment results
Students requiring remediation, acceleration, or enrichment
Vertical alignment of mathematical concepts and expectations across grade levels

Special emphasis will be placed on improving Grade 5 Math Approaches and Meets performance while maintaining and increasing Masters performance, and on continuing the strong achievement and growth demonstrated in Grade 5 Math.

Resources may include i-Ready Math, district math resources, guided/small-group math, manipulatives, ePLCs, Lead4Ward, Lowman, and targeted professional development.

Evidence that Demonstrates Success: Increase in Math CBA and formative assessment performance; increased Grade 4 STAAR Math achievement from the 2026 baseline of 69% Approaches and 44% Meets while maintaining/increasing the 33% Masters level; improvement in Grade 4 Annual Growth from the 2026 score of 72; continued high achievement and growth in Grade 5 Math; increased student performance on multi-step reasoning and application tasks.

Staff Responsible for Monitoring: Campus Administrators
Math Instructional Coach
Leadership Team
Math Teachers, including SpEd
Intervention/Support Staff
Tutors

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 4

Wooden Elementary will increase the percentage of students performing at the Meets and Masters levels across all STAAR-tested grade levels and content areas through intentional differentiation, acceleration, enrichment, and rigorous Tier 1 instruction.

Instruction will include:

PLC internalization focused on the rigor of priority TEKS
Flexible acceleration groups during Talon Time
Approaches-to-Meets and Meets-to-Masters targeted groups
GT clustering and enrichment
High-level questioning and student discourse
Constructed response and justification of thinking
Differentiated tasks for advanced learners
Collaboration among classroom teachers, instructional coaches, GT, SpEd, Reading Support, and intervention staff

The campus will work toward at least 30% Masters across STAAR-tested content areas, while ensuring that growth at Masters does not occur at the expense of Approaches and Meets performance.

Evidence that Demonstrates Success: Increase in the percentage of students achieving Meets and Masters on STAAR, CBAs, interim/benchmark assessments, and formative assessments; increased movement from Approaches to Meets and Meets to Masters; maintenance of high-performing students; progress toward 30% Masters in each tested content area.

Staff Responsible for Monitoring: Campus Administrators
Instructional Coaches
Content Teachers
GT Teacher
SpEd/Support Staff
Intervention Staff/Tutors

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Strategy 5

All teachers, including Special Education, Reading Support, Dyslexia Therapists, Instructional Coaches, intervention staff, and administrators, will implement and maintain a systematic and continuous data cycle to assess students, analyze multiple sources of data, identify student groups (Title I, EB, 504, GT, SpEd, At-Risk, Economically Disadvantaged), and determine appropriate instructional responses.

Evidence that Demonstrates Success: Student growth on CBAs, formative/summative assessments, STAAR, STAAR Academic Growth, i-Ready Reading and Math, CLI, TELPAS, and MTSS progress-monitoring data; reduction in students requiring intensive Tier 2/Tier 3 intervention; movement of students from Approaches to Meets and Meets to Masters.

Data cycles will include:

STAAR and STAAR Academic Growth
District and campus CBAs
i-Ready Reading and Math
K-2 foundational literacy assessments
CLI
TELPAS
Formative and summative classroom assessments
MTSS progress-monitoring data

Data PLCs and MTSS meetings will be used to identify students requiring remediation, intervention, acceleration, and enrichment. Student groups will be flexible and adjusted based on current data.

Staff Responsible for Monitoring: Campus Administrators
Instructional Coaches
Leadership Team
Professional Staff
Intervention/Support Staff
Tutors

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 6

Wooden Elementary will strengthen vertical alignment across grade levels to improve consistency in student achievement and academic growth.

Vertical alignment work will include:

TEKS progression and prerequisite skills
Expectations for rigor and student work
Writing and constructed response expectations
Math problem-solving and reasoning expectations
Common academic vocabulary
Review of student work and assessment trends
Identification of instructional practices producing strong achievement and growth
Replication of effective practices demonstrated in Grades 3 and 5 across other grade levels

Vertical alignment will occur through content committees, PLC collaboration, instructional coach support, and scheduled campus professional learning.

Evidence that Demonstrates Success: Reduced variability in achievement and growth across Grades 3-5; improved Grade 4 performance; increased alignment of student tasks and expectations across grade levels; PLC/vertical alignment documentation; improved STAAR Academic Growth and CBA trends.

Staff Responsible for Monitoring: Campus Administrators
Instructional Coaches
Content Committees
Team Leaders
Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 7

Wooden Elementary will strengthen foundational literacy and mathematics instruction in K-2 through explicit, systematic instruction, frequent progress monitoring, and targeted intervention based on TPRI, i-Ready, CLI, classroom formative assessments, and other district-approved measures.

Evidence that Demonstrates Success: Instruction will emphasize:

phonological awareness, phonics, fluency, vocabulary, and comprehension;
number sense, place value, fact fluency, and mathematical reasoning;
small-group instruction based on student need;
early identification of students requiring intervention;
progress monitoring and regrouping within MTSS/Talon Time;
collaboration among classroom teachers, intervention staff, bilingual teachers, SpEd, and instructional coaches.

Staff Responsible for Monitoring: Increase in K-2 students meeting grade-level expectations on TPRI, i-Ready, CLI, and campus/district assessments; reduction in students performing one or more grade levels below; improved i-Ready placement and growth; decreased need for intensive Tier 2/Tier 3 support over time.

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 2

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

Strategy 1

Provide students opportunities to develop leadership, service, collaboration, and responsibility through campus and community service activities.

Opportunities may include:

Student Council
Safety/Flag Patrol
Partner PE
Campus food drives
Community service projects
Nursing home/community outreach
Other student-led service opportunities aligned to "We Before Me"

Evidence that Demonstrates Success: Student participation in service opportunities; completion of campus/community service projects; student reflections and leadership participation.

Staff Responsible for Monitoring: Campus Administrators
Counselor
Teachers
SRO

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

Continue to build a campus culture that recognizes and celebrates the academic, behavioral, social, and personal growth of all students.

Recognition may include:

Wooden Warrior celebrations
Positive classroom referrals
Kindness recognition
Mathematicians/Readers of the Month
Academic growth recognition
Personal Best recognition
Attendance incentives
Book vending machine/Talon Tags
Clubs and student leadership opportunities

Recognition systems will emphasize both growth and high levels of achievement, reinforcing student ownership, effort, persistence, and academic success.

Evidence that Demonstrates Success: Student participation and recognition data; attendance data; discipline data; academic growth; student engagement; club participation; positive referrals.

Staff Responsible for Monitoring: Campus Administrators
Counselor
Teachers

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Strategy 3

Implement proactive behavioral supports, restorative practices, social-emotional learning, and targeted interventions to maintain a safe, respectful, and productive learning environment.

Supports may include:

Classroom social contracts
QUAVER
Counselor small groups
Restorative practices
De-escalation/cool-down strategies
Discipline data reviews
Targeted behavioral interventions
Attendance and behavior problem-solving teams

Evidence that Demonstrates Success: Reduction or maintenance of low discipline referral rates; reduction in out-of-placement instructional days; student attendance; student/staff perception data; successful completion of targeted interventions.

Staff Responsible for Monitoring: Campus Administrators
Counselor
Teachers
SRO

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Performance Objective 3

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

Strategy 1

Weekly PLCs will move beyond identification of curriculum resources to intentional lesson internalization and instructional planning. Teachers will collaboratively analyze upcoming TEKS, determine the expected level of rigor, anticipate misconceptions, identify appropriate formative assessments, and plan differentiated learning experiences.

PLC expectations will include:

Identification of the learning target and TEKS
Analysis of rigor and exemplar student responses
Anticipated misconceptions
Formative checks for understanding
Small-group/differentiated plans
Intervention and acceleration groups
Academic discourse and student response opportunities
Review of student work and prior assessment data

Instructional coaches will use classroom observations, student data, and administrator feedback to guide PLC support.

Evidence that Demonstrates Success: PLC agendas and artifacts; lesson internalization documentation; formative assessment data; student work samples; increased alignment between planned and delivered instruction; improved CBA, i-Ready, STAAR, TELPAS, and growth outcomes.

Staff Responsible for Monitoring: Campus Administrators
Instructional Coaches
Team Leaders
All Professional Staff

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	February	April	June

Strategy 2

Teachers will provide consistent opportunities for students to engage in rigorous, student-centered learning through academic discourse, collaborative problem solving, writing, inquiry, hands-on learning, and application of knowledge.

Instructional practices will emphasize:

Higher-order questioning
Evidence-based responses
Student justification of thinking
Productive academic struggle
Structured student discourse
Writing across content areas
Multi-step problem solving
Hands-on and inquiry-based Science
Purposeful use of instructional technology and interactive learning panels

Evidence that Demonstrates Success: Student work samples; formative assessments; improved constructed responses and problem-solving; increased student engagement; improved performance at Meets and Masters; evidence of rigorous student tasks during classroom observations.

Staff Responsible for Monitoring: Campus Administrators
Instructional Coaches
Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	February	April	June

Performance Objective 4

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

Strategy 1

Wooden Elementary will provide targeted intervention and acceleration for students based on identified need through Talon Time, MTSS, small-group instruction, tutorials, support staff, and other targeted services.

Intervention and acceleration will:

Be directly connected to current student data
Address prerequisite skills without replacing grade-level instruction
Include grade-level rigor and application
Provide acceleration for students near the next performance level
Provide enrichment for students demonstrating mastery
Be monitored frequently for effectiveness
Be adjusted as students demonstrate progress

State Compensatory Education and Title I resources may be utilized, as allowable, to provide tutoring, intervention personnel, instructional resources, and accelerated learning opportunities for identified students.

Evidence that Demonstrates Success: i-Ready growth and placement; CBA/formative assessment growth; STAAR achievement and Academic Growth; movement among performance levels; reduction in students requiring intensive intervention; closing of identified student-group gaps.

Staff Responsible for Monitoring: Campus Administrators
Instructional Coaches
Teachers
Intervention/Support Staff
Tutors

Funding Sources: 211 Title I,

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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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

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Strategy 3

Wooden Elementary will intentionally accelerate academic language development for Emergent Bilingual students, with particular focus on K-2 students performing at Beginning and Intermediate TELPAS proficiency levels.

Teachers will embed language development across content areas through:

Explicit academic vocabulary
Structured speaking and listening
Sentence stems/frames as appropriate
Reading and writing opportunities across content areas
Collaborative student discourse
Language objectives connected to grade-level TEKS
Bilingual/English teacher collaboration
Progress monitoring using TELPAS descriptors and classroom evidence

K-2 support will focus on accelerating movement from Beginning and Intermediate toward Advanced proficiency while maintaining rigorous grade-level content expectations. In grades 3-5 the focus will be on students performing at the advanced or advanced-high level.

Evidence that Demonstrates Success: Increased TELPAS composite scores and annual language growth; decreased percentages of K-2 students at Beginning; increased percentages of students reaching Advanced/Advanced High in grades 3-5; improved classroom language samples and academic performance of EB students.

Staff Responsible for Monitoring: Campus Administrators
Bilingual Instructional Coach
RLA/SS Instructional Coach
Bilingual Teachers
General Education Teachers
Intervention Staff

Funding Sources: Title 1/Title 3 resources as allowable 211 Title I,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 4

Wooden Elementary will sustain and build upon the significant improvement demonstrated in Grade 5 Science by providing TEKS-aligned, hands-on, inquiry-based Science instruction and strengthening vertical alignment of Science concepts across grades.

Instruction will emphasize:

Scientific reasoning
Academic vocabulary
Hands-on investigations
Data analysis
Evidence-based explanations
Application of concepts
Previously tested prerequisite TEKS
Alignment between classroom assessment and STAAR rigor

The campus will work to maintain/increase the 2026 Grade 5 Science performance of 77% Approaches and 55% Meets while increasing the percentage of students achieving Masters beyond the 2026 level of 17%.

Evidence that Demonstrates Success: Science CBA/formative assessment performance; Grade 5 STAAR Science results; student work/lab products; increased Masters performance; demonstrated mastery of priority and prerequisite Science TEKS.

Staff Responsible for Monitoring: Campus Administrators
Instructional Coaches
Science Teachers
SpEd/Support Staff

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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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 campus-wide career awareness and goal-setting activities appropriate for elementary students, including a school-wide Career Day and classroom activities that connect student strengths, interests, academic learning, and future opportunities.

Activities may include:

Career Day
Pre- and post-event activities
Career-focused reading/writing prompts
College and career awareness activities
Student interest and strength exploration
SMART goal setting
Family/community participation
Community volunteers representing a variety of careers

Evidence that Demonstrates Success: Career Day participation; student reflection journals; goal-setting artifacts; classroom discussions/activities; family and community participation; student surveys.

Staff Responsible for Monitoring: Counselor
Classroom Teachers
Campus Administrators

Title I:

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	February	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

Wooden Elementary will provide differentiated support for beginning teachers, teachers new to the campus or assignment, and developing teachers through mentoring, coaching, PLC support, modeling, observation, feedback, and targeted professional learning.

Support will include:

Mentor assignment and regular mentor check-ins
Instructional coach support
Administrator walkthrough feedback
Opportunities to observe effective instruction
Targeted professional development based on individual need
Support with classroom management, curriculum implementation, lesson internalization, and differentiation
Additional support for teachers assuming new grade-level, content, bilingual, or special-program assignments

Evidence that Demonstrates Success: Teacher retention; mentor documentation; walkthrough and observation data; coaching documentation; teacher feedback; improvement in identified T-TESS areas; student performance data.

Staff Responsible for Monitoring: Campus Administrators
Instructional Coaches
Mentors
Team Leaders

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

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Strategy 2

Wooden Elementary will implement intentional staff retention and recognition practices that promote a positive professional culture, staff belonging, collaboration, and commitment to the campus.

Activities may include:

Employee of the Month and Heart of a Teacher recognition
Staff celebrations and appreciation
Leadership opportunities for teachers and paraprofessionals
Staff feedback opportunities
Team-building and campus culture activities
Recognition of professional growth and contributions to student success

Evidence that Demonstrates Success: Staff retention and turnover data; staff survey/feedback data; participation in recognition programs; exit feedback when available; increased retention of effective staff.

Staff Responsible for Monitoring: Campus Administrators; Leadership Team

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

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Strategy 3

Professional development will be determined through analysis of student achievement data, TELPAS, i-Ready, CBA/formative assessment results, walkthrough/observation trends, PLC needs, teacher feedback, and campus improvement priorities.

Professional learning may address:

Lesson internalization and PLC effectiveness
RLA/SLAR and Math instructional practices
K-2 foundational literacy and mathematics
Academic language development for Emergent Bilingual students
Differentiation for SpEd, EB, GT, At-Risk, and other student groups
Rigor, questioning, academic discourse, and written response
Science instruction
Classroom management and student engagement

Implementation will be monitored through PLCs, walkthroughs, coaching, student work, and student performance.

Evidence that Demonstrates Success: PD participation; PLC artifacts; walkthrough/observation data; implementation of learned practices; teacher feedback; improved student achievement and growth.

Staff Responsible for Monitoring: Campus Administrators; Instructional Coaches; Leadership Team

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	February	April	June

Performance Objective 2

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

Strategy 1

Provide meaningful leadership opportunities through team leaders, content committees, mentoring, PLC facilitation, campus committees, vertical teams, and other formal and informal leadership roles.

Evidence that Demonstrates Success: Staff participation in leadership roles; committee/PLC documentation; staff feedback; increased teacher ownership of campus initiatives and instructional improvement.

Staff Responsible for Monitoring: Campus Administrators
Leadership Team

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

December	February	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
- Strategies for EB Learners/Ellevation
- Collaborate/Plan with Instructional Coaches, Reading Support, Dyslexia Therapists, and LMS
-Carlin Liboria - (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)

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	February	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: Instructional Leadership and Capacity Building

Formative Reviews

December	February	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: Planning and Performance Management through Strong Leadership

Formative Reviews

December	February	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: Instructional Leadership and Capacity Building

Formative Reviews

December	February	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: Instructional Leadership and Capacity Building

Formative Reviews

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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
Quaver

Evidence that Demonstrates Success: Computer lab
Student work samples

Staff Responsible for Monitoring: Instructional Coaches
Computer lab teachers

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	February	April	June

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

December	February	April	June

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

Campus, Title I, State Compensatory Education, and other allowable funds will be prioritized according to CNA-identified needs and student data.

Resources may support:

Tier 1 instructional materials
Intervention and acceleration
Tutoring
K-2 foundational literacy and mathematics
RLA/SLAR and Math resources
Science resources
Emergent Bilingual supports
SpEd and other identified student groups
Instructional technology
Professional learning
Family engagement activities connected to student learning

Evidence that Demonstrates Success: Budget expenditures aligned to CNA/CIP strategies; implementation of funded programs/resources; student participation; progress-monitoring data; improved student outcomes.

Staff Responsible for Monitoring: Campus Principal; Campus Secretary; Instructional Coaches; District Federal Programs/Finance staff as applicable

Funding Sources: 211 Title I,

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

December	February	April	June

Strategy 2

Monitor Effectiveness of Funded Resources

Campus leadership will routinely review expenditures to determine whether purchased programs, materials, staffing, tutoring, and professional development are being implemented and

are positively impacting identified student needs.

Funding decisions will be adjusted when data indicates a resource or strategy is not producing the intended outcome.

Evidence that Demonstrates Success: Budget reviews; purchase/expenditure documentation; program usage; student performance data; intervention/tutoring results; implementation evidence.

Staff Responsible for Monitoring: Campus Principal; Campus Secretary; Instructional Coaches

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

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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

December	February	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

December	February	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

Campus Safety and Security

Wooden Elementary will consistently implement district and campus safety procedures and provide ongoing training to staff and students.
Procedures will include, as applicable:

Weapons Detection System procedures
Clear bag procedures
Visitor management
Emergency drills and response procedures
Staff supervision and duty assignments
Arrival and dismissal procedures
Safety training
Coordination with the SRO and district safety personnel
Review of campus safety concerns and data

Evidence that Demonstrates Success: Safety drill documentation; staff training records; safety audit results; discipline/safety data; visitor compliance; timely response to identified safety concerns.

Staff Responsible for Monitoring: Campus Administrators; SRO; Campus Safety Team; District Safety Personnel

Formative Reviews

December	February	April	June

Strategy 2

Master Schedule and Student Support

The master schedule will be reviewed and adjusted as needed to protect required instructional minutes and provide consistent access to:

Core instruction
Talon Time/intervention and acceleration
Special education and related services
Dyslexia services
Bilingual/EB support
GT services
Counseling
Specials
Recess and other required programming

Scheduling decisions will consider student achievement data and identified areas of need.

Evidence that Demonstrates Success: Master schedule; intervention/service schedules; instructional minutes; student access to required services; progress-monitoring data; reduced loss of core instructional time.

Staff Responsible for Monitoring: Campus Administrators; Instructional Coaches; Special Program Staff

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 3

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

Strategy 1

Facility Monitoring

Campus leadership will routinely monitor classrooms, common areas, playgrounds, arrival/dismissal areas, and other campus spaces to identify safety, maintenance, accessibility, or instructional-environment needs and communicate concerns through district processes.

Evidence that Demonstrates Success: Work orders; safety inspections; facility walkthroughs; staff/family feedback; timely correction of identified concerns.

Staff Responsible for Monitoring: Campus Administrators; Lead Custodian; Campus Secretary; District Operations Personnel

Formative Reviews

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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

Consistent Family Communication

Wooden Elementary will maintain multiple methods of communication to ensure families have timely access to campus information.

Communication may include:

ParentSquare
Weekly campus newsletter
Campus and district websites
Social media
Teacher/classroom communication
Phone, email, and text communication
Parent conferences
Planners
Flyers and event communication
New Marquee

Communication will be provided in English and Spanish as appropriate to support the needs of campus families.

Evidence that Demonstrates Success: ParentSquare engagement/analytics; newsletter distribution; family participation; communication records; parent feedback; social media/website engagement as available.

Staff Responsible for Monitoring: Campus Administrators; Campus Secretary; Teachers; Staff responsible for communication

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Performance Objective 2

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

the community.

Strategy 1

Academic Family Engagement

Provide family engagement opportunities that equip parents and caregivers with information and strategies to support learning at home.

Activities may include:

Literacy/Math/Science family events
Curriculum and assessment information
STAAR information
i-Ready/academic progress information
TELPAS/EB information as appropriate
Parent conferences
Family Engagement Library/resources
Grade-level learning resources
Strategies families can use at home

Evidence that Demonstrates Success: Participation data; parent feedback; ParentSquare engagement; event evaluations; distribution/use of family resources; student achievement and growth data.

Staff Responsible for Monitoring: Campus Administrators; Instructional Coaches; Teachers; Counselor; Family Engagement Staff/Committee

Funding Sources: 211 Title I,

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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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

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Performance Objective 3

Strengthen community partnerships that provide resources, services, experiences, and support for students and families.

Strategy 1

Community Partnerships

Maintain and expand partnerships with PTA, local businesses, churches, community organizations, district departments, volunteers, and other stakeholders to support identified student and family needs.

Partnerships may provide:

Student incentives and recognition
Academic resources
Family support
Volunteers
Career awareness
Attendance support
Community service opportunities
Staff/student appreciation
Resources for families experiencing need

Evidence that Demonstrates Success: Number/type of partnerships; volunteer participation; donated resources/services; family/student participation; partnership documentation and feedback.

Staff Responsible for Monitoring: Campus Administrators; Counselor; PTA; Campus Staff

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Title I Summary

Title I Personnel

Name	Position	Program	FTE
Andrea Swords	Reading Support	Title I	0.5
Christy Thorman	Instructional Coach	Title I	0.5
Rhonda Bennett	Instructional Coach	Title I	0.5

Committees

Committees

Campus Improvement Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
August 31, 2026 @ 3:45 PM	Learning Commons	--	--

Members

First Name	Last Name	Position	Committee Role
Jessica	Trezza	Principal	Administrator
Emily	Martinez	Assistant Principal	Administrator
Jenna	Vick	Counselor	Counselor
Rhonda	Bennett	Instructional Coach	Teacher
Monserrat	Jimenez	5th grade	Teacher
Kimberly	Olson	4th grade	Teacher
Amy	Weatherford	3rd grade	Teacher
Magaly	Esquivel	2nd grade	Teacher
Deborah	Austell	1st grade	Teacher
Miranda	Mullins	Kindergarten	Teacher
Amy	Mashburn	PreK	Teacher
Brandy	Pifer	Library Aide	Paraprofessional
Kristen	Lumbley	Parent	Parent
Tally	Ward	Parent	Community

Funding Summary

Funding Summary

211 Title I

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1		--	$0.00
1	4	3	Title 1/Title 3 resources as allowable	--	$0.00
3	1	1		--	$0.00
5	2	1		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention		10/1/2027	LaKesha Bass	10/7/2026
Child Abuse and Neglect		10/1/2027	LaKesha Bass	10/7/2026
Coordinated Health Program		10/1/2027	LaKesha Bass	10/7/2026
Decision-Making and Planning Policy Evaluation	--	10/1/2027	LaKesha Bass	10/7/2026
Disciplinary Alternative Education Program (DAEP)	--	10/1/2027	LaKesha Bass	10/7/2026
Dropout Prevention	--	10/1/2027	LaKesha Bass	10/7/2026
Dyslexia Treatment Program	--	10/1/2027	LaKesha Bass	10/7/2026
Student Welfare: Crisis Intervention Programs and Training	--	10/1/2027	LaKesha Bass	10/7/2026
Student Welfare: Discipline/Conflict/ Violence Management	--	10/1/2027	LaKesha Bass	2/27/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	--	10/1/2027	LaKesha Bass	2/27/2025
Perkins - Comprehensive Local Needs Assessment	Brooks Humphrey	5/8/2028	LaKesha Bass	10/6/2026