Fort Bend Independent School District

Willowridge High School

2025-2026 Campus Improvement Plan

Accountability Rating: Comprehensive Support and Improvement (CSI)

Mission Statement

WHS Mission Statement:

Willowridge High School will provide an environment where attaining a higher education is a reality for all students.

FBISD Mission Statement:

FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

Vision

WHS Vision: Willowridge High School will prepare every student for college and a career in the workforce.

FBISD Vision: Fort Bend ISD will graduate students who exhibit the attributes of the District's Profile of a Graduate.

Value Statement

*"Transforming through **Care**, **Commitment**, and **Trust**"*

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Comprehensive Needs Assessment

Demographics

Demographics Summary

During the 2024-2025 school year, there were approximately 152 teachers and support staff that serve the Willowridge School campus. The demographic breakdown of the staff is approximately 67% African American, 18% Anglo-American, 12% Latino, and 3% Asian. For the 2024-2025 school year, 93% of teachers were deemed as highly qualified according to state and national standards. We hired three Instructional Apprentices to fill positions in math and Special Education. Of those three, one will continue on at WHS in a second instructional apprentice year. We also hired one DOI teacher in CTE Agriculture.

For the 2024-2025 school year WHS had only one vacancy for the fall semester in Science. For the vacancy in Science, we secured long term substitutes to work with our students. They were supported by instructional coaches, team leaders and other staff. We hired a full time, fully certified teacher in January 2025 for the Science position.

Currently, for the 2025-2026 school year we have the following vacancies: 1 math, 1 ELA, 2 Special Education. We continuously work to identify candidates for each of these positions and are working to hire them as fully certified teachers or as instructional apprentices.

The projected enrolment for WHS in the 2025-2026 school year is 1,225 This accounts for transfers in and out as well as students in our PTECH program.

- P-Tech students represent 15% (196) of the student population.
- Economically Disadvantaged students represent 79% (984) of the total population with 725 students (58%) registering to qualifying for free and reduced meals. These numbers are significantly lower than in previous years.
- Special Education students account for approximately 16.75% (208)of the total student population.
- There are 15 students identified Gifted and Talented students.
- Emergent Bilingual (EB) students account for 28% (351) of the total student population
- At-Risk students account for 67% of the total student population.
- The demographic breakdown is 55.9% Hispanic; 40% African American; 1.85% 2 or more races; 1.37% white

Currently 33 % of students in the Class of 2026 have met the CCMR target. In addition to the Dual Credit course we offer in PTECH, we have dual credit courses in English and US History. We are expanding our Dual Credit offering to College Algebra. We will offer OnRamps Economics in 2025-2026

Willowridge High had 23 students graduate from HCC in the spring of 2025 who earned their Associates degree through Houston Community College.

Preliminary TELPAS data indicates that EB/EL students need additional linguistic supports. Students need resources that are print rich, tailored to the new state standards, interactive, and support EB strategies. However, TELPAS and EB performance continues to be strong point in our accountability measures.

Our campus commitment to increase attendance continues to be a priority. We had a 90.3% refined ADA for 2024-2025. This was a 0.3% increase from the 2023-2024 school year. Our goal for the 2025-2026 school year is 92%. Our actions are to increase student and parent interaction, which focuses on achieving graduation through meeting attendance requirements and CCMR indicators. Increased attendance will also positively impact student learning outcomes.

Overall Refined ADA

	2024-2025	2023-2024
All Students	90.3%	90.0
9th grade	90.4	89.3
10th grade	89.5	90.4
11th grade	91.0	90.6
12th grade	90.4	89.9

Our drop out numbers remained around 30 for the school year. The drop out preventionist made multiple attempts to re-engage students in school, shared educational alternatives, and provided families with various resources to support students and their families.
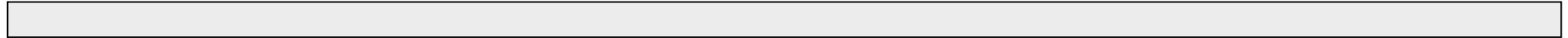
Demographics Strengths

The demographic strengths of Willowridge High School lie in the diversity of our student and staff population, including

- High representation of African American teachers.
- An increased number of non-African American teachers has increased the staff diversity
- High number of highly qualified teachers and paraprofessionals.
- Average class size is at ratio of 28:1
- Hispanic and EB students continue to show growth and progress in academic

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student absenteeism and prevents students from progressing and achieving at high levels. When students are not in class, they cannot reap the benefits of instruction.
Root Cause: External factors such as family and work obligations often cause students to have high a number of absences. Overall students feel connect to school and have a high motivation for learning; however the students indicated on recent climate surveys they often feel they are not being challenged to their full potential

Student Learning

Student Learning Summary

Student achievement continues to be a focus at Willowridge High School. Spring 2025 STAAR data shows an overall decrease in the percentage of student meeting or mastering on the STAAR EOC test.

	Approaches Grade Level				Meets Grade Level				Masters Grade Level				2024-2025 Goal	2025 Actual
	2022	2023	2024	2025	2022	2023	2024	2025	2022	2023	2024	2025	Meets/Masters	Meets/Masters
English I	46%	58%	48%	49%	28%	35%	33%	32%	3%	6%	6%	5%	43%	32%
English II	55%	63%	62%	61%	38%	35%	40%	41%	1%	2%	3%	2%	50%	41%
Algebra I	59%	62%	64%	46%	29%	22%	24%	14%	14%	7%	8%	4%	34%	14%
Biology	64%	76%	78%	83%	32%	37%	32%	41%	7%	8%	6%	4%	42%	41%
US History	83%	92%	90%	90%	49%	48%	40%	56%	21%	17%	9%	22%	50%	56%

Additionally, students receiving Special Education services did not perform as well as their peers. However, there are pockets of strength in Biology and US History.

Special Education STAAR 2025	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
Biology	70.00%	19.00%	2%
US History	74.00%	44.00%	5.00%
English I	15.00%	7.00%	1.50%
English II	25.00%	10%	0%
Algebra I	18.50%	2%	0%

TELPAS continues to be a strong data point in our accountability data. For 2024-2025, we are projected to earn 4 out of 4 points in the accountability domain. However, our students still need linguistic supports and motivation to take the TELPAS test seriously with the hope of testing out of the EB program. Spring 2025 Telpas data:

Composite Score 2025	Percentage of Students (340 total)
4	11.5%
3	25.6%
2	45.9%
1	10.9%
0	6.0%

First time MAP data shows promise in growth in all areas except English I. The coming year will yield more positive results as teachers and students are more aware of the nuances and importance of the test.

	BOY	MOY	EOY
	Achievement	Achievement	Achievement

	BOY	MOY	EOY	
English I	42nd Percentile	35th Percentile	42nd percentile	37th percentile	40th percentile
English II	42nd Percentile	39th Percentile	39th percentile	42nd percentile	49th percentile

	BOY	MOY	EOY	
Algebra I	32nd percentile	39th percentile	39th percentile	44th percentile	43rd percentile
Geometry	39th percentile	31st percentile	44th percentile	49th percentile	67th percentile

	BOY	MOY	EOY	
Algebra II	18th percentile	24th percentile	64th percentile	38th percentile	64th percentile
Biology	42nd Percentile	45th percentile	58th percentile	65th percentile	64th percentile

CCMR continues to be an area of focus for the campus. This year we implemented various opportunities for students to take the TSIA test and receive intervention support in their areas of weakness.

- Overall the class of 2025 is just at 40% of student receiving a CCMR point
- The class of 2026 is at 33%; this will increase over the course of the year with the implementation of Texas College Bridge

Our efforts to increase CCMR will continue with focused and strategic TSIA Testing, increased supports for students taking the AP Tests; and stronger focus on our CTE IBC results.

Student Learning Strengths

- MAP data shows promise to continue growth with more familiarity with the test
- TELPAS data continues to trend in a positive direction.
- Our students are beginning to understand the importance of TELPAS
- Biology and US History STAAR results continue to improve and show growth.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students are not performing at grade level/standards in reading, math, science, and social studies.
Root Cause: Student absenteeism coupled with lack of teacher clarity around rigor, instructional model, student-centered instruction and implementing data to driven instruction.

Problem Statement 2 (Prioritized): Increase exposure to CCMR opportunities through advanced academics, TSI testing, Texas College Bridge, and CTE programs in order to increase student college and career readiness.
Root Cause: Students and families are not made fully aware of the advanced academic and CTE opportunities during the course selection process to help increase college and career readiness. Staff awareness of CCMR is continue to grow therefore the staff will have skills and knowledge necessary to promote and prepare students for CCMR opportunities.

School Processes & Programs

School Processes & Programs Summary

In the 2025-2026 school year will see additional change in the leadership team with two new assistant principals and a new Dean of Instruction.   This will provide opportunities for continuous improvement in school processes, communication, and organization of the campus.

In the 2025-2026 school year we will continue working with instructional coaches, department chairs and content team leaders to build instructional leadership capacity for those teacher leaders.

The EOC teams work directly with support from the district Teaching and Learning Department as well as Region IV to continue building their skills in planning and implementing curriculum at the expected level of rigor for the TEKS.   We worked with Teaching and Learning as well as Organizational Development to review our intervention class structures and made adjustments to the system of scheduling students. In the 2024-2025 school year, EOC teams had a common PLC period that allowed for time to plan and review data. We worked on building more consistent student level progress monitoring systems to ensure we are monitoring individual students, groups of students, and whole cohorts of students. This work will continue in the 2025-2026 school year using the student support team process with more focus and intention of identifying students who need intervention at varying levels using the foundation built from our learning this year.

A focus for the administrative team in the 2025-2026 school year will be to continue our learning and to build processes around consistent observation and feedback using the Get Better Faster protocol. The administrative team will work with Texas Instructional Leadership through Region IV for coaching and job embedded learning related to observation and feedback.

A campus wide focus for 2025-2026 is to strengthen our Tier I instruction, implementation of academic discourse, and teacher led small group instruction using data driven instruction. Teachers continue to build their skill and knowledge around using data to create intervention and enrichment opportunities for students based on student data.

A focus on teaching to the rigor of the standards will also be implemented through professional learning and PLC practices. Rigorous, TIER one instruction is not consistent in every level, every content.

An area of growth for the 2025-2026 school year is our MTSS systems and processes. We will continue work with grade level cross curricular team to provide additional supports to teachers, students and families as the team works together to identify strengths and weaknesses specifically focused on incoming 9th grade students. Additionally, we will identify students who are off cohort, have a pattern of chronic absenteeism, and/or pattern of discipline referrals for targeted watch lists in 10th, 11th, and 12th grades.

Our counselors, registrar, CAC, Dean of Instruction and Associate Principal work together to regularly review student transcripts, off cohort student needs, and credit recovery needs/ opportunities for students.

We offer opportunities for students in all UIL sports, over 30 clubs and organizations, and multiple fine arts programs. Many students participate in multiple activities across campus.

School Processes & Programs Strengths

PLC structures and practices are in place, expectations are clear and revisited regularly to guide the work of the PLCS. The work in the PLC includes reviewing curriculum, exploring and modeling best practices for various strategies, data driven instruction protocols, and assessment creation.

Work with continue with Solution Tree to help increase teacher capacity in RTI practices.

We have seen teacher growth in the area of student level progress monitoring and will continue that learning and progress monitoring going forward.

Teachers are generally willing and open to professional learning in an effort to improve their craft.

Coordinated effort with counselors and other staff to regularly review student transcripts and provide supports as needed for students to regain credits.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Student level progress monitoring and the resulting intervention is not consistently driven by data to support instructional decisions and student growth.
Root Cause: Teachers continue to building a strong understanding of data driven instruction and progress monitoring measures using protocols and assessing using rigorous skills application assessments. There is need to continue work with teachers to use student data to create intervention and enrichment opportunities for students.

Problem Statement 2 (Prioritized): Lesson planning and Instruction is not designed and delivered at the appropriate rigor to encourage higher-order thinking with targeted feedback.
Root Cause: Teachers are not planning for the implementation of the instructional model at the rigor of the TEK and do not fully understand its role in creating a rigorous learning experience.

Problem Statement 3 (Prioritized): Rigorous, Tier I instruction is not consistent at every level in every content.
Root Cause: Students often come in behind grade level and with skill gaps teachers must work to fill while teaching grade level content. This sometimes leads to not teaching or assessing at the rigor of the standard.

Perceptions

Perceptions Summary

Parent response on surveys and feedback tools is low. However, this year we doubled our number of parent responses to 116 parent responses We have a large number of Spanish speaking parents and continue to find better methods to deliver information and resources to meet their needs. We have started to utilize translation headsets for parent meetings and assemblies, and written communication is sent out in English and in Spanish.

We have supportive alumni groups and community partners who support the campus through donations, resources, mentoring and other volunteer opportunities. For the 2025-2026 school year, we will continue to build our mentorship program students in collaboration with Collaborative Communities.

During the 2024-2025 school year we used the the mission and vision, core values and profile of a Willowridge student to reinforce expectations for academics, behavior, and student engagement. We used those as grounding ideals when we met with students and families and will continue to build on those core elements as we work toward increased student achievement and engagement.

We had about 60% of our students completed the student survey; this is a 50% increase from the previous year. Overall their perceptions of school are positive and have increased from the 2024-2025 school year. This is encouraging based on the work we have done to set the core values and expectations. Some strengths of the survey show students feel they are motivated to learn, they have a desire to do well, and they are motivated by teachers who encourage them.

Areas to improve upon for the 2025-2026 are students overall emotional engagement with school specifically:

1. create opportunities for students to increase their emotional engagement and overall feelings of school; specifically choosing our school if they had a choice.
2. creating a learning culture where students feel challenged to their full academic potential
3. creating more opportunities for student engagement and attendance

Based on the 2025 Climate Surveys, parents responded:

- 58% feel positive about the overall quality of WHS; which is a decrease from the previous year
- Approximately 75% feel WHS has high learning standards and academics for students
- Parents gave strong insight on different ways to communicate with them; many of them preferring text messages
- Overall, parents feel the campus is safe and their children are treated with respect.

Overall the staff feels the climate and culture at WHS is positive and supportive and mirrors the parent feedback.

Perceptions Strengths

Willowridge High School has student leaders who are invested in the campus and seeing the campus climate and culture grow.

The staff is diverse and brings a wide variety of experiences to the campus. In general, the staff want to see the students and the campus grow and improve.

Parents are generally supportive of students and staff]. They are appreciative of our those staff members who build connections with parents and students to support students.

Overall the climate is positive and supportive even in the face of the challenges of school improvement. Students feel safe at school and feel they are in a place to learn and grow.

Overall discipline referrals decreased 20% from the 2023-2024 school year. The top offenses in 2024-2025 were:

- Skipping class
- Insubordination
- Disruptive behaivor
- Disrupting the educational environment.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students and parents are not actively or consistently engaged in clubs or community events.
Root Cause: The campus culture has not been intentional in supporting high levels of recruiting for clubs and organizations or parental involvement

Problem Statement 2: Students do not feel they are being challenged to their academic potential.
Root Cause: Based on student climate and culture data, the students reported they do not always feel challenged to their full academic potential. This connects to our teachers not consistently providing rigorous Tier I instruction and learning experiences.

Priority Problem Statements

Problem Statement 1: Student absenteeism and prevents students from progressing and achieving at high levels. When students are not in class, they cannot reap the benefits of instruction.

Root Cause 1: External factors such as family and work obligations often cause students to have high a number of absences. Overall students feel connect to school and have a high motivation for learning; however the students indicated on recent climate surveys they often feel they are not being challenged to their full potential

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students are not performing at grade level/standards in reading, math, science, and social studies.

Root Cause 2: Student absenteeism coupled with lack of teacher clarity around rigor, instructional model, student-centered instruction and implementing data to driven instruction.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Increase exposure to CCMR opportunities through advanced academics, TSI testing, Texas College Bridge, and CTE programs in order to increase student college and career readiness.

Root Cause 3: Students and families are not made fully aware of the advanced academic and CTE opportunities during the course selection process to help increase college and career readiness. Staff awareness of CCMR is continue to grow therefore the staff will have skills and knowledge necessary to promote and prepare students for CCMR opportunities.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Rigorous, Tier I instruction is not consistent at every level in every content.

Root Cause 4: Students often come in behind grade level and with skill gaps teachers must work to fill while teaching grade level content. This sometimes leads to not teaching or assessing at the rigor of the standard.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Lesson planning and Instruction is not designed and delivered at the appropriate rigor to encourage higher-order thinking with targeted feedback.

Root Cause 5: Teachers are not planning for the implementation of the instructional model at the rigor of the TEK and do not fully understand its role in creating a rigorous learning experience.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Student level progress monitoring and the resulting intervention is not consistently driven by data to support instructional decisions and student growth.

Root Cause 6: Teachers continue to building a strong understanding of data driven instruction and progress monitoring measures using protocols and assessing using rigorous skills application assessments. There is need to continue work with teachers to use student data to create intervention and enrichment opportunities for students.

Problem Statement 6 Areas: School Processes & Programs

Goals

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 1: By June 2026, Willowridge High School will increase student achievement in Algebra I STAAR EOC areas by at least 10% in meets and masters as evidenced by Spring 2026 STAAR Scores

High Priority

Evaluation Data Sources: Formative Evaluation Data Source:
STAAR Interim data
Unit Test data
District Assessment Data

Strategy 1 Details	Reviews			
Strategy 1: 100% of the ILT will complete 5 informal classroom observations each week focused on specific instructional strategies (Academic Discourse, Teacher-led Small Group Instruction, Aggressive Monitoring, AVID strategies focused on WICOR) and provide actionable feedback to teachers using the Get Better Faster protocol.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Evidence of consistent and rigorous Tier 1 instruction aligned with district/ campus goals of increased student performance in ELA and Math courses. **Staff Responsible for Monitoring:** Administrators, Deans, Instructional Coaches, Instructional Specialists **Title I:** 2.51 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning - **Targeted Support Strategy**				

Strategy 2 Details	Reviews			
Strategy 2: 100% of ILT will attend EOC PLCs and provide actionable feedback of PLC cycles, including know/show charts, backward design, data driven instruction and analysis, student progress monitoring, and lesson plans that provide evidence of academic discourse, aggressive monitoring, teacher-led small group instruction, and WICOR.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Teachers will gain more clarity unpacking TEKS and looking for mastery of the standards, increased rigor of instruction delivered during the learning experience. Increased evidence of student progress monitoring, data driven instruction, academic discourse, and WICOR strategies. **Staff Responsible for Monitoring:** Administrators, Deans, Instructional Coaches, Specialists **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
Strategy 3: Teachers at WHS will implement engaging and rigorous Tier 1 instruction, consistent implementation of academic discourse, and teacher led small group instruction as evidenced through campus based walkthroughs.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 2: By June 2026, at least 80% of Willowridge High School students will show growth from BOY to EOY on NWEA Map testing.

Evaluation Data Sources: BOY to MOY growth score
BOY to MOY achievement score
MOY to EOY growth score
MOY to EOY achievement score

Strategy 1 Details	Reviews			
Strategy 1: Teachers will engage in aggressive monitoring and the data driven instruction process, and use the data to plan interventions and teacher led small group instruction.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Teachers will gain clarity on individual student gaps and plan targeted interventions based on individual student needs. Tracking of our low performing sub populations will allow us to target their specific needs through small group instruction and targeted interventions. **Staff Responsible for Monitoring:** Teachers, Administrators, Deans, Instructional Coaches, Specialists **Title I:** 2.51, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
Strategy 2: Students will be supported for success through human and material resources to expose students to relevant experiences, implement and enhance instructional strategies, best practices, and supplemental resources.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Students will have the resources they need to be successful on Campus, District, State and National assessments. **Staff Responsible for Monitoring:** Administrators, Deans, Specialists, CCMR Advisor, Instructional Coaches **Title I:** 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**				

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 3: By June 2026, at least 65% of the class of 2026 will have earned a CCMR point; at least 50% of the class of 2027 will have received a CCMR point; and 30% of the class of 2028 will have received a CCMR point as evidence through multiple data points (ACT/SAT, Texas College Bridge, AP test scores TSIA Test scores, IBC, etc)

High Priority

Evaluation Data Sources: ACT/SAT Scores
AP test scores
TSIA Test scores
IBC
On Ramps

Strategy 1 Details	Reviews			
Strategy 1: Targeted interventions for AP students will be provided and supported based on student performance data tracked throughout the school year.	**Formative**			**Summative**
	Oct	Dec	Feb	June
Strategy's Expected Result/Impact: Students will increase performance by teachers receiving support from various personnel with implementing and maintaining rigorous lessons at the college level. **Staff Responsible for Monitoring:** AVID staff, Instructional Coaches, Administrators, Deans. **Title I:** 2.51 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools				

Strategy 2 Details	Reviews			
Strategy 2: Students will be provided with test prep session and classes to prepare for TSI, SAT, ACT, and other College entrance exams.	**Formative**			**Summative**
	Oct	Dec	Feb	June
Strategy's Expected Result/Impact: More students will take and pass college entrance exams and TSI test. **Staff Responsible for Monitoring:** CCMR Advisor, Counselors, Administration, Deans. **Title I:** 2.51, 2.52				

○ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 4: By June 2026, Willowridge High School will increase student achievement in English I and II STAAR EOC areas by at least 10% in meets and masters as evidenced by Spring 2026 STAAR Scores.

High Priority

Evaluation Data Sources: Formative Evaluation Data Source:
STAAR Interim data
Unit Test data
District Assessment Data

Strategy 1 Details	Reviews			
Strategy 1: Teachers at WHS will implement engaging and rigorous Tier 1 instruction, consistent implementation of academic discourse, and teacher led small group instruction as evidenced through campus based walkthroughs.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**

No Progress   Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 5: By June 2026, Willowridge High School will increase student achievement in Biology and US History STAAR EOC areas by at least 10% in meets and masters as evidenced by Spring 2026 STAAR Scores.

High Priority

Evaluation Data Sources: Formative Evaluation Data Source:
STAAR Interim data
Unit Test data
District Assessment Data

Strategy 1 Details		Reviews			
Strategy 1: Teachers at WHS will implement engaging and rigorous Tier 1 instruction, consistent implementation of academic discourse, and teacher led small group instruction as evidenced through campus based walkthroughs.		**Formative**			**Summative**
		Oct	**Dec**	**Feb**	**June**
No Progress	Accomplished	Continue/Modify		Discontinue	

Goal 2: Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

Performance Objective 1: By June 2026, Willowridge High School will reduce discipline referrals by 10% as evidenced by Skyward Q discipline reports.

Evaluation Data Sources: Discipline reports
Walk through data
ISS/OSS reports

Strategy 1 Details	Reviews			
Strategy 1: Students will be provided the opportunity to engage in an alternative lunch program (The Lunch Bunch) where they can benefit from relaxation methods in the meditation room, library, CCMR room, or trusted teachers rooms.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Students will be provided with an environment more conducive to socioemotional learning and student conflicts will be reduced. **Staff Responsible for Monitoring:** Teachers, Admin, Deans, Counselors, CCMR Advisor, GCFs **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
Strategy 2: Students will participate in Community Circles when experiencing conflict with another student to learn conflict resolution skills and impulse control when experiencing negative emotions.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Students will self regulate and reduce peer to peer conflict, and decrease repeat incidents with teachers and other students. **Staff Responsible for Monitoring:** Counselors, GCFs, Admin **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy**				

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

Goal 2: Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

Performance Objective 2: WHS will retain 90% of current teaching staff by July 2026 as evidenced by contract renewals.

Evaluation Data Sources: Formative: GBF interactions and coaching cycles completed, decreased vacancies from BOY to EOY, climate surveys.
Summative: retain 90% of current staff.

Strategy 1 Details			Reviews			
Strategy 1: Monthly awards and acknowledgements will be given to exceptional teachers and students.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Culture of campus will improve and teacher morale will increase			**Oct**	**Dec**	**Feb**	**June**
Staff Responsible for Monitoring: Administration, Deans, Instructional Coaches - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - **Targeted Support Strategy - Additional Targeted Support Strategy**						

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 3: Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.

Performance Objective 1: By April 2026, Willowridge School will properly utilize 90% of the budget on resources to support tier 1 instruction.

Evaluation Data Sources: *Quarterly budget reports shared with department chairs and CPAC members.
*Budget and transactions show final expenditures for the year.
Usage reports for various software platforms.

Strategy 1 Details	Reviews			
Strategy 1: All purchases will be appropriately aligned with our CIP/CNA and all resources will be properly distributed to necessary parties expeditiously upon arrival.	**Formative**			**Summative**
	Oct	Dec	Feb	June
Strategy's Expected Result/Impact: purchases will be strategic and focused on improving student outcomes **Staff Responsible for Monitoring:** Administration, Deans, SCR **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
Strategy 2: All Title I purchases will be tracked in inventory, and usage of items/systems purchased will be monitored and tracked.	**Formative**			**Summative**
	Oct	Dec	Feb	June
Strategy's Expected Result/Impact: Funds will be appropriately spent, program effectiveness will be tracked and evaluated, and programs not used with fidelity will be phased out. **Staff Responsible for Monitoring:** Administration, Deans, SCR **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue