Judson Independent School District



Woodlake Elementary School

Accountability Rating: D

2026-2027 Campus Improvement Plan

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Mission Statement

JISD Is Producing Excellence!

Woodlake Elementary is creating a culture of success!

Vision

Woodlake ES's sole purpose is the pursuit of knowledge that inspires a passion for learning while creating a culture of excellence that honors family, community, and self.

Value Statement

Woodlake Elementary Value Statements:

Passion for Learning: We believe in nurturing a lifelong passion for learning, inspiring curiosity and creativity in every student.

Community Engagement: We honor and celebrate the diverse contributions of our families and community, fostering partnerships that enrich the educational experience.

Holistic Development: We prioritize the social-emotional and academic development of every student, equipping them with the skills to thrive and contribute positively to society.

Literacy and Communication: We are committed to ensuring that all students read and comprehend at grade level, utilizing the writing process to express their thoughts and ideas effectively.

Mathematical Mastery: We strive for our students to master mathematical operations and problem-solving strategies, using precise vocabulary to articulate their understanding.

Scientific Inquiry: We encourage students to engage in scientific inquiry, promoting skills in interpreting data and understanding complex concepts.

Excellence in Education: We are dedicated to creating a culture of excellence, where high expectations are set for all students and a strong foundation for lifelong learning is established.

Empowerment through Vocabulary: We emphasize the mastery of academic and content vocabulary aligned with current TEKS, empowering students to communicate confidently across all subject areas.

Commitment to Health and Well-being: We recognize the importance of physical health and artistic expression in a well-rounded education, ensuring that every student participates in quality music and physical education classes.

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Priority Problem Statements

	Problem Statement	Root Cause
1 ★	More than 50% of students in grades PK-5 are not performing on grade level in the areas of reading and math, according to NWEA and CLI EOY data.	Lack of consistent, rigorous, differentiated reading skill instruction across all grade levels.
2 ★	Discipline issues are interfering with classroom instruction.	Lack of a proactive, consistent, systematic, comprehensive approach to supporting students with social-emotional needs and the needed staff to support it.
3 ★	Students receiving Special Education continue to fall behind their peers in general education.	While the number of students receiving Special Education Services continues to grow, the amount of support available from educators and paraeducators on campus has not increased. Lack of time for SPED teachers and GenEd teachers to collaborate on SPED students and plan together.

★ = Priority

Goals

Goal 1

Student Academic Achievement & Success - Actively support students and teachers to ensure academic growth and overall success for all

Performance Objective 1

The number of Woodlake Elementary students receiving "Approaches Grade Level" or higher on the 2027 Reading STAAR test will increase by 10% Approaches, Meets will increase by 6%, and Masters will increase by 3% compared to the previous school year.

Reading 3-5 STAAR: Approaches, Meets, and Masters

Approaches from 54% to 64% by 2027
Meets from 28% to 34% by 2027
Masters from 8% to 11% by 2027

Evaluation Data Source: Pre-k CLI; Kinder- CLI (BOY, MOY, EOY) NWEA Reading and Math (BOY, MOY, EOY), unit test

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Woodlake will offer Tier 2 and Tier 3 RTI instruction to small groups of students

Strategy's Expected Result/Impact: Increased reading fluency, accuracy, and comprehension, increased reading readiness, letter sense and phonic use

Formative Reviews

Some Progress

October	January	March	May

Strategy 2

Woodlake will offer extended-day instruction in reading for struggling students

Strategy's Expected Result/Impact: Woodlake students will show reading accuracy and comprehension

Staff Responsible for Monitoring: Academic trainer, RTI teachers, general teacher

Formative Reviews

Some Progress

October	January	March	May

Strategy 3

Woodlake will strengthen Literacy, Academic Vocabulary, and Content Knowledge Through Scholastic Student Magazines and other high-interest, TEKSAligned resources, including grades k-2 phonics and fluency consumables, during Tier 1 Instruction, WIN time, and targeted after school tutoring for at-risk students who are at risk of not meeting grade level standards.

Strategy's Expected Result/Impact: Woodlake students will increase student reading comprehension, academic vocabulary, critical thinking, and engagement with high-interest informational text aligned to TEKS

Staff Responsible for Monitoring: classroom teachers, Academic Trainer

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1

Funding Sources: Phonic Consumables k,1,2 211 Title I, $1,475.95, High Interest, TEKS aligned Informational Weekly Scholastic Consumable Magazines 211 Title I, $2,836.84

Title I: 2.5.1, 2.5.3

Formative Reviews

October	January	March	May
Some Progress			

Strategy 4 ☑ Targeted Support Strategy

K-5 students will use MAP Fluency to evaluate and monitor oral reading fluency.

Strategy's Expected Result/Impact: Teachers may identify and address academic gaps in students' reading fluency.

Staff Responsible for Monitoring: Teachers, Academic Trainer

Funding Sources: Headphones with Microphones 211 Title I, $3,597.6

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

October	January	March	May
Some Progress			

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	More than 50% of students in grades PK-5 are not performing on grade level in the areas of reading and math, according to NWEA and CLI EOY data.	Lack of consistent, rigorous, differentiated reading skill instruction across all grade levels.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	More than 50% of students in grades PK-5 are not performing on grade level in the areas of reading and math, according to NWEA and CLI EOY data.	Lack of consistent, rigorous, differentiated reading skill instruction across all grade levels.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	More than 50% of students in grades PK-5 are not performing on grade level in the areas of reading and math, according to NWEA and CLI EOY data.	Lack of consistent, rigorous, differentiated reading skill instruction across all grade levels.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	More than 50% of students in grades PK-5 are not performing on grade level in the areas of reading and math, according to NWEA and CLI EOY data.	Lack of consistent, rigorous, differentiated reading skill instruction across all grade levels.

Performance Objective 2

The number of Woodlake Elementary students receiving "Approaches Grade Level" or higher on the 2026 Math STAAR test will increase by 10%, Meets will increase by 8%, and Masters will increase by 3% compared to the previous school year.

Math 3-5 STAAR: Approaches, Meets, and Masters
Approaches from 43% to 53% by 2027
Meets from 18% to 26% by 2027
Masters from 5% to 8% by 2027

Evaluation Data Source: Pre-k CLI; Kinder- CLI (BOY, MOY, EOY) NWEA Reading and Math (BOY, MOY, EOY), unit test

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Woodlake will offer Tier 2 and Tier 3 RTI instruction to small groups of students

Strategy's Expected Result/Impact: Scaffold learning with student learning with increased math fluency, comprehension and problem solving

Staff Responsible for Monitoring: Academic trainer, RTI teachers, General teacher

Formative Reviews

October	January	March	May
Some Progress			

Performance Objective 3

Improve, sustain, and support academic student performance in Science by implementing the appropriate level of rigor using highly effective, research-based, and hands-on strategies to ensure sustained growth as measured by a minimum of 6% points increase on 2026 STAAR Science in 5th grade and all student sub-populations such as SpEd, Eco,-Dis, McKinney Vento, African American, White, & Hispanic. In addition, all students will have opportunities to attend field trips that support TEKS-based science concepts, vocabulary development, and schema.

Science 3-5 STAAR: Approaches, Meets, and Masters
Approaches from 39% to 49% by 2026
Meets from 6% to 14% by 2026
Masters from 1% to 4% by 2027

Evaluation Data Source: Pre-k CLI; Kinder- CLI (BOY, MOY, EOY) NWEA Reading and Math (BOY, MOY, EOY), unit test

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Increase student exposure to science materials, resources and hands-on experiences

Strategy's Expected Result/Impact: Students will show an increase in science vocabulary, skills and problem-solving

Staff Responsible for Monitoring: General teacher, RTI teacher, academic trainer

Formative Reviews

October	January	March	May
Some Progress			

Performance Objective 4

By June 2027, the campus will sustain the daily student attendance rate to a minimum of 96%

Evaluation Data Source: Attendance Data

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Implement early identification of students at risk of chronic absenteeism and provide early interventions with students and families.

Strategy's Expected Result/Impact: Increase attendance percentage to a minimum of 96%

Staff Responsible for Monitoring: Campus Administration, Counselor, Teachers, PEIMS Clerk

Formative Reviews

October	January	March	May
Some Progress			

Strategy 2

Increase student attendance by providing incentives, Who is in the House, 10 days of Perfect of Attendance

Strategy's Expected Result/Impact: Attendance will increase to a minimum of 96%

Staff Responsible for Monitoring: Campus Administration, Counselor, Classroom Teachers, PEIMS Clerk

Formative Reviews

October	January	March	May
Some Progress			

Performance Objective 5

Implement and consistently reinforce Social-Emotional Learning (SEL) and Positive Behavioral Interventions and Supports (PBIS) practices to foster a safe, inclusive, and positive learning environment. Model and teach expected behaviors, build positive relationships with students, integrate SEL competencies into daily instruction, and utilize PBIS strategies to promote student engagement, responsible decision-making, and academic success.

Evaluation Data Source: behavior data, referrals,

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Monitor student behavior data and actively participate in campus initiatives that support the social, emotional, and behavioral growth of all students.

Strategy's Expected Result/Impact: Increase positive student behaviors

Staff Responsible for Monitoring: Staff, administration

Formative Reviews

October	January	March	May
Some Progress			

Goal 2 Faculty and Staff - Recruit and value all staff to ensure satisfaction and employee retention

Performance Objective 1

Increase employee satisfaction and retention of highly effective teachers and instructional aides.

Evaluation Data Source: Staff retention rates, staff surveys

Strategy 1

Provide professional development for administrators and teacher leaders to help them grow professionally (District meetings, Lead Mentor, DOI Mentor, and TEPSA Summer Conference) and equip them with the knowledge needed to ensure students have access to strong educational opportunities.

Strategy's Expected Result/Impact: Campus wide implementation of strategies that increase student achievement, retain teachers and increase teacher efficacy

Staff Responsible for Monitoring: Administration

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

October	January	March	May

Strategy 2

Teacher recognition opportunities weekly, acknowledging on weekly newsletter, teacher appreciation through shout outs, woot woot cart

Strategy's Expected Result/Impact: Increase staff morale and retention

Staff Responsible for Monitoring: Principal

Formative Reviews

October	January	March	May

Goal 3

Stakeholder Engagement - Serve and market to our families, businesses, and broader community through communication, collaboration and connections

Performance Objective 1

Parent scores on campus feedback surveys will indicate an increased sense of engagement in their student's academic success, both on campus and at home.

Evaluation Data Source: Parent surveys

Strategy 1

Woodlake will continue working to build family engagement and relationships by offering coaching opportunities to parents and faculty on building and sustaining family efficacy, in addition to extending home/school connection

Strategy's Expected Result/Impact: Increased parent participation in family engagement activities
Increased attendance/scores

Formative Reviews

October	January	March	May

Strategy 2

Family and community events and partnerships that will focus on campus culture.

Strategy's Expected Result/Impact: Increased parent involvement and engagement

Staff Responsible for Monitoring: Staff, administration

Funding Sources: ODP Supplies for Math Night--Paper, folders, tri-fold boards, sheet protectors, and dry erase markers 211 Title I, $201.28, Oriental Trading Supplies for Math Night--Pony Beads, Chenille Stems, and Mini Playing Cards 211 Title I, $53.07

TEA Priorities: Build a foundation of reading and math

Formative Reviews

October	January	March	May

Goal 4

Finance and Operations - Implement transparent and efficient processes to ensure equitable distribution of district resources

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director & Coordinator of Counseling	9/29/2026	Jodi Burton	9/28/2026
Child Abuse and Neglect	Director & Coordinator of Counseling	9/29/2026	Jodi Burton	9/28/2026
Disciplinary Alternative Education Program (DAEP)	Director of Pupil Services	--	Jodi Burton	9/30/2026
Dropout Prevention	Counseling Director	10/1/2026	Jodi Burton	10/1/2026
Title I, Part C Migrant	FPG Director	9/28/2026	Jodi Burton	9/28/2026
Technology Integration	Executive Director of Technology	--	Jodi Burton	10/1/2026
Parent & Family Engagement Policy	FPG Director	--	Jodi Burton	9/28/2026
Decision-Making and Planning Policy Evaluation	--	--	Jodi Burton	9/28/2026
Coordinated Health Program	Director of Health Services	--	Jodi Burton	9/28/2026
Dyslexia Treatment Program	SPED Director	--	Jodi Burton	9/28/2026
Pregnancy Related Services	MV Coordinator	9/30/2026	Jodi Burton	9/30/2026
Student Welfare: Crisis Intervention Programs and Training	Counseling Director & Coordinator	9/29/2026	Jodi Burton	9/28/2026
Job Description for Peace Officers, Resource Officers & Security Personnel	JISD Chief of Police	9/28/2026	Jodi Burton	9/28/2026
Student Welfare: Discipline/Conflict/ Violence Management	--	--	Jodi Burton	9/28/2026
Homeless - MV	Homeless Coordinator	9/30/2026	Jodi Burton	9/30/2026