

College Station ISD
Oakwood Intermediate School
2024-2025 Campus Improvement Plan



Board Approval Date: September 17, 2024
Public Presentation Date: September 17, 2024

Mission Statement

Our Mission is to grow all students at Oakwood Intermediate in a collaborative, relationship-driven environment, where students take ownership of their learning to achieve their unique success.

Vision

Our Vision is to have a united community where students are empowered to be lifelong learners.

Collective Commitments

Our Collective Commitments: In order to fulfill our fundamental purpose and become the school we describe in our vision statement, each staff member commits to the following:

- I will know each student as an individual by building relationships with families and showing genuine interest in his or her passions.
- I will intentionally model social-emotional strategies and help students build and maintain healthy relationships with their peers.
- I will create a positive learning culture by conferencing, goal setting and celebrating regularly with students to help them define what individual success means.
- I will create an environment where mistakes are encouraged and celebrated as unique learning opportunities.
- I will regularly communicate and collaborate with my team, other departments, and families to provide systematic student support.
- I will enrich and extend student learning by providing choice, collaboration opportunities, cross-curricular and real world connections and access to a variety of learning tools.
- I will provide students a safe space to take risks, ask questions, self-advocate and have agency over their own learning.
- I will create a classroom and campus culture where everyone feels included and safe by highlighting individual diversity and providing opportunities for regular family and community involvement.

Our School Wide Goals: We will monitor the following indicators to mark our progress:

- Provide a variety of learning experiences that address distinct learning needs, interests, aspirations, and cultural backgrounds of all learners.
- Engage in a process for individual student goal setting and progress monitoring to increase student ownership of academic success.
- Increase student achievement on local and state high-stakes assessments.
- Increase student academic successes of underperforming groups.
- Promote and cultivate engaging relationships among students, staff and parents.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Oakwood Intermediate is one of three Intermediates in College Station ISD that serves grades 5 and 6, consisting of 730 students. We are the only Intermediate campus with all three specialized programs, Adaptive Behavior, CASL and Life Skills. In addition, Oakwood hosts the 5th and 6th grade Dual Language program in the district.

Our student body is comprised of 53.15% Male and 46.85% Female. Our campus demographics are diverse with 18% African American, 34% Hispanic, 35% White, 6% Asian with 6% American Indian. The students percentages are 51.5% Economically Disadvantaged and 42.19% At Risk. Our Special Programs percentages are 25.89% Emergent Bilingual, 29.59% Bilingual, 17.4% Special Education and 10% students served under Section 504.

Our staff consists of 58% White, 21% Hispanic, and 18% African American.

Demographics Strengths

Oakwood's history within the district has provided multiple generations of families who have attended the school since its opening in 1978. Oakwood teachers provide educational opportunities for all students including Dual Language, Emergent Bilingual, Special Education and Gifted and Talented. Our students actively participate in band, choir, orchestra, and theatre arts, and multiple teacher-led clubs. Within our enrollment of 730 students, over half (430 students) actively participate in Fine Arts. Our staff demographic percentages continue to closely reflect those of our students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students who are Emergent Bilingual are not performing at the same academic levels as their English speaking peers on both Math and ELA standardized tests. **Root Cause:** Within our ESL and Dual Language programs our students struggle in their acquisition of English literacy rates at the state grade level assessed standards.

Student Learning

Student Learning Summary

Within our 2024 STAAR results compared to those in 2023, a higher number of 5th and 6th grade students Did Not Meet state standards in Math and ELA.

| 5th Grade STAAR Results | 2023 (Math) | 2024 (Math) | Percent Change | 2023 (ELA) | 2024 (ELA) | Percent Change |
|-------------------------|-------------|-------------|----------------|------------|------------|----------------|
| Did Not Meet | 19% | 25% | +6% | 20% | 25% | +5% |
| Approach | 25% | 23% | -2% | 23% | 24% | +1% |
| Meets | 28% | 25% | -3% | 29% | 22% | -7% |
| Masters | 28% | 26% | -2% | 28% | 29% | +1% |

The number of Oakwood 6th grade students who demonstrated Mastery in both Math and ELA showed 5-8% growth.

| 6th Grade STAAR Results | 2023 (Math) | 2024 (Math) | Percent Change | 2023 (ELA) | 2024 (ELA) | Percent Change |
|-------------------------|-------------|-------------|----------------|------------|------------|----------------|
| Did Not Meet | 22% | 21% | -1% | 22% | 20% | -2% |
| Approach | 32% | 22% | -10% | 27% | 19% | -6% |
| Meets | 20% | 24% | +4% | 26% | 29% | +3% |
| Masters | 26% | 33% | +5% | 24% | 32% | +8% |

Student Learning Strengths

For the STAAR English/Language Arts, the number of fifth grade students who achieved Mastery grew from 28% to 29%.

For the STAAR English/Language Arts, the number of Oakwood sixth grade students who achieved Mastery level grew from 24% to 32%. In the sixth grade our Math results for those achieving Mastery level increased from 26% to 33%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We are still refining the campus processes within our Professional Learning Community to identify the most essential skills, disaggregate student learning data and address those learning gaps we identify for every student. **Root Cause:** The Oakwood PLC has only just begun to establish our essential TEKS and skills within each of the eight Collaborative Teams divided by the four subject area and two grade levels.

Problem Statement 2 (Prioritized): Students in underperforming groups are not meeting state and campus academic standards. **Root Cause:** Teachers need additional supports for how to facilitate differentiation, student goal setting and small group instruction.

Problem Statement 3 (Prioritized): Several students struggle with building positive relationships with each other and members of the school. **Root Cause:** Several students do not have communication tools, relational capacity and experience to form positive relationships on their own.

Problem Statement 4: Students who are Emergent Bilingual are not performing at the same academic levels as their English speaking peers on both Math and ELA standardized tests. **Root Cause:** Within our ESL and Dual Language programs our students struggle in their acquisition of English literacy rates at the state grade level assessed standards.

School Processes & Programs

School Processes & Programs Summary

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

School Processes & Programs Strengths

Oakwood teachers have utilized the Professional Learning Community (PLC) models for the past three school years, and have developed a consistent routine and procedures for group collaboration for student success.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We are still refining the campus processes within our Professional Learning Community to identify the most essential skills, disaggregate student learning data and address those learning gaps we identify for every student. **Root Cause:** The Oakwood PLC has only just begun to establish our essential TEKS and skills within each of the eight Collaborative Teams divided by the four subject area and two grade levels.

Problem Statement 2 (Prioritized): Students in underperforming groups are not meeting state and campus academic standards. **Root Cause:** Teachers need additional supports for how to facilitate differentiation, student goal setting and small group instruction.

Problem Statement 3 (Prioritized): Several students struggle with building positive relationships with each other and members of the school. **Root Cause:** Several students do not have communication tools, relational capacity and experience to form positive relationships on their own.

Problem Statement 4 (Prioritized): While we have high attendance at community outreach events, parental involvement does not reflect the makeup of the student body. **Root Cause:** Many parents do not know about campus events or did not receive parent newsletters, therefore they were unaware of how they could contribute to the campus community.

Perceptions

Perceptions Summary

Our teachers and staff believe all students will grow through collaboration and building strong relationships within our community. Through these relationships, Oakwood teachers and staff contribute to a positive learning culture where everyone feels included and safe.

Oakwood Intermediate is supported by an active and invested Parent Teacher Organization (PTO) through teacher classroom funds, numerous appreciation events and student field trips and rewards.

Perceptions Strengths

Because our campus focuses on creating a positive culture, students feel school is a safe space for students to take risks, ask questions and self-advocate for their learning. With the collective contributions from all Oakwood teachers and staff, students have multiple resources and adults on campus who support student success.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): While we have high attendance at community outreach events, parental involvement does not reflect the makeup of the student body. **Root Cause:** Many parents do not know about campus events or did not receive parent newsletters, therefore they were unaware of how they could contribute to the campus community.

Problem Statement 2 (Prioritized): Several students struggle with building positive relationships with each other and members of the school. **Root Cause:** Several students do not have communication tools, relational capacity and experience to form positive relationships on their own.

Priority Problem Statements

Problem Statement 1: We are still refining the campus processes within our Professional Learning Community to identify the most essential skills, disaggregate student learning data and address those learning gaps we identify for every student.

Root Cause 1: The Oakwood PLC has only just begun to establish our essential TEKS and skills within each of the eight Collaborative Teams divided by the four subject area and two grade levels.

Problem Statement 1 Areas: Student Learning - School Processes & Programs

Problem Statement 2: While we have high attendance at community outreach events, parental involvement does not reflect the makeup of the student body.

Root Cause 2: Many parents do not know about campus events or did not receive parent newsletters, therefore they were unaware of how they could contribute to the campus community.

Problem Statement 2 Areas: School Processes & Programs - Perceptions

Problem Statement 3: Students in underperforming groups are not meeting state and campus academic standards.

Root Cause 3: Teachers need additional supports for how to facilitate differentiation, student goal setting and small group instruction.

Problem Statement 3 Areas: Student Learning - School Processes & Programs

Problem Statement 4: Several students struggle with building positive relationships with each other and members of the school.

Root Cause 4: Several students do not have communication tools, relational capacity and experience to form positive relationships on their own.

Problem Statement 4 Areas: Student Learning - School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data

- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals





Revised/Approved: April 16, 2024

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

Performance Objective 1: During the 24-25 school year, we intend to utilize assessment and formative feedback by designing standards-aligned assessments to monitor student academic progress.

Evaluation Data Sources: MAP assessment reports, preliminary STAAR data, Professional Learning Communities, Teacher Data, Walkthroughs

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Facilitate student goal setting in core curricular subjects.</p> <p>Strategy's Expected Result/Impact: The majority of students will meet MAP projected RIT growth. Within Social Studies we will measure progress through student growth percentages on our district benchmark assessment.</p> <p>Staff Responsible for Monitoring: Administrators, Guiding Coalition, Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 2</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Performance Objective 1 Problem Statements:

| Student Learning |
|--|
| <p>Problem Statement 2: Students in underperforming groups are not meeting state and campus academic standards. Root Cause: Teachers need additional supports for how to facilitate differentiation, student goal setting and small group instruction.</p> |
| School Processes & Programs |
| <p>Problem Statement 2: Students in underperforming groups are not meeting state and campus academic standards. Root Cause: Teachers need additional supports for how to facilitate differentiation, student goal setting and small group instruction.</p> |

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

Performance Objective 1: Oakwood will continue to train and provide ongoing support for teachers on how to use student data, such as data sets in Performance Matters and MAP. This will support our capacity to differentiate instruction accordingly.

Evaluation Data Sources: Performance Matters, MAP assessment reports

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Utilize collaborative team meetings to disaggregate student performance data</p> <p>Strategy's Expected Result/Impact: Student academic growth will increase</p> <p>Staff Responsible for Monitoring: Principal, Admin Team, PLCs, MTSS, Instructional Coaches</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: MTSS Program Resources - 211 Title I, Part A</p> | Formative | | | Summative |
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Performance Objective 1 Problem Statements:





| Student Learning |
|---|
| <p>Problem Statement 1: We are still refining the campus processes within our Professional Learning Community to identify the most essential skills, disaggregate student learning data and address those learning gaps we identify for every student. Root Cause: The Oakwood PLC has only just begun to establish our essential TEKS and skills within each of the eight Collaborative Teams divided by the four subject area and two grade levels.</p> |
| School Processes & Programs |
| <p>Problem Statement 1: We are still refining the campus processes within our Professional Learning Community to identify the most essential skills, disaggregate student learning data and address those learning gaps we identify for every student. Root Cause: The Oakwood PLC has only just begun to establish our essential TEKS and skills within each of the eight Collaborative Teams divided by the four subject area and two grade levels.</p> |

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

Performance Objective 2: Train and provide ongoing support for behavioral intervention in Tier 1 through campus-wide behavior expectations, classroom management, and positive behavior intervention and support (PBIS)

Evaluation Data Sources: Discipline Reports, Student Participation in PBIS program

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Attend Solution Tree Behavior Solution Tree trainings to enhance, create and implement behavior strategies on our campus.</p> <p>Strategy's Expected Result/Impact: We expect to see decreased rates of behaviors referred to administrators and increased rates of student engagement within all classes.</p> <p>Staff Responsible for Monitoring: Principal, Admin Team, Behavior Team members</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p> | Formative | | | Summative |
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  Accomplished
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  Discontinue

Performance Objective 2 Problem Statements:





| Student Learning |
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| <p>Problem Statement 1: We are still refining the campus processes within our Professional Learning Community to identify the most essential skills, disaggregate student learning data and address those learning gaps we identify for every student. Root Cause: The Oakwood PLC has only just begun to establish our essential TEKS and skills within each of the eight Collaborative Teams divided by the four subject area and two grade levels.</p> |
| School Processes & Programs |
| <p>Problem Statement 1: We are still refining the campus processes within our Professional Learning Community to identify the most essential skills, disaggregate student learning data and address those learning gaps we identify for every student. Root Cause: The Oakwood PLC has only just begun to establish our essential TEKS and skills within each of the eight Collaborative Teams divided by the four subject area and two grade levels.</p> |

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

Performance Objective 3: After the Spring 2025 STAAR tests, the percentage of students in 5th that meet passing standards ELA/Reading will increase from 76% to 80%. The percentage of students in 5th that meet passing standards Math will increase from 75% to 79%. Within our 6th grade, the percentage of students that meet passing ELA/Reading standards will increase from 80% to 83%. Within our 6th grade, the percentage of students that meet passing Math standards will increase from 80% to 83%.

High Priority

Evaluation Data Sources: MAP assessments, campus assessments, interim STAAR data reports

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Train and provide ongoing support for differentiation and small group instruction n in Tier 1</p> <p>Strategy's Expected Result/Impact: Increased student growth on MAP assessments, benchmark tests and state assessments</p> <p>Staff Responsible for Monitoring: Principal, Admin Team, Instructional Coaches, MTSS Coordinator, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 2</p> <p>Funding Sources: MTSS Program Resources - 211 Title I, Part A</p> | Formative | | | Summative |
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Performance Objective 3 Problem Statements:

| Student Learning |
|--|
| <p>Problem Statement 2: Students in underperforming groups are not meeting state and campus academic standards. Root Cause: Teachers need additional supports for how to facilitate differentiation, student goal setting and small group instruction.</p> |
| School Processes & Programs |
| <p>Problem Statement 2: Students in underperforming groups are not meeting state and campus academic standards. Root Cause: Teachers need additional supports for how to facilitate differentiation, student goal setting and small group instruction.</p> |

Goal 3: CSISD will enrich students' school experiences by strengthening relationships between students, staff, and families.

Performance Objective 1: Train and implement character education curriculum and Parent & Family Engagement initiatives that promote positive relationships among students, staff and families.

Evaluation Data Sources: Character Strong program utilized in Advisory class. Attendance and parent feedback data from Open House events directed to increase Parent & Family Engagement.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Teachers will have increased support and advanced notice with reminders on implementing Character Strong program.</p> <p>Strategy's Expected Result/Impact: Fewer student to student behavior issues with decreased discipline referrals</p> <p>Title I: 2.6</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 3 - Perceptions 2</p> | Formative | | | Summative |
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Performance Objective 1 Problem Statements:

| Student Learning |
|---|
| <p>Problem Statement 3: Several students struggle with building positive relationships with each other and members of the school. Root Cause: Several students do not have communication tools, relational capacity and experience to form positive relationships on their own.</p> |
| School Processes & Programs |
| <p>Problem Statement 3: Several students struggle with building positive relationships with each other and members of the school. Root Cause: Several students do not have communication tools, relational capacity and experience to form positive relationships on their own.</p> |
| Perceptions |
| <p>Problem Statement 2: Several students struggle with building positive relationships with each other and members of the school. Root Cause: Several students do not have communication tools, relational capacity and experience to form positive relationships on their own.</p> |

Goal 3: CSISD will enrich students' school experiences by strengthening relationships between students, staff, and families.

Performance Objective 2: Continue to provide community service programs such as Penny Wars to raise funds for Brazos Valley Food Bank, and Relay for Life.

Evaluation Data Sources: Participation in service programs and our campus contributions therein.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Increase communication with teachers, students and parents regarding community service programs through use of newsletters and campus emails.</p> <p>Strategy's Expected Result/Impact: Higher percentage of student participation in Penny Wars, higher percentage of teacher participation in Relay for Life</p> <p>Staff Responsible for Monitoring: Principal, Admin team</p> <p>Title I: 2.5, 4.1, 4.2</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 3, 4 - Perceptions 1, 2</p> | Formative | | | Summative |
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Performance Objective 2 Problem Statements:

| Student Learning |
|---|
| <p>Problem Statement 3: Several students struggle with building positive relationships with each other and members of the school. Root Cause: Several students do not have communication tools, relational capacity and experience to form positive relationships on their own.</p> |
| School Processes & Programs |
| <p>Problem Statement 3: Several students struggle with building positive relationships with each other and members of the school. Root Cause: Several students do not have communication tools, relational capacity and experience to form positive relationships on their own.</p> |
| <p>Problem Statement 4: While we have high attendance at community outreach events, parental involvement does not reflect the makeup of the student body. Root Cause: Many parents do not know about campus events or did not receive parent newsletters, therefore they were unaware of how they could contribute to the campus community.</p> |
| Perceptions |
| <p>Problem Statement 1: While we have high attendance at community outreach events, parental involvement does not reflect the makeup of the student body. Root Cause: Many parents do not know about campus events or did not receive parent newsletters, therefore they were unaware of how they could contribute to the campus community.</p> |

Perceptions





Problem Statement 2: Several students struggle with building positive relationships with each other and members of the school. **Root Cause:** Several students do not have communication tools, relational capacity and experience to form positive relationships on their own.

Goal 4: CSISD will transform the learner experiences through purposeful integration of instructional technology to augment the teaching and learning process.

Performance Objective 1: Instructional coaches and teacher representatives will participate in aligned Collaborative Teams to build capacity in their respective positions and enhance our integration of digital resources into instructional best practices.

High Priority

Evaluation Data Sources: Teacher participation in our campus PLC, various digital resource user data results and student academic achievement data from standardized tests.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Technology will be modeled during collaborative team meetings, and will be built into instructional planning</p> <p>Strategy's Expected Result/Impact: Increased use of digital resources in instruction</p> <p>Staff Responsible for Monitoring: Principal, Admin team, instructional coaches and Digital Learning Ambassadors</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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Performance Objective 1 Problem Statements:

| Student Learning |
|---|
| <p>Problem Statement 1: We are still refining the campus processes within our Professional Learning Community to identify the most essential skills, disaggregate student learning data and address those learning gaps we identify for every student. Root Cause: The Oakwood PLC has only just begun to establish our essential TEKS and skills within each of the eight Collaborative Teams divided by the four subject area and two grade levels.</p> |
| School Processes & Programs |
| <p>Problem Statement 1: We are still refining the campus processes within our Professional Learning Community to identify the most essential skills, disaggregate student learning data and address those learning gaps we identify for every student. Root Cause: The Oakwood PLC has only just begun to establish our essential TEKS and skills within each of the eight Collaborative Teams divided by the four subject area and two grade levels.</p> |

Title I

1.1: Comprehensive Needs Assessment

Please see Title I Crate for the following documentation.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Given the district-defined goals from our Strategic Plan and the opportunities for growth prioritized during our Campus Needs Assessment (CNA) process, Oakwood Intermediate developed a key number of performance objectives and specific strategies (action steps) to be highlighted in our CIP for the current year. Our CIP development process incorporates opportunities for input and feedback from parents and other stakeholders such as teachers, campus administration, paraprofessionals, support staff, and community stakeholders. Agendas, minutes, and sign-in sheets from CIP development meetings are maintained in Title I Crate for documentation.

2.2: Regular monitoring and revision

Oakwood Intermediate regularly monitors our CIP and will revise strategies as appropriate based on the progress of our performance objectives and strategies. Our core campus team, including administrators, campus academic and MTSS coaches, and support staff are tasked with monitoring the implementation and progress of our CIP. Agendas, minutes, and sign-in sheets from monitoring meetings are maintained in Title I Crate for documentation.

2.3: Available to parents and community in an understandable format and language

Oakwood Intermediate ensures our Campus Improvement Plan is publicly available to parents and the community (English and Spanish) on the CSISD and Campus Website and available upon request in printed copy.

2.4: Opportunities for all children to meet State standards

Oakwood Intermediate implements reform strategies to address campus needs, including opportunities for all students and student subgroups to exceed academic standards. Staff and administration closely monitor grades and assessments to ensure students are on target to meet State standards. Students who are at risk of missing their targeted benchmarks receive supplemental support and targeted interventions which may include:

- In-Class Small Group Instruction
- Pull-Out Support and Push-In Support from (Instructional Assistants, Academic Tutors...)
- Extended Learning Time through Afterschool Tutorials
- School-Wide Intervention Time from Grade-Level Teachers

2.5: Increased learning time and well-rounded education

Oakwood Intermediate utilizes a variety of strategies to increase the quality and amount of learning time available to strengthen the academic program in the school and provide students with an enriched and accelerated curriculum.

2.6: Address needs of all students, particularly at-risk

Oakwood Intermediate addresses all students' needs, particularly those at risk of not meeting academic standards. We closely monitor our at-risk students and work to ensure we are meeting their educational needs through:

- Tier I Instructional Best Practices
- Small Group Instruction in **Reading and Math**
- Instructional Interventions and Extensions in **Reading and Math**
- In-Class Support Services
- Instructional Support for Teachers with Campus Instructional Coaches

3.1: Annually evaluate the schoolwide plan

Oakwood Intermediate conducted its annual comprehensive needs assessment of the entire school, analyzing the academic achievement of all students and subgroups of students. Data included academic, social, and emotional reviews by parents and other stakeholders including teachers, campus administration, paraprofessionals, support staff, and community stakeholders. In addition, the campus reviewed our campus Mission and Vision, our use of funds, and available school resources. During our periodic formative reviews of our CIP, the core campus team evaluates our Title I Schoolwide Plan as defined in the Campus Improvement Plan and documents any updates or adjustments that may need to be considered.

4.1: Develop and distribute Parent and Family Engagement Policy

With parents' input, Oakwood Intermediate jointly developed/revised our written Family Engagement Policy and School Family Student Compact. We also used our Parent Survey at the end of the year to make any needed changes to our Family Engagement Policy and School Family Student Compact. Our Parent and Family Engagement Policy is posted on our campus website in Spanish and English and is reviewed with families at our Annual Title I Meetings. Agendas, minutes, and sign-in sheets from PFE Policy development/review meetings are maintained in Title I Crate for documentation.

4.2: Offer flexible number of parent involvement meetings

Oakwood Intermediate offers various family engagement activities, including flexible times and days of the week. In addition, the Oakwood Intermediate distributes information regarding family engagement opportunities and required notices in a format and language that families can understand. (English and Spanish).

Campus Funding Summary

| 199 General Fund | | | | | |
|------------------------------------|-----------|----------|------------------------|--------------|--------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| | | | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | \$500.00 |
| +/- Difference | | | | | \$500.00 |
| 211 Title I, Part A | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 2 | 1 | 1 | MTSS Program Resources | | \$0.00 |
| 2 | 3 | 1 | MTSS Program Resources | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | \$250,976.00 |
| +/- Difference | | | | | \$250,976.00 |
| Grand Total Budgeted | | | | | \$251,476.00 |
| Grand Total Spent | | | | | \$0.00 |
| +/- Difference | | | | | \$251,476.00 |

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

| Title | Person Responsible | Review Date | Addressed By | Addressed On |
|--|--|-------------|--------------|--------------|
| Bullying Prevention | Director of Student Services, School Counselors | 6/20/2025 | Jeff Mann | 9/5/2024 |
| Child Abuse and Neglect | Campus Administrators, Director of Human Resources | 6/20/2025 | Jeff Mann | 9/5/2024 |
| Coordinated Health Program | Director of Child Nutrition, Director of Special Programs | 6/20/2025 | Jeff Mann | 9/5/2024 |
| Decision-Making and Planning Policy Evaluation | Assistant Superintendent of Teaching and Learning, Chief of Staff & Leadership, Superintendent | 6/20/2025 | Jeff Mann | 9/5/2024 |
| Disciplinary Alternative Education Program (DAEP) | College View High School Principal, Director of Student Services | 6/20/2025 | Jeff Mann | 9/5/2024 |
| Dropout Prevention | Director of Student Services | 6/20/2025 | Jeff Mann | 9/5/2024 |
| Dyslexia Treatment Program | Executive Director of Special Services | 6/20/2025 | Jeff Mann | 9/5/2024 |
| Title I, Part C Migrant | Director of Special Programs | 6/20/2025 | Jeff Mann | 9/5/2024 |
| Pregnancy Related Services | Director of Special Programs | 6/20/2025 | Jeff Mann | 9/5/2024 |
| Post-Secondary Preparedness | Director of Student Services | 6/20/2025 | Jeff Mann | 9/5/2024 |
| Recruiting Teachers and Paraprofessionals | Director of Human Resources | 6/20/2025 | Jeff Mann | 9/5/2024 |
| Student Welfare: Crisis Intervention Programs and Training | Director of Student Services | 6/20/2025 | Jeff Mann | 9/5/2024 |
| Student Welfare: Discipline/Conflict/Violence Management | Director of Student Services, Campus Administration | 6/20/2025 | Jeff Mann | 9/5/2024 |
| Texas Behavior Support Initiative (TBSI) | Executive Director of Special Services | 6/20/2025 | Jeff Mann | 9/5/2024 |
| Technology Integration | Director of Digital Learning | 6/20/2025 | Jeff Mann | 9/5/2024 |
| Job Description for Peace Officers, Resource Officers & Security Personnel | Director of Safety & Risk Management, Superintendent, School Board | 6/20/2025 | Jeff Mann | 9/5/2024 |