

DeSoto Independent School District
Woodridge Elementary School
2026-2027 Campus Improvement Plan



Mission Statement

The mission of DeSoto ISD is to prepare students academically and socially to be problem solvers and productive citizens. The mission of Woodridge Elementary Fine Arts Magnet Academy is to help students discover and develop their unique skills through an integrated arts and academic program.

Vision

In partnership with our staff, families, and community, students will:

Become innovators and problem solvers.

Communicate and collaborate with their peers through projects and performances.

Shine academically, socially, and creatively.

Value Statement

We believe education is designed to meet the individual needs of each student.

classrooms must be structured enough to be consistent, warm enough to encourage risks, and challenging enough to develop knowledge.

building communication skills is vital to healthy relationships with students and parents.

equal access to consistently updated resources is a vital necessity for student achievement and teacher effectiveness.

all students will have equitable access to quality programs.

understanding learning styles give every student a purpose and opportunity to be successful in school.

an engaging classroom atmosphere is key to a successful learning environment.

a caring, motivating teacher who teaches to the whole child is key to student performance, future success, and lifelong learning.

parental involvement, encouragement, and support are vital to student success.

all students deserve a quality education regardless of circumstance.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Campus Overview

Woodridge Fine Arts & Gifted Academy, a Kindergarten through fifth-grade Choice campus in DeSoto Independent School District, currently serves approximately **368 scholars**. Located in an urban community, our campus serves a culturally diverse student population with a high percentage of economically disadvantaged scholars. We are committed to creating a safe, inclusive, engaging, and academically challenging learning environment where every scholar has access to high-quality instruction and opportunities to achieve academic and personal success.

Our campus provides a comprehensive range of instructional programs and specialized services to address the diverse academic, social, emotional, and developmental needs of our scholars. These services include Special Education, Gifted and Talented (GT), Section 504, Emergent Bilingual/English as a Second Language (EB/ESL), and targeted academic interventions. Through differentiated instruction, inclusive instructional practices, and a multi-tiered system of support, we strive to ensure that every scholar receives the appropriate level of academic challenge and intervention necessary for success.

Staff Demographics and Professional Development

Woodridge Fine Arts & Gifted Academy is supported by a dedicated team of educators and staff members who are committed to student achievement, continuous improvement, and instructional excellence. Currently, **six teachers have earned Teacher Incentive Allotment (TIA) designations**, reflecting the instructional expertise and effectiveness represented among our teaching staff.

Our campus prioritizes teacher development through structured mentorship, new teacher orientation, instructional coaching, Professional Learning Communities (PLCs), and ongoing professional development opportunities.

During the 2026–2027 school year, our professional learning and instructional improvement efforts are focused on strengthening rigorous Tier I instruction, increasing student discourse and accountable talk, implementing effective K–5 small-group instruction and WIN (What I Need) intervention, and strengthening mathematical problem-solving through the Read, Draw, Write (RDW) strategy.

Additional areas of professional growth include classroom management, differentiation, inclusive instructional practices, lesson internalization, data-driven instructional planning, and the implementation of effective instructional strategies that respond to the diverse learning needs of our scholars.

Fine Arts, Gifted Education, and Enrichment Opportunities

As a Fine Arts and Gifted & Talented Choice campus, Woodridge Fine Arts & Gifted Academy provides unique educational experiences that extend beyond traditional classroom instruction. Our specialized programs are designed to nurture creativity, develop critical-thinking skills, strengthen academic achievement, and provide scholars with opportunities to discover and develop their individual talents.

Our campus offers fine arts instruction in **dance, physical education, and music**, along with physical education and advanced academic learning opportunities. Scholars also have access to enrichment programs and extracurricular activities, including Ascension Dance Company, Golden Eagle Choir, WRE Junior Band, Book Club, and WRE Basketball Skills.

These opportunities support student engagement, strengthen school connectedness, promote positive relationships, and encourage consistent school attendance. Through our Choice

Program, we continue to attract families seeking a well-rounded educational experience that combines rigorous academics, artistic expression, and talent development.

Student Attendance and Enrollment

Student attendance remains an important campus priority because consistent attendance directly supports academic achievement, student engagement, and instructional continuity.

During the 2025–2026 school year, our campus maintained an average student attendance rate of approximately **94%**. While we recognize the progress made in strengthening attendance following the pandemic, we remain committed to improving daily attendance through proactive monitoring, positive attendance incentives, parent communication, and targeted interventions for scholars experiencing chronic absenteeism.

Enrollment and student retention also remain important priorities. As a Choice campus, we continue to promote our Fine Arts and Gifted & Talented programs to attract and retain families. Our goal is to strengthen enrollment through high-quality instruction, meaningful enrichment opportunities, positive family experiences, and a welcoming school culture.

Family and Community Engagement

Woodridge Fine Arts & Gifted Academy recognizes that strong partnerships among schools, families, and community stakeholders are essential to student success.

Our campus continues to provide meaningful opportunities for families to participate in their scholars' educational experiences through parent-teacher conferences, family academic nights, parent luncheons, cultural celebrations, fine arts performances, campus-wide events, and parent education opportunities.

During the previous reporting period, our campus provided **36 family and community engagement opportunities**, including monthly parent luncheons, fall and spring parent-teacher conferences, the Mardi Gras Parade, and i-Ready Family Night.

We will continue strengthening family partnerships by providing consistent communication, increasing parent participation in school activities, expanding academic support resources for families, and encouraging involvement through our Parent Teacher Association (PTA).

Our goal is to ensure that families feel informed, welcomed, valued, and actively involved in the academic success and overall development of their scholars.

Commitment to Continuous Improvement

Woodridge Fine Arts & Gifted Academy remains committed to the mission, vision, and strategic priorities of DeSoto Independent School District.

Our campus improvement efforts focus on increasing student achievement, closing academic performance gaps, strengthening instructional practices, improving student attendance, supporting teacher effectiveness, and expanding meaningful family and community partnerships.

During the 2026–2027 school year, we will continue implementing data-driven instructional practices, monitoring scholar progress, and providing targeted academic interventions to ensure that all scholars demonstrate measurable academic growth.

Our commitment is to cultivate a learning environment where every scholar is challenged, supported, inspired, and empowered to reach their highest potential.

Students by Demographics

- **83.17%** African American
- **12.44%** Hispanic
- **1.71%** White

- **0.24%** American Indian
- **2.44%** Two or More Races
- **100%** Economically Disadvantaged

Students by Program

- **12** Emergent Bilingual/ESL Scholars
- **72** Special Education Scholars
- **16** Gifted and Talented Scholars

Staff by Demographics

- **43** Total Staff Members
- **74%** Professional Staff
- **14%** Educational Paraprofessionals
- **12%** Auxiliary Staff
- **92%** African American
- **6%** Hispanic
- **2%** White
- **0%** Two or More Races

Teaching Staff by Experience

- **28%** 0–5 Years of Experience
- **28%** 6–10 Years of Experience
- **44%** 11–20+ Years of Experience

Demographics Strengths

Woodridge Fine Arts & Gifted Academy demonstrates several demographic strengths that positively influence student achievement and c

1. **Experienced and Qualified Staff:** A significant percentage of teaching staff have more than 10 years of experience, and six teachers have earned TIA designations, providing a strong foundation for instructional leadership and peer collaboration.
2. **Specialized Choice Programs:** Fine Arts and Gifted & Talented programming provides scholars with enriched learning experiences that promote creativity, academic engagement, and the development of individual talents.
3. **Comprehensive Student Support Services:** Special Education, GT, Section 504, EB/ESL, and targeted intervention services support the academic and developmental needs of diverse learners.
4. **Family and Community Partnerships:** A variety of family engagement opportunities strengthens relationships between home and school and encourages families to actively participate in their scholars' education.
5. **Commitment to Instructional Improvement:** Structured PLCs, instructional coaching, and campus-wide instructional priorities promote teacher collaboration, professional growth, and consistent instructional practices.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our student attendance has shown little improvement over the past 2 years as evidenced by our 94% attendance rate.

Root Cause: We are not effectively working in partnership with parents to support student attendance.

Student Learning

Student Learning Summary

Woodridge Fine Arts & Gifted Academy is committed to providing rigorous, high-quality instruction that promotes academic achievement, measurable student growth, and grade-level mastery for all scholars. Our campus utilizes multiple sources of academic performance data, including the State of Texas Assessments of Academic Readiness (STAAR), i-Ready Diagnostic assessments, curriculum-based assessments, formative assessments, and classroom performance data to identify instructional strengths, learning gaps, and opportunities for continuous improvement.

An analysis of the 2025–2026 STAAR results for grades 3–5 and end-of-year i-Ready Reading and Mathematics Diagnostic results for grades K–5 demonstrates areas of academic success while identifying opportunities to strengthen grade-level proficiency, accelerate student learning, and increase the percentage of scholars achieving Meets and Masters Grade Level.

Woodridge Fine Arts & Gifted Academy earned an overall **2026 accountability rating of C, with a scaled score of 78**, reflecting a four-point improvement from the previous year. Domain II-A School Progress earned a score of 76, Domain II-B Relative Performance earned 72, and Domain III Closing the Gaps earned 83. These results demonstrate progress in school performance while reinforcing the need to improve overall student achievement.

Our campus will continue prioritizing rigorous Tier I instruction, student discourse and accountable talk, differentiated K–5 small-group instruction, WIN (What I Need) intervention, and consistent implementation of the Read, Draw, Write (RDW) mathematical problem-solving strategy.

2025–2026 STAAR Performance: Grades 3–5

Reading Language Arts

Grade	Approaches	Meets	Masters
3rd Grade	74%	44%	18%
4th Grade	82%	45%	11%
5th Grade	75%	50%	33%

Reading Performance Analysis

The 2025–2026 STAAR Reading results indicate encouraging academic performance across grades 3–5. Fourth grade demonstrated the highest Approaches performance at 82%, while fifth grade achieved the highest Meets and Masters performance at 50% and 33%, respectively.

Third grade achieved 74% Approaches, 44% Meets, and 18% Masters. These results indicate that scholars are demonstrating foundational grade-level reading skills; however, continued instructional improvement is necessary to increase higher levels of reading proficiency.

Across grades 3–5, the percentage of scholars achieving Masters Grade Level indicates a need to strengthen higher-order comprehension, analysis of complex texts, vocabulary development, written responses, and the ability to support thinking with relevant textual evidence.

The campus will continue strengthening SAVVAS Reading Language Arts instruction through lesson internalization, intentional questioning, student discourse, text-dependent tasks, and differentiated small-group instruction.

Mathematics

Grade	Approaches	Meets	Masters
3rd Grade	72%	44%	13%
4th Grade	84%	59%	11%
5th Grade	65%	25%	8%

Mathematics Performance Analysis

Fourth grade demonstrated the strongest mathematics performance, achieving 84% Approaches and 59% Meets Grade Level. These results provide an opportunity to examine effective instructional practices and strengthen alignment across grade levels.

Third grade achieved 72% Approaches, 44% Meets, and 13% Masters, indicating that additional support is needed to increase the percentage of scholars demonstrating higher levels of mathematical understanding.

Fifth-grade mathematics represents a significant area of academic need, with 65% Approaches, 25% Meets, and 8% Masters. These results highlight the importance of strengthening mathematical reasoning, conceptual understanding, computational fluency, and multistep problem-solving.

During the 2026–2027 school year, mathematics instruction will emphasize consistent implementation of Bluebonnet Learning, lesson internalization, mathematical discourse, concrete and pictorial representations, and the Read, Draw, Write strategy.

Teachers will use exit tickets, student work analysis, formative assessments, and targeted small-group instruction to identify misconceptions and accelerate learning.

Science: Fifth Grade

Fifth-grade Science results from the campus accountability data indicate 32% Approaches, 10% Meets, and 0% Masters Grade Level.

These results identify Science as a significant academic priority. Instructional improvement efforts will focus on strengthening science content knowledge, academic vocabulary, scientific reasoning, hands-on investigations, and TEKS-aligned instruction.

2025–2026 End-of-Year i-Ready Reading Diagnostic Results: K–5

The 2025–2026 final i-Ready Reading Diagnostic assessed **383 of 387 scholars**, representing approximately 99% participation.

Campus-Wide Reading Placement

Placement Level	Scholars	Percentage
Mid or Above Grade Level	164	43%
Early On Grade Level	82	21%
One Grade Level Below	97	25%

Placement Level	Scholars	Percentage
Two Grade Levels Below	33	9%
Three or More Grade Levels Below	7	2%

Overall, approximately **64% of scholars performed at or above grade level in Reading**, including those performing Early On Grade Level.

Reading Performance by Grade Level

Grade	Mid/Above	Early On	One Below	Two Below	Three+ Below
K	65%	23%	13%	0%	0%
1st	62%	17%	18%	2%	0%
2nd	34%	20%	34%	12%	0%
3rd	36%	26%	20%	10%	7%
4th	23%	14%	59%	5%	0%
5th	22%	32%	12%	29%	5%

Percentages are rounded as displayed in the diagnostic report.

Reading Diagnostic Analysis

The end-of-year Reading results demonstrate strong early literacy performance in Kindergarten and first grade. Approximately 88% of Kindergarten scholars and 79% of first-grade scholars performed at or above grade level when combining Mid/Above and Early On Grade Level placements.

Second grade demonstrated approximately 54% at or above grade level, while third grade achieved 62%. These results indicate the need to strengthen the transition from foundational literacy instruction to increasingly complex reading comprehension expectations.

Fourth grade represents an area of significant concern, with approximately 37% performing at or above grade level and 59% performing one grade level below.

Fifth-grade results indicate approximately 54% at or above grade level, while 34% performed two or more grade levels below.

These findings reinforce the need for consistent implementation of rigorous Tier I reading instruction, targeted small-group interventions, foundational skill support, vocabulary development, and explicit comprehension strategies.

2025–2026 End-of-Year i-Ready Mathematics Diagnostic Results: K–5

The 2025–2026 final i-Ready Mathematics Diagnostic assessed **383 of 387 scholars**, representing approximately 99% participation.

Campus-Wide Mathematics Placement

Placement Level	Scholars	Percentage
Mid or Above Grade Level	152	40%
Early On Grade Level	87	23%
One Grade Level Below	124	32%
Two Grade Levels Below	13	3%
Three or More Grade Levels Below	7	2%

Overall, approximately **63% of scholars performed at or above grade level in Mathematics**, including those performing Early On Grade Level.

Mathematics Performance by Grade Level

Grade	Mid/Above	Early On	One Below	Two Below	Three+ Below
K	68%	10%	23%	0%	0%
1st	45%	18%	33%	4%	0%
2nd	32%	27%	36%	5%	0%
3rd	29%	30%	30%	1%	9%
4th	41%	32%	25%	2%	0%
5th	20%	20%	49%	10%	2%

Percentages are rounded as displayed in the diagnostic report.

Mathematics Diagnostic Analysis

The end-of-year Mathematics results indicate that approximately 78% of Kindergarten scholars and 63% of first-grade scholars performed at or above grade level.

Second and third grades each demonstrated approximately 59% at or above grade level, indicating a continued need to strengthen foundational mathematics skills, number sense, place value, computational fluency, and problem-solving.

Fourth grade demonstrated encouraging performance, with approximately 73% of scholars performing at or above grade level.

Fifth grade represents the most significant mathematics concern, with approximately 40% performing at or above grade level and 61% performing below grade level based on the rounded placement categories.

These results align with fifth-grade STAAR Mathematics performance and reinforce the need for intentional intervention, rigorous Tier I instruction, and consistent implementation of mathematical problem-solving strategies.

Student Learning Strengths

Strength 1: Continued Improvement in Campus Accountability

The campus increased its overall accountability scaled score by four points, earning a C rating with a score of 78. Domain III Closing the Gaps earned a score of 83, demonstrating progress toward improving academic outcomes for student groups.

Strength 2: Strong Fourth-Grade Mathematics Achievement

Fourth-grade STAAR Mathematics performance reached 84% Approaches and 59% Meets, while approximately 73% of fourth-grade scholars performed at or above grade level on the EOY i-Ready Mathematics Diagnostic.

Strength 3: Positive Early Literacy Performance

Kindergarten and first-grade Reading results demonstrate strong foundational performance, with approximately 88% and 79%, respectively, performing at or above grade level on the EOY i-Ready Diagnostic.

Strength 4: Fifth-Grade Reading Mastery

Fifth grade achieved 33% Masters on STAAR Reading, the highest Reading Masters performance among tested grade levels.

Strength 5: High Diagnostic Assessment Participation

Approximately 99% of scholars completed the end-of-year i-Ready Reading and Mathematics assessments, providing comprehensive data to support instructional planning and intervention decisions.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The percentage of scholars achieving Meets and Masters Grade Level on the 2025-2026 STAAR Reading and Mathematics assessments remains below campus performance expectations across grades 3-5. These results indicate a need to strengthen rigorous Tier I instruction and targeted interventions to increase academic proficiency and mastery because:

Root Cause: Inconsistent implementation of rigorous, TEKS-aligned Tier I instruction, including lesson internalization, student discourse, and accountable talk, has limited opportunities for scholars to demonstrate deeper levels of understanding. Additionally, inconsistent use of formative assessment data to drive differentiated small-group instruction and targeted WIN interventions has contributed to gaps in

School Processes & Programs

School Processes & Programs Summary

Woodridge Fine Arts & Gifted Academy is committed to establishing effective school processes and programs that promote academic excellence, professional collaboration, continuous improvement, and a positive learning environment for all scholars. Our campus operates through a shared commitment to providing rigorous, high-quality instruction, meaningful enrichment opportunities, and comprehensive student support services that address the diverse needs of our K–5 scholars.

Campus leadership establishes clear expectations for instructional planning, professional collaboration, data analysis, classroom instruction, student engagement, and academic interventions. These expectations are communicated consistently through weekly Smore Staff Newsletters, monthly campus calendars, Outlook calendar invitations, email communication, faculty meetings, and Professional Learning Communities (PLCs).

Our campus utilizes a collaborative leadership approach that encourages staff ownership, accountability, professional growth, and shared responsibility for student achievement. Administrators, instructional coaches, teachers, and support staff work collectively to implement, monitor, and refine instructional practices that support campus and district improvement goals.

Professional Learning Communities and Collaborative Planning

Professional Learning Communities serve as a foundation for instructional improvement at Woodridge Fine Arts & Gifted Academy. Teachers participate in structured weekly collaboration focused on curriculum alignment, lesson internalization, student work analysis, instructional planning, and monitoring academic progress.

During the 2026–2027 school year, our campus has established a consistent PLC structure to strengthen instructional planning and implementation:

- **Monday: Know–Show Planning** to identify what scholars must know and demonstrate to achieve mastery of grade-level TEKS.
- **Tuesday: Mathematics PLC** focused on Bluebonnet Learning, lesson internalization, mathematical discourse, problem-solving, and analysis of student performance.
- **Wednesday: Grade-Level Collaboration** focused on instructional alignment, scholar needs, grade-level planning, and campus initiatives.
- **Thursday: Reading Language Arts PLC** focused on SAVVAS curriculum implementation, text analysis, foundational literacy, student discourse, and instructional differentiation.
- **Friday: Eagle Zones, You Do, and Exit Ticket Exemplars** focused on planning independent practice, identifying evidence of mastery, and preparing targeted instructional responses.

Through this structured approach, teachers collaborate to analyze assessment results, identify misconceptions, plan differentiated instruction, and strengthen the alignment between grade-level standards, instructional delivery, and student outcomes.

Campus administrators and instructional support personnel monitor PLC effectiveness through lesson plan reviews, classroom walkthroughs, student work analysis, and ongoing coaching conversations.

Curriculum Implementation and Instructional Priorities

Woodridge Fine Arts & Gifted Academy implements district-adopted, TEKS-aligned instructional materials to ensure consistency, rigor, and access to grade-level learning.

Our primary instructional resources include:

- **Reading Language Arts:** SAVVAS ELAR and i-Ready Magnetic Reading Foundations and instructional resources for early literacy.
- **Mathematics:** Bluebonnet Learning.
- **Science:** McGraw Hill Science.
- **Social Studies:** SAVVAS Social Studies.

Our campus has identified three instructional priorities, referred to as our **Instructional Big Rocks**, for the 2026–2027 school year.

Big Rock #1: Rigorous Tier I Instruction Through Student Discourse and Accountable Talk

Teachers are expected to provide engaging, TEKS-aligned instruction that promotes critical thinking, academic vocabulary, student discussion, and independent demonstration of mastery. Instructional practices emphasize intentional questioning, structured opportunities for scholars to explain their thinking, and frequent checks for understanding.

Big Rock #2: K–5 Small-Group Instruction and WIN Time

Teachers utilize i-Ready Diagnostic results, STAAR data, formative assessments, and student work to provide targeted small-group instruction and intervention. WIN (What I Need) Time is structured to address specific learning gaps, accelerate academic growth, and provide enrichment opportunities for scholars demonstrating grade-level mastery.

Our campus utilizes two 25-minute WIN intervention blocks, with instructional groups organized according to identified academic needs and progress-monitoring results.

Big Rock #3: Mathematics Read, Draw, Write (RDW) Strategy

The campus emphasizes consistent implementation of the Read, Draw, Write strategy to strengthen mathematical reasoning, conceptual understanding, and multistep problem-solving.

The 90-minute mathematics instructional block includes opportunities for fluency development, concept development, mathematical discourse, teacher-led small-group instruction, student debriefing, and exit-ticket assessment.

These instructional priorities are designed to strengthen Tier I instruction, increase scholar engagement, and improve academic outcomes across all grade levels.

Professional Development and Instructional Coaching

Professional development at Woodridge Fine Arts & Gifted Academy is aligned with DeSoto ISD instructional priorities, campus assessment data, classroom observation trends, and identified teacher needs.

Our campus collaborates with district instructional leaders, Region 10 Education Service Center, instructional coaches, and other professional learning partners to strengthen teacher knowledge and instructional effectiveness.

Professional learning and coaching focus on the following areas:

- SAVVAS Reading Language Arts and Social Studies curriculum implementation.
- Bluebonnet Learning Mathematics curriculum implementation and lesson internalization.
- i-Ready Magnetic Reading Foundations and early literacy instruction.
- Catch Up & Read intervention strategies.

- Foundational literacy, phonological awareness, phonics, decoding, and reading fluency.
- Science TEKS alignment and effective science instruction.
- Rigorous Tier I instruction and higher-order questioning.
- Student discourse and accountable talk.
- K–5 differentiated small-group instruction and WIN intervention.
- Mathematical reasoning and the Read, Draw, Write strategy.
- Effective implementation of the mathematics instructional block.
- Data-driven instructional planning and student work analysis.
- Classroom management and inclusive instructional practices.
- Restorative practices and positive classroom culture.

The campus also participates in Region 10 LIFT instructional support and coaching opportunities to strengthen the implementation of research-based instructional practices.

Campus administrators provide ongoing feedback through classroom walkthroughs, formal observations, coaching conversations, collaborative planning, and follow-up monitoring.

Instructional coaching emphasizes identifying specific areas for improvement, modeling effective practices, providing opportunities for teacher planning and practice, and monitoring implementation of instructional action steps.

Student Assessment, Intervention, and Progress Monitoring

Woodridge Fine Arts & Gifted Academy utilizes a comprehensive assessment and intervention process to monitor scholar achievement and respond to academic needs.

Assessment data sources include STAAR, i-Ready Diagnostic assessments, district assessments, curriculum-based assessments, classroom formative assessments, exit tickets, and student work.

Teachers and campus leadership teams analyze these data to identify scholars requiring intervention, determine instructional priorities, monitor academic growth, and adjust instructional strategies.

Targeted academic support includes differentiated Tier I instruction, teacher-led small groups, WIN intervention, and supplemental tutoring opportunities.

Our 2026–2027 afterschool tutoring program provides targeted academic support for identified scholars in grades 2–5, with Reading tutoring on Tuesdays and Mathematics and Science tutoring on Thursdays.

Tutoring instruction emphasizes targeted TEKS, academic skill development, and progress monitoring to support increased student achievement.

Positive School Culture, Student Support, and Restorative Practices

Woodridge Fine Arts & Gifted Academy recognizes that a safe, supportive, and inclusive learning environment is essential to academic success.

Our campus implements social-emotional learning, restorative practices, and positive behavior supports to strengthen scholar relationships, promote responsible decision-making, and develop a culture of respect and belonging.

Campus-wide practices and student support systems include:

- Community Circles and restorative conversations.
- Classroom calming corners and self-regulation strategies.
- ClassDojo for positive communication and behavior recognition.
- ClassDojo Store and positive behavior incentives.
- School counseling and social-emotional support.
- Behavioral interventions and individualized student support.
- Student recognition programs emphasizing positive character traits.
- Collaboration among teachers, campus administrators, counselors, families, and student support personnel.

These practices support positive classroom environments, strengthen student relationships, and promote consistent expectations for scholar behavior and engagement.

Fine Arts, Gifted Education, and Enrichment Programs

As a Fine Arts and Gifted & Talented Choice campus, Woodridge Fine Arts & Gifted Academy provides unique opportunities for scholars to explore their creativity, develop their talents, and participate in meaningful enrichment experiences.

Our campus offers instruction in dance, visual arts, music, and physical education, along with specialized Gifted and Talented learning opportunities.

Additional enrichment programs include Ascension Dance Company, Golden Eagle Choir, WRE Junior Band, Book Club, and WRE Basketball Skills.

These programs contribute to a well-rounded educational experience while supporting scholar engagement, creativity, leadership, collaboration, and school connectedness.

Family and Community Engagement

Woodridge Fine Arts & Gifted Academy recognizes families and community stakeholders as essential partners in supporting scholar achievement and campus success.

Our campus provides a variety of engagement opportunities designed to strengthen home-school relationships, promote family participation, and support academic learning.

Family and community engagement activities include:

- Monthly parent luncheons.
- Fall and spring parent-teacher conferences.
- i-Ready Family Nights and academic engagement opportunities.
- Open House and Meet the Teacher events.

- Family goal-setting and academic progress meetings.
- Muffins with Mom and Donuts with Dad.
- Grandparents Day celebrations.
- Fine arts performances and cultural celebrations.
- Campus festivals and schoolwide family events.
- Fall and spring field trips.
- Field Day and scholar recognition celebrations.
- Parent Teacher Association (PTA) involvement.
- Parent Academy and family learning opportunities.

Our campus communicates regularly with families through ClassDojo, Smore newsletters, email, campus announcements, and school events.

We remain committed to strengthening family participation, increasing academic-focused engagement opportunities, and ensuring families have access to resources that support learning at home.

Shared Decision-Making and Campus Improvement

Woodridge Fine Arts & Gifted Academy utilizes a collaborative Shared Decision-Making (SBDM) Committee to support campus planning, instructional improvement, and stakeholder engagement.

The committee includes campus administrators, teachers, staff members, parents, and community representatives who provide input on campus priorities, instructional initiatives, student achievement, and school improvement strategies.

Five scheduled SBDM meetings are held throughout the academic year to review campus performance data, evaluate progress toward improvement goals, discuss identified needs, and provide recommendations for continuous improvement.

This collaborative process promotes transparency, shared accountability, and meaningful stakeholder participation in campus decisions.

Our campus leadership team also monitors implementation of improvement strategies through PLCs, classroom walkthroughs, instructional coaching, assessment analysis, and ongoing review of campus performance indicators.

School Processes & Programs Strengths

Strength 1: Structured Professional Learning Communities

A consistent weekly PLC structure provides teachers with opportunities to collaborate, internalize lessons, analyze student work, and align

Strength 2: Clearly Defined Instructional Priorities

The campus has established three instructional Big Rocks focused on rigorous Tier I instruction, differentiated small-group instruction and

Strength 3: Ongoing Professional Development and Coaching

Teachers receive instructional support through district professional learning, Region 10 coaching, classroom walkthroughs, collaborative p

Strength 4: Comprehensive Student Support Systems

The campus provides academic interventions, counseling, restorative practices, positive behavior supports, and enrichment opportunities

Strength 5: Strong Family and Community Engagement

Multiple opportunities for family involvement, academic engagement, cultural celebrations, and schoolwide activities strengthen partnershi

Strength 6: Collaborative Campus Leadership

The Shared Decision-Making Committee and campus leadership structures provide opportunities for stakeholders to participate in campus

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Inconsistent implementation of rigorous Tier I instruction, student discourse, accountable talk, and differentiated small-group instruction across K-5 classrooms limits scholars' opportunities to achieve grade-level mastery. These instructional gaps impact student engagement, academic growth, and overall achievement in Reading and Mathematics.

Root Cause: Inconsistent lesson internalization and use of formative assessment data during PLCs have resulted in variations in instructional rigor and differentiated instruction. Additionally, inconsistent monitoring, instructional coaching, and follow-up have limited the effective implementation of campus-wide instructional expectations and priorities.

Perceptions

Perceptions Summary

Campus Culture and Climate

Woodridge Fine Arts & Gifted Academy is committed to fostering a safe, welcoming, inclusive, and supportive learning environment where scholars, staff, families, and community stakeholders feel valued, respected, and connected to our school community. Our campus continues to strengthen positive stakeholder perceptions by promoting academic excellence, maintaining high expectations for scholar behavior, recognizing student and staff accomplishments, and providing meaningful opportunities for family and community engagement.

We recognize that a positive school culture directly influences student achievement, attendance, behavior, staff morale, and family satisfaction. Through intentional relationship-building, consistent communication, restorative practices, and schoolwide recognition programs, we strive to create a campus environment where every scholar feels a sense of belonging and every staff member feels supported and empowered.

Our campus leadership team remains committed to strengthening a culture of collaboration, accountability, mutual respect, and continuous improvement.

Campus Safety and Security

The safety and well-being of scholars, staff, and visitors remain top priorities at Woodridge Fine Arts & Gifted Academy. Our campus implements district safety protocols and established procedures to maintain a secure learning environment.

Campus safety measures include:

- Conducting required emergency preparedness and safety drills in accordance with state and district guidelines.
- Performing weekly exterior and interior campus door checks to monitor building security.
- Conducting fall and spring campus safety meetings to review procedures, expectations, and areas for improvement.
- Maintaining an onsite campus security officer to support campus safety and emergency response.
- Reinforcing visitor management procedures and campus access expectations.
- Communicating emergency preparedness procedures and safety expectations to staff members.
- Monitoring campus safety concerns and responding promptly to identified needs.

These measures reflect our commitment to maintaining a physically and emotionally safe learning environment that supports effective teaching and learning.

Student Behavior, Social-Emotional Learning, and Restorative Practices

The social, emotional, and behavioral well-being of our scholars continues to be a priority for Woodridge Fine Arts & Gifted Academy.

During the previous reporting period, our campus recorded **129 discipline referrals and a 50% increase in student suspensions**. These findings indicate a need to strengthen proactive behavior supports, consistent implementation of campus-wide expectations, and early interventions that address student behavior before concerns escalate.

For the 2026–2027 school year, our campus will continue strengthening Positive Behavioral Interventions and Supports (PBIS), restorative practices, and social-emotional learning opportunities to promote positive student behavior and reduce disciplinary incidents.

Our campus behavioral and social-emotional support efforts include:

- Consistent implementation of campus-wide behavioral expectations and procedures.
- School counseling guidance lessons focused on respect, responsibility, conflict resolution, emotional regulation, and positive decision-making.
- Increased counselor visibility and engagement in classrooms and common areas.
- Community Circles and restorative conversations to strengthen relationships and resolve conflicts.
- Classroom calming corners to support emotional regulation and self-management.
- ClassDojo and the ClassDojo Store to recognize and reinforce positive scholar behavior.
- Monthly character education recognition programs highlighting positive student behaviors.
- Collaboration among teachers, campus administrators, counselors, families, and student support personnel to address individual scholar needs.
- Ongoing review of discipline referral data to identify behavioral trends, areas of concern, and opportunities for intervention.

Our goal is to reduce disciplinary referrals and exclusionary discipline practices while increasing positive student behaviors, strengthening relationships, and maintaining a safe and orderly learning environment.

Staff Culture, Morale, and Recognition

Woodridge Fine Arts & Gifted Academy recognizes that a positive staff culture is essential to maintaining a supportive and productive learning environment.

Campus leadership is committed to ensuring that teachers and staff feel appreciated, respected, supported, and empowered to contribute to the success of our scholars.

We intentionally promote staff recognition, professional collaboration, relationship-building, and opportunities to celebrate individual and collective accomplishments.

Staff appreciation and morale-building activities include:

- Monthly PTA-sponsored staff celebrations and appreciation activities.
- Weekly i-Ready Shoutouts and Prize Patrol recognition.
- Staff Welcome Back celebrations and team-building activities.
- Beginning-of-year staff appreciation gifts and welcome activities.
- Teacher Appreciation Week celebrations, including meals, snack carts, recognition gifts, and staff activities.
- Seasonal appreciation activities, including Turkey Punch-Out, You've Been Booped, Secret Santa, and Lucky Charm Pot of Gold.
- End-of-year staff celebrations and recognition events.

- Monthly Teacher of the Month and Staff Member of the Month recognition.
- Collaborative faculty activities and opportunities for staff input and feedback.

In addition to staff appreciation activities, campus leadership provides professional support through instructional coaching, mentorship, collaborative planning, professional development, and ongoing communication.

We remain committed to strengthening staff morale, increasing professional satisfaction, and creating a collaborative campus culture where teachers and staff feel valued and supported.

Family and Community Perceptions

Woodridge Fine Arts & Gifted Academy recognizes that strong relationships with families and community stakeholders are essential to building trust, increasing engagement, and strengthening positive perceptions of our campus.

Our campus continues to provide meaningful opportunities for families to participate in school activities, engage in their scholars' academic experiences, and communicate with campus leadership and teachers.

Family engagement and communication efforts include:

- Weekly Smore newsletters and campus announcements.
- ClassDojo communication between teachers and families.
- Parent-teacher conferences and academic progress meetings.
- Monthly parent luncheons.
- Parent Academy and family academic engagement opportunities.
- Open House and Meet the Teacher events.
- Fine arts performances and cultural celebrations.
- Campus festivals and family-centered activities.
- Parent Teacher Association (PTA) involvement.
- Opportunities for parent and community participation through the Shared Decision-Making Committee.

During the **2025–2026 school year, DeSoto ISD did not administer a district parent perception survey**. Therefore, current-year parent survey results are unavailable for analysis, and no conclusions regarding increases or decreases in parent satisfaction can be determined from district survey data.

In the absence of formal parent survey results, our campus continues to gather informal feedback through parent conferences, direct communication, family engagement activities, PTA participation, and stakeholder discussions.

Moving forward, we will prioritize expanding opportunities for families to provide meaningful feedback regarding campus communication, school safety, student support, academic programming, and overall school satisfaction.

Stakeholder Perception Data and Continuous Improvement

Woodridge Fine Arts & Gifted Academy recognizes the importance of using stakeholder feedback to evaluate campus culture, identify areas for improvement, and strengthen relationships throughout the school community.

Historical stakeholder perception data indicated the following areas of improvement:

- **Teachers:** 1 of 7 survey categories demonstrated gains.
- **Staff:** 3 of 6 survey categories demonstrated gains.
- **Families:** 2 of 4 survey categories demonstrated gains.
- **Students:** 5 of 5 survey categories demonstrated gains.

These results reflect previously reported survey findings and are not presented as 2025–2026 survey outcomes.

The historical data suggest positive trends in student perceptions while identifying opportunities to strengthen teacher and staff satisfaction and family engagement.

Because a district parent perception survey was not administered during the 2025–2026 school year, the campus will continue using available stakeholder feedback, staff discussions, student behavior data, family participation, and campus climate observations to inform improvement efforts.

Campus leadership will continue promoting open communication, shared decision-making, and meaningful opportunities for stakeholders to provide input regarding school processes, campus climate, and student support.

Perceptions Strengths

Strength 1: Commitment to Campus Safety

The campus maintains established safety procedures, including required drills, weekly door checks, safety meetings, and onsite security s

Strength 2: Positive Student Recognition and Support Systems

ClassDojo, student recognition programs, counseling services, Community Circles, and restorative practices provide opportunities to reinf

Strength 3: Strong Staff Appreciation and Recognition Culture

Campus leadership and PTA support a variety of staff appreciation, recognition, and team-building activities designed to strengthen staff n

Strength 4: Meaningful Family and Community Engagement

The campus provides multiple opportunities for families to participate in school activities, communicate with teachers and administrators, a

Strength 5: Commitment to Collaborative Leadership

The campus promotes shared decision-making, open communication, and stakeholder involvement to strengthen school culture and supp

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Woodridge Fine Arts & Gifted Academy needs to strengthen opportunities for meaningful stakeholder feedback to better understand the perceptions and experiences of staff, scholars, and families. The absence of a district parent perception survey during the 2025-2026 school year limited the campus's ability to measure family satisfaction and identify areas for improvement.

Root Cause: The campus has not established a consistent, systematic process for collecting and analyzing stakeholder feedback outside of district-administered surveys. Additionally, limited opportunities for structured feedback and follow-up have impacted the campus's ability to use stakeholder perceptions to guide continuous improvement and strengthen family-school partnerships.

Priority Problem Statements

Problem Statement 1: Inconsistent implementation of rigorous Tier I instruction, student discourse, accountable talk, and differentiated small-group instruction across K-5 classrooms limits scholars' opportunities to achieve grade-level mastery. These instructional gaps impact student engagement, academic growth, and overall achievement in Reading and Mathematics.

Root Cause 1: Inconsistent lesson internalization and use of formative assessment data during PLCs have resulted in variations in instructional rigor and differentiated instruction. Additionally, inconsistent monitoring, instructional coaching, and follow-up have limited the effective implementation of campus-wide instructional expectations and priorities.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: The percentage of scholars achieving Meets and Masters Grade Level on the 2025-2026 STAAR Reading and Mathematics assessments remains below campus performance expectations across grades 3-5. These results indicate a need to strengthen rigorous Tier I instruction and targeted interventions to increase academic proficiency and mastery because:

Root Cause 2: Inconsistent implementation of rigorous, TEKS-aligned Tier I instruction, including lesson internalization, student discourse, and accountable talk, has limited opportunities for scholars to demonstrate deeper levels of understanding. Additionally, inconsistent use of formative assessment data to drive differentiated small-group instruction and targeted WIN interventions has contributed to gaps in

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Woodridge Fine Arts & Gifted Academy needs to strengthen opportunities for meaningful stakeholder feedback to better understand the perceptions and experiences of staff, scholars, and families. The absence of a district parent perception survey during the 2025-2026 school year limited the campus's ability to measure family satisfaction and identify areas for improvement.

Root Cause 3: The campus has not established a consistent, systematic process for collecting and analyzing stakeholder feedback outside of district-administered surveys. Additionally, limited opportunities for structured feedback and follow-up have impacted the campus's ability to use stakeholder perceptions to guide continuous improvement and strengthen family-school partnerships.

Problem Statement 3 Areas: Perceptions

Goals

Goal 1: Attains maximum student achievement through relevant and rigorous instructional programs.

Performance Objective 1: The percentage of DeSoto ISD students who perform at the meets level or above on the 3rd Grade STAAR Reading assessment, will increase from 33% in May 2025 to 48% by May 2030.

Evaluation Data Sources: Reading STAAR

Strategy 1 Details	Reviews			
Strategy 1: Use intensive i-Ready reading interventions for struggling students during W-I-N time at least 45 minutes daily. Strategy's Expected Result/Impact: We anticipate an increase in STAAR reading scores, along with measurable student growth between the Beginning-of-Year (BOY) and Middle-of-Year (MOY) i-Ready diagnostic assessments. Staff Responsible for Monitoring: Principal, Assistant Principal, Interventionist TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will implement training from the via Region 10 on small group reading instruction (year long training), Region 10 coaching on small group reading instruction, and i-Ready phonics for reading programs. Strategy's Expected Result/Impact: WRE will see an increase in reading comprehension and fluency Staff Responsible for Monitoring: Principal, Assistant Principal, Region 10 instructor and ELAR Academic Facilitator TEA Priorities: Recruit, support, retain teachers and principals, 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			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Utilize student data from assessments, including DOL assessments, benchmark tests, and previous STAAR results, to provide targeted instruction and intervention during dedicated small-group sessions to address skill gaps and reinforce reading comprehension, vocabulary, analysis of literary and informational texts. Strategy's Expected Result/Impact: Students will demonstrate measurable growth in reading proficiency as evidenced by closing specific skill gaps, increased accuracy in problem-solving, and greater confidence in reading comprehension, vocabulary, analysis of literary and informational texts. Staff Responsible for Monitoring: Teacher, Principal, Assistant Principal, Interventionist TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Instructional Leadership and Capacity Building	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Attains maximum student achievement through relevant and rigorous instructional programs.

Performance Objective 2: The percentage of DeSoto ISD students who perform at the meets level or above in mathematics on the 3rd Grade STAAR Math assessment, will increase from 29% in May 2025 to 42% by May 2030.

Evaluation Data Sources: Math STAAR

Strategy 1 Details	Reviews			
Strategy 1: Use intensive i-Ready math interventions for struggling students during W-I-N time at least 45 minutes daily. Strategy's Expected Result/Impact: Students will increase their number fluency and ability to problem solve. Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, and Interventionist TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Utilize student data from assessments, including DOL assessments, benchmark tests, and previous STAAR results, to provide targeted instruction and intervention during dedicated small-group sessions to address skill gaps and reinforce mathematical concepts and problem-solving strategies. Strategy's Expected Result/Impact: Students will demonstrate measurable growth in mathematical proficiency as evidenced by closing specific skill gaps, increased accuracy in problem-solving, and greater confidence in applying mathematical concepts. Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, Instructional Coach TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Instructional Leadership and Capacity Building	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Embed daily spiral review sessions and fluency-building activities within the math curriculum to reinforce previously taught skills and promote mastery of fundamental math concepts. Strategy's Expected Result/Impact: Students will achieve greater retention and mastery of fundamental math concepts, resulting in increased fluency, accuracy, and consistency in mathematical operations and problem-solving. Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, and Interventionist TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Instructional Leadership and Capacity Building	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Attains maximum student achievement through relevant and rigorous instructional programs.

Performance Objective 3: The percentage of 8th grade students achieving meets or higher on STAAR/EOC math assessments will increase from 35% in May 2025 to 43% by Spring 2030 & The percentage of 8th grade students achieving meets or higher on the STAAR reading assessment will increase from 45% in May 2025 to 56% by Spring 2030.

Strategy 1 Details	Reviews			
Strategy 1: Schedule dedicated time each week for students to work on their personalized i-Ready learning path Strategy's Expected Result/Impact: Students who are below grade level will receive additional practice and targeted instruction to help bridge achievement gaps, leading to overall improvement in academic equity. Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, and Interventionist TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Create school-wide challenges to motivate and engage students in completing i-Ready lessons, mastering skills, and achieving growth targets. Strategy's Expected Result/Impact: Students will show increased engagement and motivation in completing i-Ready lessons, leading to higher lesson completion rates and mastery of targeted skills. As participation and enthusiasm grow, overall academic performance will improve, resulting in greater growth on i-Ready assessments and progress toward district improvement goals. Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, and Interventionist TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Integrated Student Support Systems Funding Sources: Incentives for Challenges - 199 - Local - \$2,500	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Utilize i-Ready data to form small, flexible groups for targeted instruction during class time. Strategy's Expected Result/Impact: Students will demonstrate increased proficiency in key academic skills, as targeted, data-driven instruction will address their specific needs and close learning gaps more effectively. Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, and Interventionist TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Instructional Leadership and Capacity Building	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Attracts, hires, and retains exemplary employees who are competent, caring, and inspiring role models.

Performance Objective 1: We will increase the retention rate of high-performing teachers and staff from 90% in 2026 to 95% in 2027.

High Priority

Evaluation Data Sources: End of the Year Retention Data(Signed Contracts for 27-28)
T-TESS Summative Conference,
27-28 DeSoto ISD Intent Survey.

Strategy 1 Details	Reviews			
Strategy 1: Implement a campus-based teacher recognition program that highlights staff achievements, growth, and leadership (e.g., shout-outs, spotlight features, staff awards) at the end of every 6-weeks. Strategy's Expected Result/Impact: Increased morale and staff engagement; stronger sense of value and belonging. Staff Responsible for Monitoring: Principal, Assistant Principal - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems Funding Sources: Teacher and Staff of the Year Plaques - 199 - Local - \$300	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Administer a mid-year retention survey to 100% of staff by January 2027 to identify professional needs and concerns, and use results to implement at least three campus-level adjustments aimed at improving retention and workplace culture. Strategy's Expected Result/Impact: Retention of High Quality Staff Staff Responsible for Monitoring: Principal and Grade Level Team Members - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems Funding Sources: Staff Incentive Awards and Prizes - 199 - Local	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Facilitate individualized mentoring and coaching sessions for at least 90% of new staff within their first 30 days of the school year to promote support, job satisfaction, and long-term commitment to the campus. Strategy's Expected Result/Impact: As a result of individualized mentoring and coaching sessions, at least 85% of new staff will report feeling supported and confident in their roles by the end of the school year, contributing to an increase in new staff retention and stronger alignment with campus culture and expectations. Staff Responsible for Monitoring: Principal and Grade Level Team Members - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Talent Retention and Strategic Staffing	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Initiates and supports thriving partnerships with the home and community, which are immersed in the educational experience of their students.

Performance Objective 1: The percentage of family and community engagement will increase from 60% in 2026 to 70% in 2027.

Evaluation Data Sources: WRE Parent Engagement Survey(Fall 2026/Spring 2027)

Strategy 1 Details	Reviews			
Strategy 1: We will host a minimum of 10 family-focused campus events (e.g., Muffins with Mom, Donuts for Dad, Parent Luncheons) that engage at least 50% of enrolled families throughout the school year to build stronger school-home relationships and increase participation in school activities. Strategy's Expected Result/Impact: The strategy will result in a 20% increase in family engagement survey scores and improved collaboration between families and staff to support student learning and school culture. Staff Responsible for Monitoring: Principal, Assistant Principal, PTA Title I: 2.52 - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems Funding Sources: Food, drinks, awards, prizes, decorations - 199 - Local - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: We will develop and maintain partnerships with at least 5 local businesses or community organizations to support school events, fine arts programs, and student incentives, resulting in increased community visibility and investment in student success. Strategy's Expected Result/Impact: The result is the school will see a 30% increase in community-sponsored support for school events, fine arts programs, and student incentives, resulting in enhanced community visibility, greater resource availability, and stronger community investment in student achievement and school culture. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Administrative Assistant ESF Levers: Lever 3: Integrated Student Support Systems	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: We will implement a monthly Parent Engagement PLC for at least 30% of parents/guardians attend via in-person or virtual, focusing on academic support, behavior strategies, and school updates to empower families as active partners in their child's learning and overall development. Strategy's Expected Result/Impact: The impact is we will have a 20% increase in positive parent feedback on end-of-year family engagement surveys. ESF Levers: Lever 3: Integrated Student Support Systems	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Provides a safe, purpose-driven school environment reflective of a quality learning culture that promotes exemplary performance.

Performance Objective 1: The average percentage of the school environment who report feeling safe, supported, and engaged in a positive learning environment will increase from 65% in 2026 to 75% in 2027

Evaluation Data Sources: WRE Staff Survey(BOY, MOY, & EOY)

Strategy 1 Details	Reviews			
Strategy 1: Establish a campus-wide Positive Behavior Interventions and Supports (PBIS) system that reinforces expected behaviors and celebrates student success. Strategy's Expected Result/Impact: 10% reduction in office referrals and increased sense of safety and belonging among students. Staff Responsible for Monitoring: Campus Student Support Team, Counselor, Assistant Principals, Behavioral Support Aide - ESF Levers: Lever 3: Integrated Student Support Systems	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Daily mini-circles in all K-5 homerooms to foster student voice, peer connection, and emotional support. Strategy's Expected Result/Impact: Improved student-teacher relationships and more positive peer interactions. Staff Responsible for Monitoring: Counselor, Classroom Teachers - ESF Levers: Lever 3: Integrated Student Support Systems	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Conduct two campus-wide climate and safety surveys (fall and spring) for students and staff, and respond to feedback through adjustments to routines, support systems, and communication. Strategy's Expected Result/Impact: Data-informed improvements to routines, supervision, and adult-student relationships; measurable increase in satisfaction. Staff Responsible for Monitoring: Counselor, Principal ESF Levers: Lever 3: Integrated Student Support Systems	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 5: Operates a business finance division that maximizes revenues and constantly evaluates resource allocations.

Performance Objective 1: By April 2027, the campus will maintain accurate tracking of 100% of campus-controlled funds and ensure that all discretionary purchases directly support instructional goals or student well-being.

Evaluation Data Sources: Campus Budget
Campus Budget Tracking Log

Strategy 1 Details	Reviews			
Strategy 1: Maintain a campus-based budget tracker that logs all discretionary purchases and aligns each expense to a campus improvement goal. Strategy's Expected Result/Impact: Improved transparency and purposeful spending aligned to CIP priorities. Staff Responsible for Monitoring: Administrative Assistant, Principal, Assistant Principals ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide basic campus-level budget training to key staff on spending protocols, planning, and compliance. Strategy's Expected Result/Impact: Staff leaders understand purchasing processes and align requests with student needs. Staff Responsible for Monitoring: Administrative Assistant, Principal ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Evaluate supply and resource usage each semester to reduce waste and reallocate unused materials where needed Strategy's Expected Result/Impact: More efficient use of resources; reduced unnecessary spending. Staff Responsible for Monitoring: Administrative Assistant, Principal, Assistant Principal ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Promotes its programs and activities with aggressive communication.

Performance Objective 1: By May 2026, the campus will increase family and community engagement from 60% in 2026 to 70% in 2027, through consistent, multi-platform communication of school events, programs, and student celebrations.

Evaluation Data Sources: Newsletter logs
Platform Engagement Data
Panorama Survey Data

Strategy 1 Details	Reviews			
Strategy 1: Send a monthly digital newsletter (via email, website, and social media) highlighting campus events, student achievements, academic programs, and important updates. Strategy's Expected Result/Impact: At least 40 newsletters published and shared; 20% increase in family participation at events. Staff Responsible for Monitoring: Principal, Assistant Principals ESF Levers: Lever 3: Integrated Student Support Systems	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Maintain an updated campus website and active social media presence (e.g., Facebook & ClassDojo) with weekly posts featuring visuals, student highlights, and key reminders. Strategy's Expected Result/Impact: Consistent communication; increased family awareness and engagement. Staff Responsible for Monitoring: Campus Communicator, Campus Principal, Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Host three or more showcase events (e.g., Math & Literacy Night, Parent Engagement Night, Fine Arts Program) to highlight student learning and campus programs. Strategy's Expected Result/Impact: Higher attendance and more positive feedback than the prior year; increased community involvement. Staff Responsible for Monitoring: Program Sign-in Sheets Event Surveys WRE Parent Survey ESF Levers: Lever 3: Integrated Student Support Systems Funding Sources: Costumes, Decorations, Props, Equipment - 199 - Local - \$1,000	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 7: Provides aesthetically pleasing, well-maintained, and comfortable facilities that support the educational programs.

Performance Objective 1: By May 2027, we will improve the overall cleanliness and campus pride by increasing student and staff participation in maintaining a clean and visually appealing environment to 100%

Evaluation Data Sources: Participation rates in beautification efforts
Campus appearance walkthrough checklists
Reduction in reported cleanliness or maintenance concerns

Strategy 1 Details	Reviews			
Strategy 1: Launch a student-led Eagle Soar Leadership Club Strategy's Expected Result/Impact: Active team of 10-15 students performing monthly visual inspections. Staff Responsible for Monitoring: Teacher Sponsor, Assistant Principal ESF Levers: Lever 3: Integrated Student Support Systems Funding Sources: Cleaning Supplies - 199 - Local - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement monthly "Campus Pride Day." Strategy's Expected Result/Impact: Participation from at least 90% of classrooms in beautification efforts. Staff Responsible for Monitoring: Counselor, Librarian ESF Levers: Lever 3: Integrated Student Support Systems	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide custodial staff with adequate supplies and recognition. Strategy's Expected Result/Impact: Custodial team reports improved conditions and job satisfaction. Staff Responsible for Monitoring: Campus Head Custodian ESF Levers: Lever 3: Integrated Student Support Systems	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 8: Secures emerging technology to maximize student achievement and manage information efficiently.

Performance Objective 1: By May 2027, 100% of the K-5 classrooms will implement at least one age-appropriate emerging technology tool into core instruction.

Evaluation Data Sources: PD Attendance Records
Walkthrough/Observation Data

Strategy 1 Details	Reviews			
Strategy 1: Provide developmentally appropriate technology training (e.g., Seesaw for K-2, Kami for 2-5, Google Classroom for 3-5, and AI-based literacy/math platforms) during PD days and PLCs. Strategy's Expected Result/Impact: 100% of teachers implement at least one digital tool that aligns with the developmental needs of their students. Staff Responsible for Monitoring: Instructional Specialist, Assistant Principal Title I: 2.52 - ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials Funding Sources: Kami (2-5) - 199 - Local - \$2,100, Seesaw (K-2) - 199 - Local - \$3,000, Hands 2 Mind - 199 - Local - \$7,100, Lakeshore - 199 - Local - \$1,680	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement a digital student portfolio system (e.g., Seesaw, Kami, ClassDojo, or Google Drive folders) to help track academic growth and support parent communication. Strategy's Expected Result/Impact: All students in K-5 maintain a digital portfolio updated each grading period. Staff Responsible for Monitoring: Teachers, Counselor, Technology Lead TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Integrated Student Support Systems Funding Sources: Kami - 199 - Local - \$2,100, Seesaw - 199 - Local - \$3,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Use district and campus technology funds to maintain and expand access to student devices (e.g., tablets for K-2, Chromebooks for 3-5), achieving a 1:1 ratio in grades K-5. Strategy's Expected Result/Impact: Increased student engagement and equitable access; improved online assessment readiness. Staff Responsible for Monitoring: Assistant Principal, Technology Lead	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				