Woodland Heights Elementary
Targeted Improvement Plan (TIP) Public Information Meeting

ESF Diagnostic Focus as of November 9, 2026

Woodland Heights Elementary has identified three areas for focused improvement.

1. Student Growth and Performance Level Regression-The Spring 2026 STAAR student performance data showed a concerning number of students who declined in performance levels from the previous year, indicating a need for stronger systems to monitor individual student growth and provide timely instructional responses.
2. Consistent underperformance of Identified Subpopulation-Students identified as Two or More Races have demonstrated academic performance below campus expectations fro three consecutive years, indicating a persistent achievement gap that requires further analysis and targeted instructional responses.
3. Mathematics Achievement-Spring 2026 mathematics results indicate that overall student achievement was down from previous years and below campus expectations, with students failing to demonstrate adequate academic growth.

Woodland Heights Elementary Campus Improvement Goals:

1. By Spring of 2027, Woodland Heights Elementary will increase the percentage of students demonstrating positive academic growth and reduce the percentage of students declining in STAAR performance levels.
2. By Spring of 2027, Woodland Heights Elementary will improve mathematics achievement and academic growth among students identified as Two or More Races, reducing the persistent performance gap between this group and the campus overall.
3. By Spring of 2027, Woodland Heights Elementary will demonstrate measurable improvement in mathematics achievement as evidenced by increased STAAR performance at the Approaches, Meets, and Masters performance level indicators.

Woodland Heights Elementary Plan of Action:

- Increase individual student growth, increase performance of targeted subpopulation of Two or More Races, and improve mathematics achievement by:
    - **Teachers** will providing rigorous Tier I instruction daily-**Admin** will monitor via walkthroughs/observations and feedback
    - **Teachers** will collect formative data and disaggregate to identify misconceptions and misunderstandings-**Admin** will facilitate timely data meetings/PLCs to analyze student performance and facilitate plan for targeted instruction
    - **Teachers and Admin** will identify students who declined in performance level, will consistently monitor performance in the classroom, as well as on each assessment, to target the needs of students who continue to struggle.
    - **Teachers and Admin** will identify students identifying as Two or More Races, and will consistently monitor performance in the classroom, as well as on each assessment, to target the needs of students who continue to struggle.

- **Admin** will facilitate vertical alignment opportunities, utilizing teacher leaders, to target low performing mathematics TEKS strands in order to strengthen student performance at every grade level.

As a campus, a big emphasis has been placed on intentionality of instruction, making sure that every minute is being utilized effectively in Tier I and during targeted reteach. Goal setting for all teachers focused on student growth (data-centered goal) and professional growth that leads to student growth. All teachers are responsible for maintaining a data tracking system that is brought to every PLC/data meeting, where data is analyzed and data driven plans are formed for remediation of TEKS/concepts. Teachers are offered opportunities to share professionally with their peers at monthly faculty meetings. Teachers also lead/collaborate in district grade level planning and campus vertical alignment. Administrators facilitate all meetings, and monitor for implementation of quality Tier I instruction, as well as small group and/or spiraled instruction in response to classroom data. Administrators provide feedback via walkthroughs/observations, as well as in PLCs and data meetings. Administrators facilitate mentoring meetings for 3 new teachers on campus to provide support in domains 2 and 3, as well as professional support to encourage teacher retention.