Austin Independent School District

Wooldridge Elementary

2026-2027 Performance Objectives

Mission Statement

Campus Mission: We, the staff of Wooldridge Elementary, believe that all children can learn and achieve mastery of grade level skills. We will endeavor to provide diverse learning opportunities that will:
•Challenge every learner
•Inspire and motivate students to be successful
•Prepare students for the future as responsible citizens
•Strengthen community involvement

Texas Public Education Mission Statement
The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is furthe

Austin Independent School District Mission
Austin ISD educates more than 80,000 students and embraces 129 diverse school communities in one of the fastest-growing metroplexes in the country. In partnership with our families and our community, AISD's mission is to provide a comprehensive educational experience that is high-quality, challenging and inspires all students to make a positive contribution to society. We partner with world-class universities, innovative businesses, nonprofit organizations and engaged community leaders to prepare our students for college, career and life.

Vision

Campus Vision: A.P. Wooldridge will be the heart of the community that nurtures and celebrates culture and diversity. We will inspire, support, and value students, family and staff to be life-long
learners.

Campus Values: Community Involvement, Equity, Cultural Inclusiveness, and High Achievement

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Goals

Goal 1: Systemic Support & Opportunity: Ensuring district-level alignment to meet the diverse needs of every learner.

Performance Objective 1: (TEC) 100% of campuses will develop a program or initiative to enhance community collaboration and facilitate parental involvement at the school

Dual Capacity/Caregiver Engagement Goal

Performance Objective 2: (TEC) 100% of campuses will implement coordinated school health (CSH) activities, using data to demonstrate measurable gains in student and staff well-being, directly contributing to campus improvement goals.
-Must have a strategy related to fitnessgram-
CSH Resources: https://docs.google.com/document/d/1MalsIc8A4Ei0YVmU83MSdM-ab4-1ZHGQqLPakz-uem8/edit?usp=sharing

Performance Objective 3: (TEC)100% of campuses will review their campus data to create, at minimum, one violence prevention strategy in their Campus Improvement Plans.
Campuses with grades 6 and above must have a strategy to prevent dating violence (state requirement).

Performance Objective 4: (Not State Mandated) The percentage of students experiencing chronic absenteeism will decrease from 24% in July 2026 to 19% or less by July 2027.

Performance Objective 5: (TEC) Each Campus will implement positive behavior interventions and supports that integrate best practices on grief-informed and trauma-informed care.

Performance Objective 6: (CPM 1.2) The discretionary, exclusionary discipline actions (ISS, OSS, other removal) assigned to students identified as economically disadvantaged over total disciplinary actions will decrease from 79.2% in August 2024 to 67.0% in August 2029.

Performance Objective 7: (CPM2.1) The average score in the language of instruction domain of the locally developed Dual Language Data Collection Tool Rubric during walkthroughs will increase from 1.9 (developing) in June 2025 to 2.5 (on track) in June 2029.

Performance Objective 8: (TEC) The percentage of Emergent Bilingual (EB) students earning approaches grade level or above (RDA uses passing rate = Approaches) on the STAAR Mathematics and Reading Assessments will increase from 52% in June 2026 to 62% by June 2027.

Performance Objective 9: (TEC) 100% of instructional staff will be provided the opportunity to engage in high-quality, differentiated professional learning opportunities in support of the implementation of district provided instructional materials in order to increase acceptable accountability ratings at all campuses across the district as measured by district professional learning attendance records and TEA accountability ratings.

Performance Objective 10: (TEC) The Percentage of students identified as Gifted and Talented (GT) earning Masters across all state assessments will increase from 61% to 66% (by 2031).

Goal 2: Primary Academic Foundations: Developing the core competencies required for sustained academic achievement.

Performance Objective 1: (Goal 1) The percentage of 3rd-grade students earning meets grade level or above on the STAAR Reading Assessment in English or Spanish will increase from 43% in June 2026 to 53% by June 2027.

HB3 Goal

Performance Objective 2: (Goal 2) The percentage of 3rd-grade students earning meets grade level or above on the STAAR Mathematics Assessment in English or Spanish will increase from 29% in June 2026 to 39% by June 2027.

HB3 Goal

Performance Objective 3: (TEC) The percentage of 5th-grade students earning approaches grade level or above on the STAAR Science Assessment in English or Spanish will increase from 28% in June 2026 to 70% by June 2027.

HB3 Goal

Performance Objective 4: (TEC) The percentage of students receiving special education services (SpEd) in 3rd-5th earning approaches grade level or above (RDA uses passing rate = Approaches) on the STAAR Mathematics and Reading Assessments in English or Spanish will increase from 49% in June 2026 to 51% by June 2027.

Goal 3: Optional

Performance Objective 1: Sustainability. Schools are invited and encouraged to incorporate sustainability into your Campus Improvement Plan this year. There are many simple actions to create a healthier learning and work environment, reduce your building's negative impact on the environment and community, encourage energy efficiency and resource conservation, and foster student problem-based learning through sustainability. See the CIP Sustainability Recommendations to create your own goals and objectives.

Goal 4: Local Improvement Plan: TSI for SPED population.

Performance Objective 1: (Reading Achievement): By May 2027, the percentage of SPED students performing at or above the Meets Grade Level on the STAAR Reading assessment will increase from 3% to 21%.

Performance Objective 2: (Math Achievement): By May 2027, the percentage of SPED's students performing at or above the Meets Grade Level on the STAAR/EOC Math assessment will increase from 3% to 22%.

Performance Objective 3: During data PLCs once a month we will evaluate students progressing monitor data to determine the effectiveness of interventions and make necessary adjustments.

The team will evaluate the following progress metrics:

PLC Re-Teach Tracking: Students success on CBAs and MOY MAP data will cause adjustments to the intervention groups.

Monthly Metrics
Curriculum Checkpoint / Unit Assessment Performance: Percentage of students scoring at Approaches, Meets, and Masters performance bands disaggregated by subgroup.

Intervention Efficacy Rate: Percentage of Tier 2/3 students demonstrating expected skill growth and graduating out of intervention tiers.

Instructional Coaching Cycles: Number of coaching observations and feedback meetings completed targeting high-yield instructional strategies.

Benchmark & System Progress

STAAR Progress Measure Projections: Percentage of targeted students currently on track to maintain or increase their year-over-year growth measure.