Judson Independent School District



Woodlake Hills Middle School

2025-2026 Goals/ Performance Objectives/ Strategies

Mission Statement

At Woodlake Hills Middle School, we are dedicated to developing...

empowered, independent, confident thinkers

life-long learners who embrace change

purpose-driven, productive community members who regularly practice empathy and kindness

...for ALL students.

Vision

Woodlake Hills Middle School

We believe...

- ...trust and positive relationships between students and teachers are critical for student learning.
- ...students need learning experiences that are engaging and provide a variety of opportunities and strategies, including peer interaction.
- ...students learn best in flexible, positive and safe learning environments where it is okay to make mistakes.
- ...student learning is enhanced by active participation by families and community members.

Value Statement

Woodlake Hills Middle School

Values & Collective Commitments

Our Values	Our Collective Commitments			
Student-Centered	We plan for and facilitate high quality instruction for our students that integrates research- based practices based on what they need.			
Collaborative Community	We actively engage in conversations, seek to learn, and share ideas with a learner mindset.			
Relationships	We proactively build relationships with students and each other through strategic two-way communication and empathic practices.			
Critical Thinking	We persevere through challenges and use all available resources to problem solve and create innovative solutions that meet the needs of all students.			
Accountable	We take personal responsibility for our role in the work of a professional learning community and the culture of our school.			

Table of Contents

Goal 1 : Student Academic Achievement & Success - Actively support students and tea	5
Goal 2 : Faculty and Staff - Recruit and value all staff to ensure satisfaction and employ	13
Goal 3 : Stakeholder Engagement - Serve and market to our families, businesses, and br	15
Goal 4 : Finance and Operations - Implement transparent and efficient processes to ens	19

Goal 1

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

Performance Objective 1

By May 2026, the campus will increase their early results STAAR performance levels by 10% percentage points in Approaches and Above and 7% percentage points in Masters resulting in final performance levels of: 75% Approaches and Above, 35% Meets and Above, and 20% Masters.

Summative Evaluation: No progress made toward meeting Performance Objective

Provide supplemental instructional materials for Tier I, Tier II, and Tier III in core content subjects: RLA, Math, Science, Social Studies for teachers to use in core instruction for all students to include: SPED, EcoDis, AA, Hispanic, White, EB, RTI, MTSS, At Risk, Migrant, and McKinney-Vento students.

Strategy's Expected Result/Impact: Material purchased distributed and used in classrooms, student performance on unit assessments, NWEA MAPP, STAAR Interim, and STAAR increase academic achievement.

Staff Responsible for Monitoring: Administration

Academic Leaders

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 1, 2

Funding Sources: RLA Instruction 211 Title I, \$500, Social Studies Instruction 211 Title I, \$500, Math Instruction 211 Title I, \$800, Science Instruction 211 Title I, \$7,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress
October January March May

Strategy 2

Academic Leaders and teachers will attend in-person or virtual AVID training sessions to ensure a full understanding of the WICOR model to ensure a consistent implementation of the

researched-based strategies. (Writing, Inquiry, Collaboration, Organization, Reading=WICOR)

Strategy's Expected Result/Impact: Increased student outcomes in STAAR performance levels of all tests as stated in the Performance Objective goals of 75% Approaches and Above, 35% Meets and Above, and 20% Masters.

Staff Responsible for Monitoring: AVID Site Coordinator

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

October January March May

Strategy 3 Additional Targeted Support Strategy Results Driven Accountability

Teachers will foster active student engagement while maintaining high rigorous instruction through Highly Quality Instructional materials (HQIMs), using TEA's Research Based Instructional Strategies through the use of manipulatives and other supplemental materials.

Strategy's Expected Result/Impact: Improvement in math and reading scores on unit assessments, MAPP screeners, and state assessment.

Staff Responsible for Monitoring: Administration

Academic Leadership Team

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 2 -

Perceptions 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective

Instruction

Formative Reviews

Some Progress

October January March May

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement Root Cause

1

20% of students are special education and are not being successful in the classroom, behavior-wise, and/ or on state assessments.

Special Education and general education teachers do not receive ongoing professional development and parents of special education students are not

provided the tools from the campus to prepare our special education students to be successful.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Scholars at Woodlake Hills lack foundational academic skills in core content areas leading to low academic achievement.

Inconsistent intentional use of instructional strategies and resources such as journaling, extended individual practice (EIP), teacher and student utilization of instructional spaces (Saturday School and Extended Day tutoring, the library, etc...).

2

20% of students are special education and are not being successful in the classroom, behavior-wise, and/ or on state assessments.

Special Education and general education teachers do not receive ongoing professional development and parents of special education students are not provided the tools from the campus to prepare our special education students to be successful.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

The PLC process was inconsistently implemented with fidelity leading to a misconception of the process and reduced teacher buy-in.

A lack of understanding of the definition of what a PLC is including process, purpose, and structure.

2

20% of students are special education and are not being successful in the classroom, behavior-wise, and/ or on state assessments.

Special Education and general education teachers do not receive ongoing professional development and parents of special education students are not provided the tools from the campus to prepare our special education students to be successful.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Stakeholder perceptions of Woodlake Hills scholars' ability to achieve has been diminished.

Inconsistently aligned expectations of all stakeholders due to a lack of accountability, communication, and supports leading to apathy and low academic achievement.

20% of students are special education

Special Education and general education

and are not being successful in the classroom, behavior-wise, and/ or on state assessments.

teachers do not receive ongoing professional development and parents of special education students are not provided the tools from the campus to prepare our special education students to be successful.

Performance Objective 2 High Priority HB3 Goal





By May 2026, the campus will increase their Science/Biology STAAR performance levels by 10% percentage points in Approaches and Above and 7% percentage points in Masters resulting in final performance levels.

Evaluation Data Source: Assessment scores on unit assessments STAAR Science and Biology Assessments







Results Driven Accountability

Students will increase access to immersive science experiences with more TEKS aligned handson activities including labs to bring real-life experiences to the classroom as aligned to state assessments through the use of manipulatives and other supplemental materials.

Strategy's Expected Result/Impact: Assessment scores on unit assessments and STAAR

Staff Responsible for Monitoring: Administration

Academic Leaders

Teachers

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 2 -

Perceptions 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective

Instruction

Formative Reviews

Some Progress

October

January

March

May

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

20% of students are special education and are not being successful in the classroom, behavior-wise, and/ or on

Special Education and general education teachers do not receive ongoing professional development and parents of

special education students are not provided the tools from the campus to prepare our special education students to be successful.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

Scholars at Woodlake Hills lack foundational academic skills in core content areas leading to low academic achievement.

Inconsistent intentional use of instructional strategies and resources such as journaling, extended individual practice (EIP), teacher and student utilization of instructional spaces (Saturday School and Extended Day tutoring, the library, etc...).

20% of students are special education and are not being successful in the classroom, behavior-wise, and/ or on state assessments.

Special Education and general education teachers do not receive ongoing professional development and parents of special education students are not provided the tools from the campus to prepare our special education students to be successful.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

20% of students are special education and are not being successful in the classroom, behavior-wise, and/ or on state assessments.

Special Education and general education teachers do not receive ongoing professional development and parents of special education students are not provided the tools from the campus to prepare our special education students to be successful.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

20% of students are special education and are not being successful in the classroom, behavior-wise, and/ or on state assessments.

Special Education and general education teachers do not receive ongoing professional development and parents of special education students are not provided the tools from the campus to prepare our special education students to be successful.

Performance Objective 3 High Priority HB3 Goal



To meet the campus goals by May 2026, the percentage of Woodlake Hills students receiving approaches will increase by 10%, Meets by 7%, and Masters by 5 % on the Social Studies STAAR. **Evaluation Data Source: STAAR Social Studies**

MAPP

Unit Assessments

Results Driven Accountability

Students will increase access to supplemental materials for the development of processing skills and related resources that provide content rich texts to read and respond to in writing as aligned to state assessments through the use of manipulatives and other supplemental materials.

Strategy's Expected Result/Impact: Increased performance on assessments

Staff Responsible for Monitoring: Administration

Academic Leaders

Teachers

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 2 -

Perceptions 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective

Instruction

Formative Reviews

Some Progress

October January March May

Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement Root Cause

1

20% of students are special education and are not being successful in the classroom, behavior-wise, and/ or on state assessments.

Special Education and general education teachers do not receive ongoing professional development and parents of special education students are not provided the tools from the campus to prepare our special education students to be successful.

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement Root Cause

1

Scholars at Woodlake Hills lack foundational academic skills in core content areas leading to low academic achievement. Inconsistent intentional use of instructional strategies and resources such as journaling, extended individual practice (EIP), teacher and student

utilization of instructional spaces (Saturday School and Extended Day tutoring, the library, etc...).

20% of students are special education and are not being successful in the classroom, behavior-wise, and/ or on state assessments.

Special Education and general education teachers do not receive ongoing professional development and parents of special education students are not provided the tools from the campus to prepare our special education students to be successful.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

20% of students are special education and are not being successful in the classroom, behavior-wise, and/ or on state assessments.

Special Education and general education teachers do not receive ongoing professional development and parents of special education students are not provided the tools from the campus to prepare our special education students to be successful.

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

20% of students are special education and are not being successful in the classroom, behavior-wise, and/ or on state assessments.

Special Education and general education teachers do not receive ongoing professional development and parents of special education students are not provided the tools from the campus to prepare our special education students to be successful.

Performance Objective 4 High Priority HB3 Goal

By May 2026 teachers will improve Tier 1 instruction, acceleration, and remediation through collaborative planning, timely feedback, and individualized coaching based on classroom walkthroughs, leading to enhanced student outcomes.

Evaluation Data Source: NWEA MAPP





Teachers will have at least one classroom walkthrough, one collaborative planning session every two weeks and receive timely feedback, individualized coaching, and targeted professional development as needed to improve Tier 1 instruction, acceleration, and remediation with the use of technology.

Strategy's Expected Result/Impact: Administrators provide timely feedback to ensure that coaching can take place.

Staff Responsible for Monitoring: Administrators

Academic Leaders

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

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and

math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

Some Progress

October January March May

Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Scholars at Woodlake Hills lack foundational academic skills in core content areas leading to low academic achievement. Inconsistent intentional use of instructional strategies and resources such as journaling, extended individual practice (EIP), teacher and student utilization of instructional spaces (Saturday School and Extended Day tutoring, the library, etc...).

Performance Objective 4 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

The PLC process was inconsistently implemented with fidelity leading to a misconception of the process and reduced teacher buy-in.

A lack of understanding of the definition of what a PLC is including process, purpose, and structure.

Performance Objective 4 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Stakeholder perceptions of Woodlake Hills scholars' ability to achieve has been diminished.

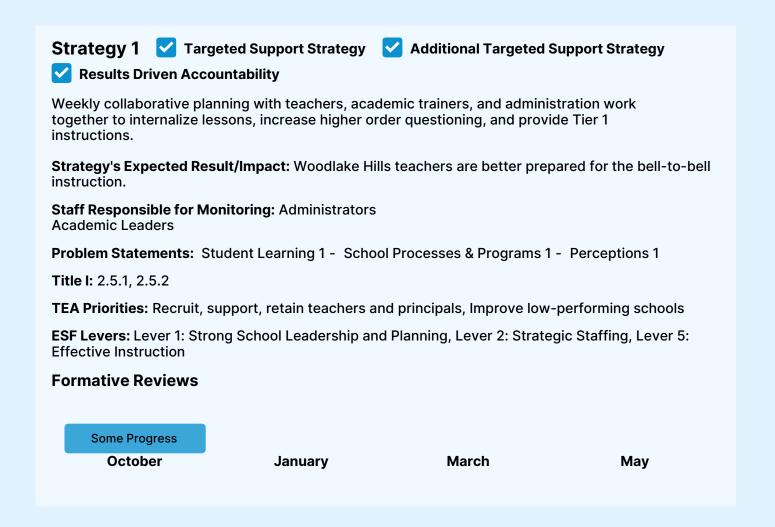
Inconsistently aligned expectations of all stakeholders due to a lack of accountability, communication, and supports leading to apathy and low academic achievement.

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

Performance Objective 1 High Priority HB3 Goal

Woodlake Hills teachers will demonstrate increased preparedness and confidence in teaching by actively participating in professional development sessions tailored to their input, offered at multiple points throughout the academic year, resulting in improving teacher retention and instructional effectiveness.

Evaluation Data Source: Staff survey



Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Scholars at Woodlake Hills lack foundational academic skills in core content areas leading to low academic achievement. Inconsistent intentional use of instructional strategies and resources such as journaling, extended individual practice (EIP), teacher and student utilization of instructional spaces (Saturday School and Extended Day tutoring, the library, etc...).

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

The PLC process was inconsistently implemented with fidelity leading to a misconception of the process and reduced teacher buy-in.

A lack of understanding of the definition of what a PLC is including process, purpose, and structure.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Stakeholder perceptions of Woodlake Hills scholars' ability to achieve has been diminished.

Inconsistently aligned expectations of all stakeholders due to a lack of accountability, communication, and supports leading to apathy and low academic achievement.

Stakeholder Engagement - Serve and market to our families, Goal 3 businesses, and broader community through communication, collaboration and connections

Performance Objective 1 High Priority

Woodlake Hills Middle School will plan for campus-wide/community events including Academic Nights, Awards assemblies, Open House, Orientation, Fall and Spring Festivals, Coffee with the Counselors, Grandparents Breakfast, and parent involvement at home, allowable refreshments will be served.

Evaluation Data Source: Sign In sheets, PFE and student Surveys

Strategy 1						
Woodlake Hills will design and implement parent and family engagement events that explicitly connect learning strategies to grade-level TEKS. These events will include hands-on workshops and take-home resources to empower families to reinforce academic skills at home.						
Strategy's Expected Result/Impact: Increased parent family engagement and support and increased student progress.						
Staff Responsible for Monitoring: Administration Academic Leaders						
Problem Statements: Student Learning 1 - Perceptions 1						
Title I: 2.5.1, 2.5.2, 2.5.3						
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools						
ESF Levers: Lever 3: Positive School Culture						
Formative Reviews						
Some Progress						
October	January	March	May			

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

Scholars at Woodlake Hills lack foundational academic skills in core content areas leading to low academic achievement.

Inconsistent intentional use of instructional strategies and resources such as journaling, extended individual practice (EIP), teacher and student utilization of instructional spaces (Saturday School and Extended Day tutoring, the library, etc...).

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

Stakeholder perceptions of Woodlake Hills scholars' ability to achieve has been diminished.

Inconsistently aligned expectations of all stakeholders due to a lack of accountability, communication, and supports leading to apathy and low academic achievement.

Performance Objective 2 High Priority HB3 Goal





By May 2026, teachers will improve Tier 1 instruction, acceleration, and remediation through collaborative planning, timely feedback, and individualized coaching based on classroom walkthroughs, leading to enhanced student outcomes.

Evaluation Data Source: Improvement on instruction Improvement on TTESS Domains







Results Driven Accountability

Teachers will have at least one classroom walkthrough, one collaborative planning session every two weeks and receive timely feedback, individualized coaching, and targeted professional development as needed to improve Tier 1 instruction, acceleration, and remenidation.

Strategy's Expected Result/Impact: Improvement on instruction Improvement on TTESS Domains

Staff Responsible for Monitoring: Administration **Academic Leaders**

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1, 2 -Perceptions 2

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever

5: Effective Instruction

Stratogy 2 Targeted Support Stratogy Additional Targeted Support Stratogy

Woodlake Hills counselors will deliver a series of targeted trainings and interactive meetings throughout the year focused on bridging school and home, Each session will include actionable strategies for supporting student success at home and on campus, with feedback collected to assess impact on parent engagement.

Strategy's Expected Result/Impact: Increase sense of engagement between school and family.

Staff Responsible for Monitoring: Administration

Counselors Social Worker

Problem Statements: Student Learning 1 - Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

October January March May

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement Root Cause

1

20% of students are special education and are not being successful in the classroom, behavior-wise, and/ or on state assessments.

Special Education and general education teachers do not receive ongoing professional development and parents of special education students are not provided the tools from the campus to prepare our special education students to be successful.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement Root Cause

Scholars at Woodlake Hills lack foundational academic skills in core

Inconsistent intentional use of instructional strategies and resources

content areas leading to low academic achievement.

such as journaling, extended individual practice (EIP), teacher and student utilization of instructional spaces (Saturday School and Extended Day tutoring, the library, etc...).

2

20% of students are special education and are not being successful in the classroom, behavior-wise, and/ or on state assessments.

Special Education and general education teachers do not receive ongoing professional development and parents of special education students are not provided the tools from the campus to prepare our special education students to be successful.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement Root Cause

The PLC process was inconsistently implemented with fidelity leading to a misconception of the process and reduced teacher buy-in.

A lack of understanding of the definition of what a PLC is including process, purpose, and structure.

20% of students are special education and are not being successful in the classroom, behavior-wise, and/ or on state assessments.

Special Education and general education teachers do not receive ongoing professional development and parents of special education students are not provided the tools from the campus to prepare our special education students to be successful.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement Root Cause

Stakeholder perceptions of Woodlake
Hills scholars' ability to achieve has been diminished.

Inconsistently aligned expectations of all stakeholders due to a lack of accountability, communication, and supports leading to apathy and low academic achievement.

20% of students are special education and are not being successful in the classroom, behavior-wise, and/ or on state assessments.

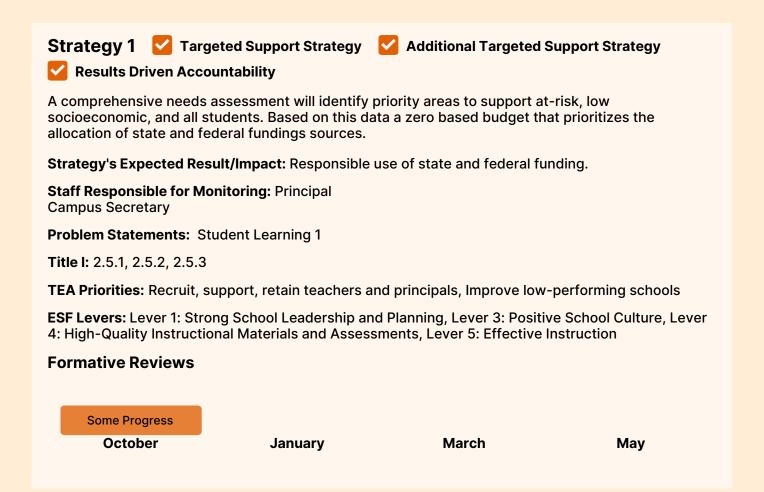
Special Education and general education teachers do not receive ongoing professional development and parents of special education students are not provided the tools from the campus to prepare our special education students to be successful.

Goal 4 Finance and Operations - Implement transparent and efficient processes to ensure equitable distribution of district resources

Performance Objective 1 High Priority HB3 Goal

By January 2026, at least 50% of all state and federal funding will be transparently and efficiently allocated to programs, services, and supports for at-risk and low socioeconomic students, as reflects in the Woodlake Hills and Woodlake Hill College Prep campuses.

Evaluation Data Source: Woodlake Hills Woodlake Hills College Prep Campus Budgets



Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Scholars at Woodlake Hills lack foundational academic skills in core content areas leading to low academic achievement. Inconsistent intentional use of instructional strategies and resources such as journaling, extended individual practice (EIP), teacher and student utilization of instructional spaces (Saturday School and Extended Day tutoring, the library, etc...).