Fort Worth Independent School District

216 Woodway Elementary School

2026-2027 Campus Improvement Plan



Board Approval Date: November 10, 2026

Mission Statement

To empower students to become prepared life-long learners and productive problem solvers through diverse, enriched, and differentiated learning experiences that will positively affect their communities and provide opportunities to compete globally.

Vision

Woodway Elementary strives to develop Partnerships with parents, community members, and all other stakeholders in order to continuously provide high quality education that reaches all students.

Value Statement

We are responsible learners.

We are prepared to learn.

We are respectful and kind.

Today...

We will treat others as we want to be treated, do more than we have to do, and work be become lifelong learners.

We are the Woodway Wildcat Family!

Table of Contents

Comprehensive Needs Assessment 4
Demographics 4
Student Learning 6
School Processes & Programs 9
School Processes and Programs Summary 9
Recruitment, Hiring, and Staffing 9
Professional Learning and Instructional Leadership Development 9
Continuous Improvement and Stakeholder Involvement 9
Curriculum, Instruction, and Assessment 10
Equity and Student Services 10
Behavioral Systems and Campus Climate 10
Programs and Partnerships 10
Perceptions 12
Priority Problem Statements 13
Comprehensive Needs Assessment Data Documentation 14
Goals 16
Goal 1: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for English Language Arts and Reading (ELAR) on the annual state performance measurement from 34% to 50%. 16
Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 37% to 50%. 23
Goal 3: Reduce the number of schools that are rated F from 8.2% to 0% 29
Goal 4: Reduce the percent of students who are chronically absent (absent more that 10% of the school year) from 20% to 15%. 34
Goal 5: Establish and strengthen partnerships with major employers, businesses, and local colleges/universities to enhance community engagement and support workforce-aligned initiatives. 39
Campus Funding Summary 41

Comprehensive Needs Assessment

Revised/Approved: November 10, 2026

Demographics

Demographics Summary

Woodway Elementary is a neighborhood, openenrollment campus serving students in grades PK–5 in the southwest Fort Worth community. The school offers both Dual Language and Regular instructional programs and currently enrolls **488 students**, reflecting a slight decrease from the previous school year. Woodway continues to experience a **high mobility rate**, influenced in part by the apartment communities within the attendance zone.

The campus serves a richly diverse student population. The student demographics include:

- **Hispanic/Latino – 54%**
- **African American – 37%**
- **Caucasian – 6%**
- **Asian/Two or More Races – 2%**

Woodway's staff also reflects meaningful diversity, with most student groups represented among teaching and support personnel.

In addition to demographic diversity, several student groups require targeted supports. Currently,

- **95%** of students are economically disadvantaged,
- **44%** are Emergent Bilingual learners,
- **17%** receive Special Education services,
- **15%** are identified as Gifted and Talented, and
- **2%** of students are experiencing homelessness.

The average class size is **approximately 20 students**, with an overall **student-to-teacher ratio of 18:1**.

The school's primary stakeholders include the PTO, St. Matthew's Lutheran Church, Academy4 and Leaders5, volunteer reading mentors, Clayton After School, families, and students. While the campus benefits from these established partnerships, there is a continued need to build stronger connections with local businesses and major employers, as well as area colleges and universities, as these sectors are currently underrepresented in school engagement.

Behavior data indicates that the most common student behavior trends are **disruptive behavior**, **noncompliance with adult requests**, and **physical aggression**. Inschool suspension use remains low, but a small group of students accounts for repeated assignments. No expulsions have occurred this school year.

Overall, Woodway Elementary's demographic profile highlights a diverse, highneeds student population, strong existing community partnerships, and clear opportunities for expanded external engagement to support student success.

Demographics Strengths

1. Diverse and representative campus community
Woodway Elementary serves a culturally diverse student population, and staff diversity reflects the demographics of students. This strengthens relationships, communication, and cultural responsiveness across the school.

2. Strong existing community and volunteer partnerships
The campus benefits from consistent support from the PTO, St. Matthew's Lutheran Church, Academy4, Leaders5, reading volunteers, families, and Clayton After School. These groups provide mentoring, engagement opportunities, and supplemental services that enrich the school environment.

3. Comprehensive instructional programs
Woodway offers both Dual Language and Regular instructional programming PK–5, allowing the campus to meet the needs of a wide range of learners, including a large population of Emergent Bilingual students.

4. Low incidence of severe disciplinary action
Although repeated behaviors persist for a small group of students, the campus has had **no expulsions**, and overall ISS usage remains low. This reflects proactive supervision, positive behavior supports, and restorative approaches.

5. Manageable class sizes and studentteacher ratios
Average class sizes of ~20 and a studentteacher ratio of 1:18 support strong classroom management, personalized instruction, and deeper relationships between teachers and students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The campus lacks sufficient engagement and partnership with major employers, businesses, and local colleges/universities in the surrounding community.
Root Cause: Existing partnerships primarily involve faith-based and volunteer organizations, leaving gaps in workforce-aligned or resource-heavy community support. Outreach efforts have not yet been systematically targeted toward business sectors or higher education institutions. Nearby organizations may be unaware of needs or opportunities to collaborate with Woodway Elementary.

Problem Statement 2: A small group of students demonstrates persistent disruptive behavior, noncompliance, and physical aggression, contributing to repeated ISS placements.
Root Cause: Students with higher social-emotional needs may lack adequate access to behavioral interventions, SEL support, or consistent wraparound services. Mobility and homelessness (2% of students) contribute to trauma, instability, and decreased behavioral regulation. Limited partnerships with local businesses and higher education institutions reduce the availability of mentoring, enrichment programs, and

Student Learning

Student Learning Summary

Woodway Elementary received a 2025 Accountability Score of 74 equating to a C grade in student achievement in Domain 2A.

In 2025 academic year, our third-grade students demonstrated that 24% of them achieved a score of meets or higher in English Language Arts (ELA). This indicates a need for targeted interventions and support to enhance literacy skills at this foundational level.

Our fourth-grade cohort showed a slight improvement, with 26% of students scoring meets or higher in ELA. This suggests that while there is progress, continued efforts are necessary to build on this momentum and further elevate student performance.

The fifth-grade students achieved a higher success rate, with 37% scoring meets or higher in ELA. This upward trend is encouraging and reflects the effectiveness of our instructional strategies, yet it also highlights the importance of sustaining and expanding these efforts to ensure even greater success in the future.

In 2025, our third-grade students demonstrated a proficiency in mathematics with 17% achieving scores that meet or exceed the expected standards. This indicates a need for targeted interventions and support to enhance mathematical understanding and skills at this foundational level.

Our fourth-grade students showed a more promising performance, with 35% reaching or surpassing the benchmark. This improvement suggests that the strategies implemented in the previous year have had a positive impact, and we should continue to build on these methods to further increase student achievement.

In fifth grade, 28% of students scored at or above the meets standard in mathematics. While this is a slight decrease from the fourth grade, it highlights the importance of maintaining consistent and effective instructional practices as students progress through the grades. We are committed to analyzing these results to identify areas for growth and to implement strategies that will support all students in reaching their full potential in mathematics.

Chronic absenteeism remains a significant concern, with 25% of our student population missing a substantial amount of school days. This indicates that a quarter of our students are not receiving the consistent educational experience necessary for their academic and social development. Despite this challenge, our average daily attendance rate stands at 92.4%, reflecting that the majority of our students are attending school regularly. However, it is imperative that we address the underlying causes of absenteeism to ensure that all students have the opportunity to succeed and benefit from the full educational experience we offer.

As we review our students' progress in mathematics, it is encouraging to note that 56% of our students have successfully met the Middle of Year (MOY) MAP Math growth goal. This achievement reflects the dedication of both our students and educators in striving towards academic excellence in mathematics, and it highlights the effectiveness of our instructional strategies and curriculum alignment.

In the area of reading and English, 59% of our students have reached the MOY Reading English growth goal. This accomplishment underscores the importance of our literacy programs and the commitment of our teachers to fostering a strong foundation in reading and language skills. It is a testament to the hard work of our students and the supportive learning environment we have cultivated.

Similarly, in science, 56% of our students have met the MOY Science growth goal. This indicates a solid understanding and application of scientific concepts, which

is crucial for developing critical thinking and problem-solving skills. Our science educators have played a pivotal role in engaging students with hands-on learning experiences and inquiry-based instruction, contributing to this positive outcome

.

Our dedicated teachers have been diligently employing the district's Instructional Planning Calendar (IPC) to ensure that instruction remains consistent and aligned with High-Quality Instructional Materials (HQIM). This approach is crucial in maintaining a standardized educational experience across classrooms, allowing students to benefit from a cohesive curriculum that supports their learning journey.

However, it has come to our attention that many teachers are encountering challenges with pacing their lessons effectively. This issue often results in the inability to reach the reteach or challenge segments of the instructional block on a daily basis. These segments are vital for reinforcing learning and providing opportunities for students to engage with the material at a deeper level. Addressing this pacing concern is essential to maximize instructional time and ensure that all students receive the support and enrichment they need to succeed.

In an effort to enhance our students' writing skills, all teachers in grades 2-5 participated in Professional Learning sessions focused on the effective use of graphic organizers. These sessions were designed to equip teachers with strategies to help students construct Short Constructed Responses (SCR) or Extended Constructed Responses (ECR), with a particular emphasis on crafting strong topic sentences. The goal of this initiative is to reduce the number of zero scores by providing students with a clear framework for organizing their thoughts and ideas.

Additionally, teachers in grades 3-5 received specialized training on the Jane Schaffer writing program in January. This program offers a structured approach to writing that helps students develop coherent and well-organized responses. Since February, students have been regularly utilizing this system to enhance their writing skills. By integrating the Jane Schaffer method into our curriculum, we aim to provide students with consistent and effective writing strategies that will improve their overall performance in written assessments.

Student Learning Strengths

Despite areas of needed growth, Woodway Elementary demonstrates several clear strengths in student learning and progress. Student achievement trends in ELA show steady improvement from third to fifth grade, with the highest performance in fifth grade (37% Meets), indicating that instructional strategies become increasingly effective as students advance through grade levels. Growth data further supports this, with **59% of students meeting their MOY Reading growth goals**, reflecting successful literacy interventions and strong instructional practices across classrooms.

In mathematics, **56% of students met their MOY Math growth goal**, demonstrating strong academic progress even when proficiency rates highlight areas for continued support. Science performance also shows promise, with **56% of students meeting MOY Science growth goals**, signaling effective instruction in handson, inquiry-based learning environments.

Teachers are consistently implementing the district Instructional Planning Calendar and High-Quality Instructional Materials, contributing to aligned instruction across grade levels. Recent professional learning in writing—including graphic organizer training for grades 2–5 and campus wide implementation of the Jane Schaffer writing method—has strengthened students' ability to produce organized constructed responses, supporting ongoing improvement in literacy and writing proficiency.

Taken together, these strengths reflect a campus committed to academic growth, instructional consistency, and the use of targeted professional development to

improve student outcomes across content areas.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student proficiency in ELA 3-5 remains low (2025 STAAR 3rd- 24%, 4th- 31%, 5th 42%), and pacing challenges prevent teachers from consistently reaching reteach and enrichment components essential for accelerating student learning.
Root Cause: Instructional pacing is inconsistent, limiting opportunities for targeted intervention and extension; chronic absenteeism impacts continuity of learning; and writing and literacy structures, while improving, have not been implemented long enough to fully impact achievement.

Problem Statement 2 (Prioritized): Math proficiency remains low across grades 3-5 despite positive growth indicators. 2025 STAAR 3rd- 17%, 4th- 35%, 5th-28%
Root Cause: Students require more targeted foundational math intervention in primary grades, and pacing challenges prevent teachers from incorporating daily reteach and enrichment needed to strengthen conceptual understanding.

Problem Statement 3: Student writing performance remains inconsistent, and many students struggle to produce organized constructed responses.
Root Cause: Writing structures such as the Jane Schaffer method and graphic organizer routines were only recently introduced and have not been implemented long enough to produce sustained mastery.

Problem Statement 4: Chronic absenteeism (25%) significantly impacts student access to consistent instruction and contributes to gaps in academic performance.
Root Cause: Students experience barriers to regular attendance, and campus wide systems for preventing and responding to absenteeism are not yet fully developed or consistently implemented.

School Processes & Programs

School Processes & Programs Summary

School Processes and Programs Summary

Woodway Elementary implements a variety of processes and programs designed to support high-quality instruction, develop educators, and meet the diverse needs of students. While several systems are wellestablished and functioning effectively, other areas require refinement, clarification, or more consistent implementation to ensure strong schoolwide coherence.

Recruitment, Hiring, and Staffing

The process for recruiting and hiring high-quality educators includes direct access to the district candidate pool, participation in career fairs, and word-of-mouth recommendations. While core roles are generally well-defined, role clarity becomes more challenging with midyear hires and some auxiliary positions, where responsibilities may fall into “gray areas.” The current administration inherited most staff placements from previous leadership, and while efforts are made throughout the year to reflect on staff strengths and needs, intentional alignment of teacher skill sets to student needs is still developing.

Professional Learning and Instructional Leadership Development

Woodway provides multiple professional learning opportunities to support strong instruction and leadership. These include quarterly district professional development days, biweekly staff meetings that incorporate targeted PD, weekly gradelevel PLCs, and monthly district training for principals and assistant principals. District departments such as Testing and LPAC also provide strong training for campus coordinators. These structures promote ongoing reflection and skill-building.

New and struggling teachers receive support through regular coaching from administrators and instructional specialists, including the demo and acceleration teachers. Frequent classroom observations, feedback cycles, and weekly PLCs further reinforce professional growth. A recent staff meeting focused on improving alignment between TTESS evaluations and student performance data, indicating active efforts to strengthen coherence between teacher practice and student outcomes.

Continuous Improvement and Stakeholder Involvement

Staff awareness and buyin for the continuous improvement process is increasing. Instructional staff were briefed prior to the CNA process, and 11 staff members participated in the initial CNA meeting. Stakeholder feedback is gathered through survey data, voluntary staff participation, and informal input from parents and community partners. PLCs and the Instructional Leadership Team play key roles in reviewing assessment data, identifying needs, and tracking progress toward performance objectives.

However, the process for developing and implementing a focused improvement plan—particularly how root causes of low performance are identified—requires clearer definition and alignment. Additionally, while systems exist to monitor progress, refinement is needed to ensure consistent, campuswide implementation.

Curriculum, Instruction, and Assessment

Woodway strives to provide equitable access to rigorous curriculum and instruction. Students at risk of academic difficulties receive support from the campus acceleration teacher and demo teacher, while gifted students are served through the GT program. For blended learning, the campus utilizes iReady to reinforce instruction and address skill deficits.

Lesson planning primarily follows district-developed instructional materials and is driven by district assessments and identified needs. While this ensures alignment and standardization, opportunities remain to deepen the use of formative assessment data and differentiated interventions at the classroom level.

Maximizing instructional time is an area for campus growth. The high number of extracurricular activities and events requires more intentional planning to minimize instructional interruptions and protect teacher planning periods.

Equity and Student Services

Woodway provides mandated services equitably to students who qualify, including Special Education, 504, LPAC, and GT. However, students who do not meet identification criteria sometimes lack access to additional interventions due to staffing limitations, indicating a need for expanded Tier 2 and Tier 3 supports. Clear procedures for student transitions between grade levels and feeder campuses are not yet documented, representing another opportunity for improvement.

Behavioral Systems and Campus Climate

The campus serves a significant number of students experiencing trauma, which often presents as disruptive behavior, noncompliance, or physical aggression. The school prioritizes teaching replacement behaviors rather than punitive discipline, and the administrative team is preparing PD sessions focused on communication strategies and deescalation. While the campus tracks general behavior trends, data on bullying, violence prevention, or other safety indicators is not readily available.

Programs and Partnerships

Woodway Elementary benefits from several programs aligned with the school’s mission, vision, and values, including Academy4, Leaders5, Woodway Reads, and partnerships with Hope Farm. These programs support mentoring, leadership development, and student engagement. Continued expansion of community partnerships—particularly with local businesses, employers, and universities—remains a key opportunity to strengthen student supports and enrichment.

School Processes & Programs Strengths

Woodway Elementary demonstrates several strengths in its school processes and programs that support quality instruction, teacher development, and a positive learning environment. The campus benefits from direct access to the district’s candidate pool, participation in career fairs, and word-of-mouth recruitment, all of which help attract educators who fit the culture and expectations of the school. Once hired, teachers receive strong multilayered support through ongoing coaching by administrators and instructional specialists, frequent classroom observations, and consistent opportunities for feedback and professional reflection. Professional learning is also a campus strength, with quarterly district PD days, biweekly staff meetings that include targeted development, weekly gradelevel PLCs, and

monthly district-led leadership training for principals and assistant principals. District departments, such as Testing and LPAC, provide effective and clear training that supports compliance and instructional consistency.

The campus shows commitment to continuous improvement, evidenced by growing staff understanding of the CNA process and participation from 11 staff members during the initial meeting. Data-driven practices are well supported through regular PLC analysis of assessment results, as well as consistent review of schoolwide trends by the Instructional Leadership Team. Woodway offers a variety of instructional supports, including acceleration and demo teachers and a gifted and talented program, ensuring students receive differentiated services based on need. Blended learning is enhanced through the use of iReady, which provides adaptive practice and intervention support. Mandated services such as Special Education, 504, and LPAC are delivered consistently and equitably across the campus.

In addition to instructional structures, the school benefits from strong mission-aligned programs and partnerships such as Academy4, Leaders5, Woodway Reads, and Hope Farm, all of which enhance student leadership, character development, and academic enrichment. The campus also demonstrates a restorative and trauma-informed approach to student behavior, prioritizing replacement behaviors over punitive measures and preparing staff for communication and de-escalation training. Together, these strengths create a supportive, collaborative, and student-centered environment that aligns well with the campus mission and values.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Instructional time is not consistently protected, resulting in interruptions that impact pacing and lesson completion.
Root Cause: Campus scheduling and event planning processes are not fully aligned to prioritize uninterrupted instructional blocks, leading to frequent competing demands on classroom time.

Problem Statement 2: Campus systems for supporting struggling teachers are inconsistent and not clearly defined
Root Cause: A formal mentoring or support structure has not been fully developed or implemented, and expectations for coaching and intervention vary across grade levels.

Problem Statement 3: Woodway Elementary lacks consistent systems for aligning staff strengths to student needs, protecting instructional time, and ensuring equitable intervention access for all students.
Root Cause: Processes for staffing alignment, instructional time management, and intervention structures were not clearly defined or fully developed under previous previous administration, leading to inconsistent implementation.

Perceptions

Perceptions Summary

Overall, students and staff describe Woodway Elementary as a positive, welcoming, and supportive environment where most individuals feel safe and connected. Teachers generally enjoy working at the school and report strong support from colleagues and administration, with low recent turnover. Students appear happy to attend and engaged in learning, and classroom cultures are strengthened by consistent routines and the presence of a fulltime counselor who helps address emotional needs. While restorative practices are used to resolve conflicts and teach replacement behaviors, teachers report challenges in feeling fully supported in managing discipline due to misunderstandings of district protocols. The campus recognizes that African American boys require additional academic and behavioral support based on subgroup data. Parents and community perceptions are less clearly defined due to limited survey data, though family engagement remains strong through events, communication systems such as Class Dojo and the Woodway Weekly, and active PTO involvement. Partnerships like Woodway Reads provide meaningful support to students, though broader business and community engagement remains an opportunity. Communication with families is consistent across digital, print, and inperson methods, with materials translated into Spanish to support nonEnglish-speaking households. Overall, perceptions indicate a strong school culture with caring relationships and supportive structures, alongside clear needs for improved discipline clarity, expanded community partnerships, and more targeted subgroup support.

Perceptions Strengths

Woodway Elementary benefits from a positive, welcoming school climate where both students and staff generally feel safe, supported, and connected. Teachers report strong relationships with colleagues and administration, and they express genuine enjoyment in working at the campus, reflected in low staff turnover. Students appear happy to attend school and engaged in their learning, supported by wellestablished classroom routines and the presence of a fulltime counselor who enhances the campus's ability to address emotional needs. Restorative practices are used consistently to help students resolve conflicts, build empathy, and develop socialemotional skills. Family and community engagement is also a notable strength, with regular communication through digital and print formats, ongoing campus events, and an active PTO that fosters parent involvement. Programs such as Woodway Reads further support positive perceptions by connecting students with caring adults and reinforcing the school's culture of encouragement and academic growth. Overall, stakeholders experience Woodway as a supportive, caring environment with strong relationships and a commitment to student wellbeing.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is inconsistent understanding of discipline protocols among staff, limited feedback from parents and community stakeholders, and notable perception gaps related to support for specific student subgroups.
Root Cause: Staff have not received clear, unified guidance on discipline procedures; parent and community perception data is limited due to low survey participation; and systems for targeted subgroup support are still developing.

Problem Statement 2: Parents and community stakeholders do not regularly provide feedback, making it difficult to fully understand their perceptions of the school.
Root Cause: Parent and community surveys are not consistently administered or widely promoted, resulting in limited data to capture stakeholder perspectives.

Priority Problem Statements

Problem Statement 1: Student proficiency in ELA 3-5 remains low (2025 STAAR 3rd- 24%, 4th- 31%, 5th 42%), and pacing challenges prevent teachers from consistently reaching reteach and enrichment components essential for accelerating student learning.

Root Cause 1: Instructional pacing is inconsistent, limiting opportunities for targeted intervention and extension; chronic absenteeism impacts continuity of learning; and writing and literacy structures, while improving, have not been implemented long enough to fully impact achievement.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Math proficiency remains low across grades 3-5 despite positive growth indicators. 2025 STAAR 3rd- 17%, 4th- 35%, 5th-28%

Root Cause 2: Students require more targeted foundational math intervention in primary grades, and pacing challenges prevent teachers from incorporating daily reteach and enrichment needed to strengthen conceptual understanding.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Instructional time is not consistently protected, resulting in interruptions that impact pacing and lesson completion.

Root Cause 3: Campus scheduling and event planning processes are not fully aligned to prioritize uninterrupted instructional blocks, leading to frequent competing demands on classroom time.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: There is inconsistent understanding of discipline protocols among staff, limited feedback from parents and community stakeholders, and notable perception gaps related to support for specific student subgroups.

Root Cause 4: Staff have not received clear, unified guidance on discipline procedures; parent and community perception data is limited due to low survey participation; and systems for targeted subgroup support are still developing.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: The campus lacks sufficient engagement and partnership with major employers, businesses, and local colleges/universities in the surrounding community.

Root Cause 5: Existing partnerships primarily involve faith-based and volunteer organizations, leaving gaps in workforce-aligned or resource-heavy community support. Outreach efforts have not yet been systematically targeted toward business sectors or higher education institutions. Nearby organizations may be unaware of needs or opportunities to collaborate with Woodway Elementary.

Problem Statement 5 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Class size averages by grade and subject
- Enrollment trends
- Mobility/stability rate, including longitudinal data
- Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- School Behavioral Threat Assessment Data (Senate Bill 11)

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent engagement rate
- Parent and community partnership data

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Scope and Sequence; Pacing Guides; and Other Focus Documents

Goals

Revised/Approved: November 10, 2026

Goal 1: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for English Language Arts and Reading (ELAR) on the annual state performance measurement from 34% to 50%.

Performance Objective 1: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR six weeks assessments from 54% to 60% by June 2027.
Increase the performance of African American students from 40% to 55% by June 2027.

Evaluation Data Sources: Six Weeks Assessments

Strategy 1: PK Teachers will participate in weekly PLC for the purpose of providing highly effective Tier 1 instruction. Instructional planning will include the following:
*Lesson internalization
*Review of student data including performance tasks and CLI
*Alignment of resources and instructional strategies
*Tracking of phonological awareness and key math concept development

Strategy's Expected Result/Impact: Result/Impact
Increase percentage of students on track for CLI by 10% above 2024-25 school year for BOY, MOY and EOY in phonological awareness in English and Spanish

Staff Responsible for Monitoring: Administration, Pre-K Teachers

Title I:
2.51
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy**

Problem Statements: Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Purchase instructional materials determined needed when planning in PLC meetings with teachers. **Intended Audience:** Pre-K students **Provider / Presenter / Person Responsible:** principal. teachers, office manager **Date(s) / Timeframe:** August 2026 - May 2027 **Collaborating Departments:** Early Childhood **Delivery Method:** PLC meetings **Funding Sources:** instructional supplies - Title I (211) - 211-11-6399-501-216-30-216-101000 - $4,500			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Student proficiency in ELA 3-5 remains low (2025 STAAR 3rd- 24%, 4th- 31%, 5th 42%), and pacing challenges prevent teachers from consistently reaching reteach and enrichment components essential for accelerating student learning. **Root Cause**: Instructional pacing is inconsistent, limiting opportunities for targeted intervention and extension; chronic absenteeism impacts continuity of learning; and writing and literacy structures, while improving, have not been implemented long enough to fully impact achievement.

Goal 1: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for English Language Arts and Reading (ELAR) on the annual state performance measurement from 34% to 50%.

Performance Objective 2: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level norms on EOY MAP Growth Reading in English from 41% to 55% by June 2027.
Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level norms on EOY MAP Growth Reading in Spanish from 66% to 70% by June 2027.
Increase the performance of African American students from 35% to 53% by June 2027.

Evaluation Data Sources: MAP

Strategy 1: Identify African American students below grade level and track them as a priority subgroup. Assign targeted supports: digital intervention time, progress monitoring every 2 weeks, and teacher/student goal-setting conferences

Strategy's Expected Result/Impact: Daily instruction will demonstrate 80% of students show mastery on demonstration of learning.

Staff Responsible for Monitoring: Administration

Title I:
2.51, 2.53
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Teachers in grades 2 - 5 will identify African American students in need of Tier 2 or Tier 3 interventions. Identified students will receive intensive interventions along with regular data meetings with the classroom teacher. **Intended Audience:** African American students **Provider / Presenter / Person Responsible:** Teachers, Title One TA **Date(s) / Timeframe:** August 2026 - May 2027 **Collaborating Departments:** ELAR **Delivery Method:** In person **Funding Sources:** Title One Teacher Assistant - Title I (211) - 211-11-6129-501-216-30-216-101000 - $26,894, Fringe - Title I (211) - 211-XX-614X-501-216-30-216-101000 - $4,841			

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Teachers will participate in High quality, weekly instructional Planning focused on the following:
*Daily objective driven lessons
*Teacher created exemplars for daily exit tickets
*Analysis of TEKS/SE focusing on misconceptions, key student actions and ways to show mastery
*Lesson internalization
*Analysis of student work

Strategy's Expected Result/Impact: Increase students performing at Meets/Masters level by 20% for MOY and EOY on MAP indicators and STAAR Reading.

Staff Responsible for Monitoring: Administration / Teachers

Title I:
2.51
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Teachers will have weekly instructional planning, including extended planning to plan for high impact quality tier 1 instruction including lesson internalization, rehearsal and differentiation. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Principal Assistant Principal **Date(s) / Timeframe:** August 2026 - May 2027 **Collaborating Departments:** None **Delivery Method:** In person **Funding Sources:** Supplies for staff development - Title I (211) - 211-13-6399-501-216-30-216-101000 - $2,500			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Student proficiency in ELA 3-5 remains low (2025 STAAR 3rd- 24%, 4th- 31%, 5th 42%), and pacing challenges prevent teachers from consistently reaching reteach and enrichment components essential for accelerating student learning. **Root Cause**: Instructional pacing is inconsistent, limiting opportunities for targeted intervention and extension; chronic absenteeism impacts continuity of learning; and writing and literacy structures, while improving, have not been implemented long enough to fully impact achievement.

Goal 1: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for English Language Arts and Reading (ELAR) on the annual state performance measurement from 34% to 50%.

Performance Objective 3: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR benchmark assessments from 36% to 50% by June 2027.
Increase the performance of African American studentsfrom 27% to 46% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Provide Optimal testing environments that ensure students can focus and therefore produce accurate measures of growth on MAP testing

Strategy's Expected Result/Impact: 90% of students will meet expected growth targets from BOY to EOY on MAP

Staff Responsible for Monitoring: Principal
testing coordinator
teachers

Title I:
2.51
- **TEA Priorities:**
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

Problem Statements: Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Substitutes will be provided for K-2nd MAP testing in order to ensure that students have an optimal testing setting. This setting will allow teachers to monitor rapid guessing, duration for each student, trouble shoot log-in issues and ensure students stay on task and focused **Intended Audience:** Students K - 2 **Provider / Presenter / Person Responsible:** Assistant Principal Office Manager **Date(s) / Timeframe:** August 2026 January 2027 May 2027 **Collaborating Departments:** None **Delivery Method:** In person **Funding Sources:** substitute teachers during testing - Title I (211) - 211-11-6112-501-216-30-216-101000 - $2,200, fringe for substitutes - Title I (211) - 211-XX-614X-501-216-30-216-101000 - $400			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Student proficiency in ELA 3-5 remains low (2025 STAAR 3rd- 24%, 4th- 31%, 5th 42%), and pacing challenges prevent teachers from consistently reaching reteach and enrichment components essential for accelerating student learning. **Root Cause**: Instructional pacing is inconsistent, limiting opportunities for targeted intervention and extension; chronic absenteeism impacts continuity of learning; and writing and literacy structures, while improving, have not been implemented long enough to fully impact achievement.

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 37% to 50%.

Performance Objective 1: Increase the percentage of 3rd grade students that score meets grade level or above on Math six weeks assessments from 61% to 65% by June 2027.
Increase the performance of African American students from 44% to 60% by June 2027.

Evaluation Data Sources: Six Weeks Assessments

Strategy 1: Implement 6-week cycle of data-informed instruction with targeted small groups.

Strategy's Expected Result/Impact: 10% increase in # students reaching meets on the district 6-week math exams.

Staff Responsible for Monitoring: teachers
principal
assistant principal

Title I:
2.51, 2.52
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Conduct six-weeks data analysis meetings within one week of each assessment to identify TEKS gaps, with a specific focus on African American student performance. **Intended Audience:** teachers **Provider / Presenter / Person Responsible:** principal assistant principal **Date(s) / Timeframe:** September 2026 - April 2027 **Collaborating Departments:** Teaching / Assessment **Delivery Method:** in person			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Math proficiency remains low across grades 3-5 despite positive growth indicators. 2025 STAAR 3rd- 17%, 4th- 35%, 5th-28% **Root Cause**: Students require more targeted foundational math intervention in primary grades, and pacing challenges prevent teachers from incorporating daily reteach and enrichment needed to strengthen conceptual understanding.

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 37% to 50%.

Performance Objective 2: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level norms on EOY MAP Growth Math in English from 54% to 65% by June 2027.
Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level norms on EOY MAP Growth Math in Spanish from 76% to 85% by June 2027.
Increase the performance of African American students from 41% to 58% by June 2027.

Evaluation Data Sources: MAP

Strategy 1: Institute a peer observation program where teachers will observe other Woodway teachers who have been identified as proficient in specific instructional strategies on SPOT observations.

Strategy's Expected Result/Impact: 20% increase on MOY and EOY students performing at Meets/Masters compared to previous year.

Staff Responsible for Monitoring: Principal
Assistant principal

Title I:
2.51, 2.52
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Substitutes will be provided for PreK-5 teachers to allow them to observe site based master teachers deliver high quality tier one lessons utilizing the IPC and Instructional frameworks. **Intended Audience:** math teachers **Provider / Presenter / Person Responsible:** identified accomplished teachers **Date(s) / Timeframe:** September 2026 - March 2027 **Collaborating Departments:** None **Delivery Method:** In person **Funding Sources:** substitutes for classroom teachers - Title I (211) - 211-11-6112-501-216-30-216-101000 - $1,250, fringe for substitutes - Title I (211) - 211-XX-614X-501-216-30-216-101000 - $250			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Math proficiency remains low across grades 3-5 despite positive growth indicators. 2025 STAAR 3rd- 17%, 4th- 35%, 5th-28% **Root Cause**: Students require more targeted foundational math intervention in primary grades, and pacing challenges prevent teachers from incorporating daily reteach and enrichment needed to strengthen conceptual understanding.

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 37% to 50%.

Performance Objective 3: Increase the percentage of 3rd grade students that score meets grade level or above on Math benchmark assessments from 27% to 40% by June 2027.
Increase the performance of African American students from 8% to 30% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Implement intensive data-driven instruction cycles during PLCs.

Strategy's Expected Result/Impact: Increase of 20% in targeted sub-groups

Staff Responsible for Monitoring: principal
teachers

Title I:
2.51
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Maintain live data walls and teacher trackers to monitor progress toward 40% and 30% targets. **Intended Audience:** teachers **Provider / Presenter / Person Responsible:** principal assistant principal **Date(s) / Timeframe:** September 2026 - May 2027 **Collaborating Departments:** none **Delivery Method:** in person			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Teachers will provide accelerated instruction during tutoring sessions outside of the typical school day. **Intended Audience:** Students not meeting grade level expectations in math **Provider / Presenter / Person Responsible:** teachers **Date(s) / Timeframe:** November 2026 - March 2027 **Delivery Method:** in person **Funding Sources:** Pay for extra professional duty - After School Tutoring - Title I (211) - 211-11-6116-501-216-30-216-101000 - $1,864, Fringe for tutoring - Title I (211) - 211-XX-614X-501-216-30-216-101000 - $336			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: Math proficiency remains low across grades 3-5 despite positive growth indicators. 2025 STAAR 3rd- 17%, 4th- 35%, 5th-28% **Root Cause**: Students require more targeted foundational math intervention in primary grades, and pacing challenges prevent teachers from incorporating daily reteach and enrichment needed to strengthen conceptual understanding.

Goal 3: Reduce the number of schools that are rated F from 8.2% to 0%

Performance Objective 1: Increase the percentage of 3rd through 5th grade students that score meets grade level or above on ELAR benchmark assessments in English from 33% to 50% by June 2027.
Increase the percentage of 3rd through 5th grade students that score meets grade level or above on ELAR benchmark assessments in Spanish from 13% to 25% by June 2027.
Increase the performance of African American students from 25% to 45% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Improve tier one literacy instruction by prioritizing uninterrupted 90 minute instructional blocks for ELAR classes.

Strategy's Expected Result/Impact: Teachers will have the time to deliver HQIM to students.

Staff Responsible for Monitoring: principal
assistant principal

Title I:
2.51
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Ensure daily ELAR block includes: Explicit reading comprehension modeling (think-alouds using grade-level text) Guided reading/small group instruction **Intended Audience:** students **Provider / Presenter / Person Responsible:** teachers **Date(s) / Timeframe:** August 2026 - May 2027 **Delivery Method:** in person			

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Libraian will utilize book collection to increase reading stamina of targeted 3 - 5 grade students.

Strategy's Expected Result/Impact: Students meeting grade level ELAR expectations will increase 10%.

Staff Responsible for Monitoring: Librarian
principal

Title I:
2.51, 2.52
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 2: Talent Retention and Strategic Staffing

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

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Librarian will conduct weekly book circles with targeted 3-5 grade students. **Intended Audience:** 3-5 grade students who score high approaches on 2026 STAAR ELAR **Provider / Presenter / Person Responsible:** Librarian **Date(s) / Timeframe:** September 2026 - April 2027 **Delivery Method:** in person **Funding Sources:** Books for the book clubs - Title I (211) - 211-11-6399-501-216-30-216-101000 - $8,000			

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 3: Conduct professional development sessions for staff to provide clear and unified guidance on discipline procedures, ensuring all staff understand and consistently apply these protocols.

Strategy's Expected Result/Impact: Decrease the total number of students with office referrals from 73 to 50 by May 2027

Staff Responsible for Monitoring: assistant principal
school counselor

Title I:
2.53
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 3: Integrated Student Support Systems

Problem Statements: Perceptions 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: The campus will implement a school wide PBIS program to improve students' social and emotional intelligence in the school setting and increase their self-awareness, academic achievement and positive behavior in and out of the classroom. **Intended Audience:** all students **Provider / Presenter / Person Responsible:** principal assistant principal school counselor classroom teachers **Date(s) / Timeframe:** August 2026 - May 2027 **Collaborating Departments:** none **Delivery Method:** in person **Funding Sources:** supplies for token economy / snacks - Title I (211) - 211-11-6399-501-216-30-216-101000 - $2,495			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Student proficiency in ELA 3-5 remains low (2025 STAAR 3rd- 24%, 4th- 31%, 5th 42%), and pacing challenges prevent teachers from consistently reaching reteach and enrichment components essential for accelerating student learning. **Root Cause**: Instructional pacing is inconsistent, limiting opportunities for targeted intervention and extension; chronic absenteeism impacts continuity of learning; and writing and literacy structures, while improving, have not been implemented long enough to fully impact achievement.
School Processes & Programs
Problem Statement 1: Instructional time is not consistently protected, resulting in interruptions that impact pacing and lesson completion. **Root Cause**: Campus scheduling and event planning processes are not fully aligned to prioritize uninterrupted instructional blocks, leading to frequent competing demands on classroom time.
Perceptions
Problem Statement 1: There is inconsistent understanding of discipline protocols among staff, limited feedback from parents and community stakeholders, and notable perception gaps related to support for specific student subgroups. **Root Cause**: Staff have not received clear, unified guidance on discipline procedures; parent and community perception data is limited due to low survey participation; and systems for targeted subgroup support are still developing.

Goal 3: Reduce the number of schools that are rated F from 8.2% to 0%

Performance Objective 2: Increase the percentage of 3rd through 5th grade students that score meets grade level or above on Math benchmark assessments in English from 33% to 50% by June 2027.
Increase the performance of African American students from 8% to 28% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Provide professional development on:

Effective instructional practices as identified in the Cowtown 12 Playbook.
Culturally responsive teaching practices

Strategy's Expected Result/Impact: 10% increase in students who score meets or higher on Spring benchmark assessment.

Staff Responsible for Monitoring: principal
assistant principal

Title I:
2.52
- **TEA Priorities:**
Connect high school to career and college, Improve low-performing schools
- **ESF Levers:**
Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Administrators will consistently use coaching cycles to support teachers in implementing data-driven instruction effectively. **Intended Audience:** teachers **Provider / Presenter / Person Responsible:** principal assistant principal **Date(s) / Timeframe:** August 2026 - May 2027 **Collaborating Departments:** none **Delivery Method:** in person			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Math proficiency remains low across grades 3-5 despite positive growth indicators. 2025 STAAR 3rd- 17%, 4th- 35%, 5th-28% **Root Cause**: Students require more targeted foundational math intervention in primary grades, and pacing challenges prevent teachers from incorporating daily reteach and enrichment needed to strengthen conceptual understanding.

Goal 4: Reduce the percent of students who are chronically absent (absent more that 10% of the school year) from 20% to 15%.

Performance Objective 1: Decrease the number and percentage of students who are chronically absent (absent more than 10%) from 20% to 15% by June 2027.
Decrease the number and percentage of African American students from 23% to 15% by June 2027.

High Priority

Strategy 1: The campus will implement a multi-tiered Attendance Monitoring Plan for chronically absent students by identifying root causes, providing wraparound services, fostering positive relationships with students to establish a sense of belonging and connection, and including six weeks incentives / celebrations for students with perfect attendance.

Strategy's Expected Result/Impact: Decrease the number of students with chronic absenteeism by a minimum of 10%

Staff Responsible for Monitoring: Family Engagement Specialist
School Counselor
Teachers
Office Clerk

Title I:
2.51, 2.53
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Problem Statements: Demographics 1 - Student Learning 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: The school will establish a written attendance monitoring plan with families of chronically absent students. **Intended Audience:** Chronically absent students **Provider / Presenter / Person Responsible:** Family Engagement Specialist School Counselor **Date(s) / Timeframe:** August 2026 - May 2027 **Collaborating Departments:** Family Engagement Student Services **Delivery Method:** In person **Funding Sources:** Family Engagement Specialist - Title I (211) - 211-61-6129-503-216-30-216-101000 - $32,276, - Title I (211) - 211-XX-614X-501-216-30-216-101000 - $5,810			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Students with perfect attendance will be recognized each six weeks on the morning announcements and will select a reward from the school store. **Intended Audience:** Students with improved attendance. **Provider / Presenter / Person Responsible:** principal school counselor family engagement specialist **Date(s) / Timeframe:** Every six weeks September 2026 - May 2027 **Collaborating Departments:** Family Engagement **Delivery Method:** In person **Funding Sources:** Items for the school store valued less than 15.00 eacher - Title I (211) - 211-11-6399-501-216-30-216-101000 - $3,800			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The campus lacks sufficient engagement and partnership with major employers, businesses, and local colleges/universities in the surrounding community. **Root Cause**: Existing partnerships primarily involve faith-based and volunteer organizations, leaving gaps in workforce-aligned or resource-heavy community support. Outreach efforts have not yet been systematically targeted toward business sectors or higher education institutions. Nearby organizations may be unaware of needs or opportunities to collaborate with Woodway Elementary.

Student Learning

Problem Statement 2: Math proficiency remains low across grades 3-5 despite positive growth indicators. 2025 STAAR 3rd- 17%, 4th- 35%, 5th-28% **Root Cause**: Students require more targeted foundational math intervention in primary grades, and pacing challenges prevent teachers from incorporating daily reteach and enrichment needed to strengthen conceptual understanding.

Goal 4: Reduce the percent of students who are chronically absent (absent more that 10% of the school year) from 20% to 15%.

Performance Objective 2: By 05/2027, increase student engagement and attendance in math classes by implementing strategies to reduce chronic absenteeism from 20% to 15%.

Evaluation Data Sources: Focus Attendance Report May 2026

Strategy 1: Partner with community organizations to provide resources and support for families to address barriers to regular attendance.

Strategy's Expected Result/Impact: Increase student engagement during math instruction by 10% as evidenced through SPOT observation data

Staff Responsible for Monitoring: principal

Title I:
2.51, 2.52
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 3: Integrated Student Support Systems

Problem Statements: Student Learning 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Hold a family STEM night in November or December 2026 to provide families a better understanding of math concepts being taught. **Intended Audience:** all families and students with attendance less than 90%. **Provider / Presenter / Person Responsible:** STEM night Committee members **Date(s) / Timeframe:** August 2026 - December 2026 **Collaborating Departments:** Family engagement **Delivery Method:** in person **Funding Sources:** supplies for STEM night - Family Engagement (211) - 211-61-6399-503-216-30-216-101000 - $1,000			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Host Donuts for Dads and Muffins for Moms family training events **Intended Audience:** students' key family members **Provider / Presenter / Person Responsible:** family engagement specialist **Date(s) / Timeframe:** February / March 2027 **Collaborating Departments:** family engagement **Delivery Method:** in person **Funding Sources:** Resources and snacks for parent training events - Family Engagement (211) - 211-61-6499-503-216-30-216-101000 - $835			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Math proficiency remains low across grades 3-5 despite positive growth indicators. 2025 STAAR 3rd- 17%, 4th- 35%, 5th-28% **Root Cause**: Students require more targeted foundational math intervention in primary grades, and pacing challenges prevent teachers from incorporating daily reteach and enrichment needed to strengthen conceptual understanding.

Goal 5: Establish and strengthen partnerships with major employers, businesses, and local colleges/universities to enhance community engagement and support workforce-aligned initiatives.

Performance Objective 1: By 03/2027, increase the number of partnerships with major employers, businesses, and local colleges/universities from 0 to 3.

Evaluation Data Sources: Data base of community partnerships.

Strategy 1: Develop a targeted outreach plan to engage with local businesses and colleges, including hosting informational sessions and networking events to showcase partnership opportunities.

Strategy's Expected Result/Impact: Increased resources for the school including volunteers to mentor students.

Staff Responsible for Monitoring: family engagement specialist
principal

Title I:
2.53
- **TEA Priorities:**
Connect high school to career and college
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Problem Statements: Demographics 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Contact all local businesses with 10 or more employees in a 2 mile radius of the school to share partnership opportunities at Woodway. **Intended Audience:** Local businesses **Provider / Presenter / Person Responsible:** Family Engagement Specialist Outreach committee principal **Date(s) / Timeframe:** August 2026 - October 2026 **Collaborating Departments:** family engagement **Delivery Method:** cards, email, phone, in person **Funding Sources:** supplies for correspondence to include stationary and stamps - Family Engagement (211) - 211-61-6499-503-216-30-216-101000 - $600			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The campus lacks sufficient engagement and partnership with major employers, businesses, and local colleges/universities in the surrounding community. **Root Cause**: Existing partnerships primarily involve faith-based and volunteer organizations, leaving gaps in workforce-aligned or resource-heavy community support. Outreach efforts have not yet been systematically targeted toward business sectors or higher education institutions. Nearby organizations may be unaware of needs or opportunities to collaborate with Woodway Elementary.

Campus Funding Summary

Title I (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	1	1	1	instructional supplies	Instruction | General Supplies and Technology (11-6399)	211-11-6399-501-216-30-216-101000	$4,500.00
1	2	1	1	Title One Teacher Assistant	Instruction |Title I Teacher Assistant (11-6129)	211-11-6129-501-216-30-216-101000	$26,894.00
1	2	1	1	Fringe	Fringe	211-XX-614X-501-216-30-216-101000	$4,841.00
1	2	2	1	Supplies for staff development	Staff Development | General Supplies and Technology (13-6399)	211-13-6399-501-216-30-216-101000	$2,500.00
1	3	1	1	fringe for substitutes	Fringe	211-XX-614X-501-216-30-216-101000	$400.00
1	3	1	1	substitute teachers during testing	Instruction | Subs - Professional (11-6112)	211-11-6112-501-216-30-216-101000	$2,200.00
2	2	1	1	substitutes for classroom teachers	Instruction | Subs - Professional (11-6112)	211-11-6112-501-216-30-216-101000	$1,250.00
2	2	1	1	fringe for substitutes	Fringe	211-XX-614X-501-216-30-216-101000	$250.00
2	3	1	2	Fringe for tutoring	Fringe	211-XX-614X-501-216-30-216-101000	$336.00
2	3	1	2	Pay for extra professional duty - After School Tutoring	Instruction | Extra Duty - Professional (11-6116)	211-11-6116-501-216-30-216-101000	$1,864.00
3	1	2	1	Books for the book clubs	Instruction | General Supplies and Technology (11-6399)	211-11-6399-501-216-30-216-101000	$8,000.00
3	1	3	1	supplies for token economy / snacks	Instruction | General Supplies and Technology (11-6399)	211-11-6399-501-216-30-216-101000	$2,495.00
4	1	1	1	Family Engagement Specialist	Family Engagement |Family Engagement Specialist (61-6129)	211-61-6129-503-216-30-216-101000	$32,276.00
4	1	1	1		Fringe	211-XX-614X-501-216-30-216-101000	$5,810.00
4	1	1	2	Items for the school store valued less than 15.00 eacher	Instruction | General Supplies and Technology (11-6399)	211-11-6399-501-216-30-216-101000	$3,800.00

Title I (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
						Sub-Total	$97,416.00
						Budgeted Fund Source Amount	$97,416.00
						+/- Difference	$0.00

Family Engagement (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
4	2	1	1	supplies for STEM night	Family Engagement | General Supplies and Technology (61-6399)	211-61-6399-503-216-30-216-101000	$1,000.00
4	2	1	2	Resources and snacks for parent training events	Family Engagement | Misc Operating Costs (61-6499)	211-61-6499-503-216-30-216-101000	$835.00
5	1	1	1	supplies for correspondence to include stationary and stamps	Family Engagement | Misc Operating Costs (61-6499)	211-61-6499-503-216-30-216-101000	$600.00
						Sub-Total	$2,435.00
						Budgeted Fund Source Amount	$2,435.00
						+/- Difference	$0.00
						Grand Total Budgeted	$99,851.00
						Grand Total Spent	$99,851.00
						+/- Difference	$0.00