

Texas City Independent School District

Woodrow Wilson

2023-2024 Improvement Plan



Mission Statement

Woodrow Wilson DAEP

The mission of the Woodrow Wilson DAEP is to provide an educational environment for all students that ensures academic growth, emotional well-being, and positive social behaviors.

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Vision

Woodrow Wilson DAEP

Woodrow Wilson DAEP provides temporary schooling for a student who is separated from the regular campus for disciplinary reasons. The instructional goals are to help the student accept academic responsibility and to work to achieve at or above grade level expectations. The disciplinary goals are to assist the student in developing appropriate school behaviors, making beneficial choices, controlling anger, managing conflict and responding to authority.

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Staff Beliefs

Woodrow Wilson DAEP

All staff members contribute to Woodrow Wilson DAEP's learning environment. We set the tone through our actions and attitudes towards other people and assigned tasks. We will demonstrate our continuous support and encouragement of students and each other in four important ways.

1. We will teach students the expectations for responsible behavior in all school environments by relating students' actions to our Classroom Management Action Plan. We will encourage students to be responsible, to always try to do their best, to cooperate with others and to treat every one with dignity and respect.
2. We will provide positive feedback to students when they are meeting expectations and following the Classroom Management Action Plan.
3. We will view minor misbehaviors as teaching opportunities, and respond calmly and consistently with corrections or consequences.
4. We will work as a team to solve behavior problems that are chronic and/or severe in nature.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Nearly 100% of the students at Woodrow Wilson are at risk students, and we also have a very high percentage of low socioeconomic students. Our demographics are constantly changing, but we usually have a high percentage of African American students followed by caucasian and hispanic.

Demographics Strengths

Our demographics have a diverse student enrollment, and are greatly supported by a strong administration. The staff has applied and been awarded multiple TCISD Foundations for the Future grants, which helps our low socioeconomic students. Furthermore, we have a very diverse staff that can better relate to our diverse population. Kagan strategies and the implementation of Visible Learning has also alleviated some of the engagement gaps we have had in the past.

Student Learning

Student Learning Summary

Given that a large number of students come to Woodrow Wilson are behind on their credits, our campus does a tremendous job getting students back on track. We heavily emphasize credit recovery programs with the use of Edgenuity. With our small class sizes, students are generally able to improve their grades during their placement. One of our main focuses is reducing recidivism, and last year our recidivism rate was below 10%. Kagan strategies and Visible learning has been implemented in every classroom.

Student Learning Strengths

Credit Recovery has been a huge strength for our campus since 2017. Recidivism has continued to trend downward, and student engagement has vastly improved since the implementation of Kagan and Visible Learning.

School Processes & Programs

School Processes & Programs Summary

Systems, procedures, and routines are consistent and reviewed frequently. Our leveled behavior system is analyzed and monitored frequently. Duty rosters are well planned, and students are never by themselves on our campus. Students are escorted to their classrooms using the transitional rooms that was implemented this school year. Furthermore, we also escort all students to the restroom. Every student who is placed at WW is required to participate in our Woodrow Wilson Orientation class via Edgenuity. Master schedule is well thought out to provide students and teachers with the best opportunity to receive effective instruction, and allow students time for credit recovery when needed. Transition rooms are also a huge part of decreasing bullying, fighting, and truancy.

School Processes & Programs Strengths

Scheduled meetings to share student concerns both academically and behaviorally. Duty rosters are well planned to assure that students are always with an escort. A diverse team has been built to better serve our diverse population. Students are required to bring a parent to orientation before they can enroll, which allows parents to be fully aware of our campus' expectations. Transitional rooms has significantly cut down bullying, truancy, and mutual combat. We also work closely with our SLO's to assure that every staff member and student arrives safely back to thier home on a daily basis.

Perceptions

Perceptions Summary

While Woodrow Wilson is an "alternative campus", our teachers strive to make sure that does not mean an "alternative education" for students who receive a placement. Our campus' focus on instruction is the same as any other campus, and our student's classroom grades tend to improve due to lower class sizes, and more one on one attention. Woodrow Wilson is an educational setting with punitive measures in place to encourage students to adjust and improve their behavior while in an academic setting. For many reasons, teachers have to work extra hard to establish relationships with students in order to keep them engaged. This year we have reimplemented Restorative Justice circles that we had in place prior to 2018-2019 school year due to us valuing positive teacher/student relationships. Woodrow Wilson believes that it is not the student's responsibility to adapt to the teacher's teaching style, it is ultimately the responsibility of the teacher to adapt their style to the student's learning capabilities.

Perceptions Strengths

Our teachers also participated in Visible Learning training that will equip them with the tools needed to engage ALL students. When teachers have good classroom management skills then they can help the students develop their talents, potential, and dreams. We will be implementing weekly community circles to help students learn how to establish healthy boundaries, communicate effectively, make meaningful agreements, take responsibility, hold themselves and others accountable and resolve conflict. In addition to our weekly circles, we will have weekly re-entry/exit circles where home campus administrators are encouraged to attend in an effort to help with transition.

We have successfully implemented a leveled system where students are required to complete a specific number of successful days at each of the three levels. Each student's behavior is reviewed each period on adhering to the dress code, consistent exhibition of positive social skills, continuously earning successful days, and academic effort. Finally, implementing Family Engagement Nights and teachers sending out weekly parent emails have vastly improved our reputation of connecting more with parents.

Priority Problem Statements

Goals

Goal 1: The percentage of students that score meets grade level or above on STAAR Reading will increase each year through June 2024

3rd Grade Reading 28% to 40%

5th - 8th Grade Reading 34% to 46%





English I & English II 36% to 48%

Performance Objective 1: Improve the performance of all students in Reading by increasing meets performance by 2%.

HB3 Goal

Evaluation Data Sources: Student performance on STAAR Reading Grades 3-8 and English I & English II EOC

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement Kagan strategies into their lessons to improve on student engagement.</p> <p>Strategy's Expected Result/Impact: Student Engagement</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Visible Learning philosophies and thinking will be implemented campus wide to improve teacher and student clarity.</p> <p>Strategy's Expected Result/Impact: Student clarity</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Visible Learning style emails will be sent home weekly by teachers to parents updating them on their child's progress, as well as how parents can work with their child from home.</p> <p>Strategy's Expected Result/Impact: Family Engagement</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will regularly attend home campus PLC's to assure they are on pace with the home campuses, study data, and improve on teaching strategies.</p> <p>Strategy's Expected Result/Impact: Better STAAR/EOC scores</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>-</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: The percentage of students that score meets grade level or above on STAAR Reading will increase each year through June 2024

3rd Grade Reading 28% to 40%

5th - 8th Grade Reading 34% to 46%





English I & English II 36% to 48%

Performance Objective 2: Students will increase their reading level by 1-3 grade levels (pending placement) while attending Woodrow Wilson.

HB3 Goal

Evaluation Data Sources: IXL, Renaissance, and/or Edgenuity

Strategy 1 Details	Reviews			
<p>Strategy 1: Every student who enrolls into Woodrow Wilson will be given a pre-test to determine a baseline reading level. Strategy's Expected Result/Impact: Reading fluency and comprehension Staff Responsible for Monitoring: Computer lab teacher/administrators</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: During intervention period, students who are not in need of credit recovery, will work on reading programs in IXL, Zearn, Sirius, or Edgenuity. Strategy's Expected Result/Impact: Reading fluency and comprehension Staff Responsible for Monitoring: Computer lab teacher/administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Increase reading fluency by having more "read aloud" time. All WW teachers will commit to incorporating reading across the curriculum, and they will offer a safe space for students to read aloud during all classes at least three times per week. These opportunities will be reflected in lesson plans. Strategy's Expected Result/Impact: Reading Fluency Staff Responsible for Monitoring: Teachers, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Utilize WW Library as students will be more likely to read if they are offered choices. Each class will rotate through the WW Library on a weekly basis.</p> <p>Strategy's Expected Result/Impact: More reading engagement</p> <p>Staff Responsible for Monitoring: Teachers, Aides, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Attend PLC meetings at the home campuses on a regular basis</p> <p>Strategy's Expected Result/Impact: Engaging lessons, rigorous lessons, campus pacing, data desegregation, more effective instruction</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 2: The percentage of students that score meets grade level or above on STAAR Math will increase each year through June 2024.

3rd Grade Math 35% to 45%

5th - 8th Grade Math 39% to 49%

Algebra I 41% to 51%





Performance Objective 1: Improve the performance of all students in Math by increasing meets performance by 2%.

HB3 Goal

Evaluation Data Sources: Student performance on STAAR Math Grades 3-8 and Algebra I EOC

Strategy 1 Details	Reviews			
<p>Strategy 1: Weekly calculator skill or basic math computation skill tutorials during homeroom for all students.</p> <p>Strategy's Expected Result/Impact: STAAR/EOC calculator questions, test taking strategies</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Math teachers will have monthly meetings with parents and students to notify them where they are in regards to meeting the state standard.</p> <p>Strategy's Expected Result/Impact: By notifying parents and students what kind of progress they are making and setting goals, it will give more motivation and confidence to the student.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will implement Kagan strategies into their lessons to improve on student engagement.</p> <p>Strategy's Expected Result/Impact: Student Engagement</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
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Strategy 4 Details	Reviews			
<p>Strategy 4: Visible Learning philosophies and thinking will be implemented campus wide to improve teacher and student clarity.</p> <p>Strategy's Expected Result/Impact: Student and teacher clarity</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
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Strategy 5 Details	Reviews			
<p>Strategy 5: Visible Learning style emails will be sent home weekly by teachers to parents updating them on their child's progress, as well as how parents can work with their child from home.</p> <p>Strategy's Expected Result/Impact: Family Engagement</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 6 Details	Reviews			
<p>Strategy 6: Present and engaged in all PLC meetings at home campuses</p> <p>Strategy's Expected Result/Impact: Engaging lessons, rigorous lessons, campus pacing, data desegregation, more effective instruction</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 50% to 65% by June 2024.

Performance Objective 1: Increase the CCMR indicator by 2% each school year.

HB3 Goal

Evaluation Data Sources: CCMR Indicators

Strategy 1 Details	Reviews			
Strategy 1: Identify interests of students during their placement, and then work with directors to get students placed in appropriate classes upon their release Strategy's Expected Result/Impact: CCMR Indicators Staff Responsible for Monitoring: Administrator, Counselor	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 50% to 65% by June 2024.

Performance Objective 2: In the 2021-2022 school year, Woodrow Wilson enrolled 315 students. Out of those 315 students, 122 half credits were regained. While not every student needs credit recovery on our campus and some students earn more than one half-credit, the percentage enrollment to credits earned was 38%. It is WW's goal to increase this percentage to at least 40% in the 2022-2023 school year.

HB3 Goal

Evaluation Data Sources: Credits Earned

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize RTI collaboration strategies to determine and meet each student's academic needs and goals. Strategy's Expected Result/Impact: Improve STAAR Scores, Recover Credits Staff Responsible for Monitoring: Administrator, counselor, credit recovery teacher</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Every student's transcript enrolling into Woodrow Wilson will be evaluated by both the principal and counselor to determine credit recovery needs. Strategy's Expected Result/Impact: Credits will be recovered Staff Responsible for Monitoring: Principal, Counselor, Credit Recovery Teacher</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Students who recovery a credit will have their name announced over the intercom, receive a star on Woodrow Wilson's "Wall of Fame, and be able to pick a snack prize from Mr. Jones' office.</p> <p>Strategy's Expected Result/Impact: More credits regained</p> <p>Staff Responsible for Monitoring: Principal, counselor, credit recovery teacher</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
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Goal 4: Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.

Performance Objective 1: Increase the performance of each student group to meet or exceed established targets.

Evaluation Data Sources: Student performance on STAAR 3-8, and EOC assessments.





Strategy 1 Details	Reviews			
<p>Strategy 1: Woodrow Wilson will focus on implementing lessons that appeal to a multi-cultural student population that will keep students engaged.</p> <p>Strategy's Expected Result/Impact: More engagement, better test scores</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement Kagan strategies to assure a high percentage of students are engaged at all times.</p> <p>Strategy's Expected Result/Impact: More engagement, Better test scores</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Assure that Woodrow Wilson has an adequate number of SIOP trained teachers for ELL students.</p> <p>Strategy's Expected Result/Impact: Better test scores for ELL students</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Use Visible Learning style weekly emails to keep parents engaged in their students' education.</p> <p>Strategy's Expected Result/Impact: Family Engagement, Better test scores</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
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Goal 4: Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.

Performance Objective 2: Strategically develop instruction for targeted populations including economically disadvantaged, special education, English Learner and African American students.

Evaluation Data Sources: Student performance





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement Kagan strategies to assure a high percentage of students are engaged at all times. Strategy's Expected Result/Impact: More student engagement, Better test scores Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
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	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Assure that our campus has an adequate number of SIOP trained teachers for ELL students. Strategy's Expected Result/Impact: Better test scores for ELL students Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
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Goal 5: The District will establish and all TCISD campuses and departments will implement a comprehensive plan to create and maintain safe and secure schools and facilities throughout the district.

Performance Objective 1: Provide safe and secure environment that is healthy, positive, motivating, and engaging for students.

Evaluation Data Sources: Reduced referral and student accidents, increased participation in school functions

Strategy 1 Details	Reviews			
<p>Strategy 1: Transition rooms will be put in place where students will only be allowed to transition to their next class one class at a time while being escorted by an administrator.</p> <p>Strategy's Expected Result/Impact: Less bullying, truancy, and mutual combat</p> <p>Staff Responsible for Monitoring: Administrators, teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Training and implementation of the Navigation 360 app to lessen the time it takes to alert first responders of any type of emergency.</p> <p>Strategy's Expected Result/Impact: Improve safety of the campus, First Responder notification</p> <p>Staff Responsible for Monitoring: Administrators, teachers, security team</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: All students will go through metal detectors and be searched before entering the campus.</p> <p>Strategy's Expected Result/Impact: Improve Campus Safety</p> <p>Staff Responsible for Monitoring: All Staff Members</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: With the assistance of TCISD's Emergency Management Specialist, Woodrow Wilson will conduct monthly safety drills.</p> <p>Strategy's Expected Result/Impact: Improve Campus Safety</p> <p>Staff Responsible for Monitoring: Security team, Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 5 Details	Reviews			
Strategy 5: Utilize K9's to do campus spot checks. Strategy's Expected Result/Impact: Improve Campus Safety Staff Responsible for Monitoring: SLO's, Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Students will be individually escorted to the restroom, and everywhere else in the building by a staff member. Strategy's Expected Result/Impact: Improve Campus Safety Staff Responsible for Monitoring: All Staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Staff members will have access to all classrooms and offices with the use of their ID badges. Strategy's Expected Result/Impact: Improve Campus Safety Staff Responsible for Monitoring: TCISD Security team	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Woodrow Wilson will structure a safe school environment through the use of analytic surveillance cameras. Strategy's Expected Result/Impact: Improve Campus Safety	Formative			Summative
	Nov	Jan	Mar	June
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Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

Performance Objective 1: Implement a campus-wide and classroom behavior management system that allows our diverse student population to perform successfully.

Evaluation Data Sources: Decrease number of discipline referrals, ISS/OSS and DAEP assignments.





Strategy 1 Details	Reviews			
<p>Strategy 1: Woodrow Wilson will operate under a leveled system. Students must earn successful days to earn their way to Level 3. Only Level 3 students will be eligible for release.</p> <p>Strategy's Expected Result/Impact: Better classroom management</p> <p>Staff Responsible for Monitoring: Teachers, Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: With the use of Class Dojo, students must earn a total of 45 points to earn a "successful day".</p> <p>Strategy's Expected Result/Impact: Better Classroom Management</p> <p>Staff Responsible for Monitoring: Administrators , Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Restorative Justice "harm circles" and other RJ circles will be utilized for students who misbehave.</p> <p>Strategy's Expected Result/Impact: Better Classroom Management</p> <p>Staff Responsible for Monitoring: Counselor, Teachers, Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Student of the week awards will be handed out every Friday, and also a student of the month. Students will be awarded either chips, snack cakes, or a full lunch.</p> <p>Strategy's Expected Result/Impact: Better Classroom Management</p> <p>Staff Responsible for Monitoring: Teachers, Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Utilize the services of Community in Schools and Gulf Coast for extra support</p> <p>Strategy's Expected Result/Impact: Students will receive more support from a plethora of organizations, which will lead to better decision making and reduce recidivism numbers.</p> <p>Staff Responsible for Monitoring: Principal, AP, Cousnelor</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

Performance Objective 2: Assist students in developing socially appropriate problem solving skills.





Evaluation Data Sources: Decrease number of office referrals, ISS and DAEP assignments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Restorative Justice circles will be conducted 2-3 days per week. Strategy's Expected Result/Impact: Improve teacher/student connections, classroom management, decrease in number of office referrals, and CAP assignments Staff Responsible for Monitoring: Counselor, Teachers, Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Bay Area Council of Drugs and Alcohol (BACODA) will counsel students in a large group once per month. Strategy's Expected Result/Impact: Decrease in drug, tobacco, and alcohol use, as well as appropriate decision making Staff Responsible for Monitoring: Counselor, Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Restorative Justice "harm circles" and other RJ circles will be utilized for students who misbehave or have conflicts with other students. Strategy's Expected Result/Impact: Self Awareness, Decision Making Staff Responsible for Monitoring: Counselor, Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Utilize the services of Community in Schools and Gulf Coast for extra support Strategy's Expected Result/Impact: Students will receive more support from a plethora of organizations, which will lead to better decision making and reduce recidivism numbers. Staff Responsible for Monitoring: Principal, AP ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

Performance Objective 3: Address the individual needs and talents of students through Fine Arts.

Evaluation Data Sources: Number of state and national performance opportunities.





Strategy 1 Details	Reviews			
Strategy 1: Students will have one on one meetings with our counselor to search for students with interest in Fine Arts. Strategy's Expected Result/Impact: Number of state and national performance opportunities.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Contact Fine Art directors for students who show interest in their program upon their release. Strategy's Expected Result/Impact: Number of state and national performance opportunities.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

Performance Objective 4: Increase student attendance, improve graduation rates, decrease drop-out rates and decrease number of truancy referrals.

Evaluation Data Sources: Attendance rate, graduation rates, cohort and leaver information and truancy docketts.





Strategy 1 Details	Reviews			
Strategy 1: Daily phone call when student is absent Strategy's Expected Result/Impact: Improve attendance Staff Responsible for Monitoring: Administrator, Secretary	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Home visits to students with very poor attendance Strategy's Expected Result/Impact: Improve Attendance Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Innovative scheduling which will enable students to recover credits via Edgenuity Strategy's Expected Result/Impact: Graduation rates, credit recovery Staff Responsible for Monitoring: Administrators, Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Credit Races for prizes (students compete to see who can earn credits the fastest) Strategy's Expected Result/Impact: Credit recovery, graduation rate Staff Responsible for Monitoring: Credit recovery teacher, Administrators, Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Attendance BIPS for students exhibiting poor attendance Strategy's Expected Result/Impact: Improvement on Attendance Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Public acknowledgement and prizes for students who earn credits while attending Woodrow Wilson Strategy's Expected Result/Impact: Credit Recovery, Graduation Rate Staff Responsible for Monitoring: Credit Recovery Teacher, Counselor, Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Utilize the services of Community in Schools and Gulf Coast for extra support Strategy's Expected Result/Impact: Extra support and more mentors will reduce recidivism and improve graduation rates Staff Responsible for Monitoring: Counselor, AP, Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

Performance Objective 5: Assist students in the identification of individual interests and skills.





Evaluation Data Sources: Increased participation, course selection and interest surveys

Strategy 1 Details	Reviews			
Strategy 1: Exit/Release meetings will occur weekly where coaches, sponsors, and other organization leaders will be invited to attend. Strategy's Expected Result/Impact: Graduation rates, attendance rates, increased participation Staff Responsible for Monitoring: Counselor, Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Level 3 students will have an opportunity to visit the ITC building and meet with the ITC director. Strategy's Expected Result/Impact: Graduation rates, attendance rates, increased participation in extracurricular activities Staff Responsible for Monitoring: Administrators, counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Entry meeting with counselor, as well as exit meetings with counselors to discuss interests. Strategy's Expected Result/Impact: Graduation rates, attendance rates, increased participation in extracurricular activities Staff Responsible for Monitoring: Counselor	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 7: The District will provide resources and all campuses will implement positive behavior strategies that decrease student discipline referrals resulting in ISS, OSS and discretionary placements to DAEP.

Performance Objective 1: Develop and implement intervention strategies to address student compliance.





Evaluation Data Sources: Decrease number of discipline referrals.

Strategy 1 Details	Reviews			
Strategy 1: Restorative Justice "harm circles" will be utilized for minor behavior offenses Strategy's Expected Result/Impact: Decrease number of discipline referrals. Staff Responsible for Monitoring: Administrators, counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Weekly Restorative Justice circles will be conducted 2-3 times per week Strategy's Expected Result/Impact: Teacher/Student positive relationships, decrease in discipline referrals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Cool down rooms Strategy's Expected Result/Impact: Decrease number of discipline referrals Staff Responsible for Monitoring: Counselor, Administrator	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 7: The District will provide resources and all campuses will implement positive behavior strategies that decrease student discipline referrals resulting in ISS, OSS and discretionary placements to DAEP.

Performance Objective 2: Work with teachers and specialized staff to develop individualized behavior plans for at-risk students.

Evaluation Data Sources: Behavior data tracking and behavior plans





Strategy 1 Details	Reviews			
Strategy 1: Cool Down Rooms Strategy's Expected Result/Impact: Less referrals for at-risk students Staff Responsible for Monitoring: SpEd staff, Counselor, Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Counseling sessions for students who are trending in the negative direction Strategy's Expected Result/Impact: Less referrals for at-risk students Staff Responsible for Monitoring: Administrators, Counselor, SpEd staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: SpEd staff or Administrators will attend a large majority of MDR's on home campuses before student is placed at Woodrow Wilson Strategy's Expected Result/Impact: Less referrals for at-risk/SpEd students Staff Responsible for Monitoring: SpEd staff, Counselor, Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Revision ARD's will be conducted if a SpEd or 504 student is struggling to adjust to Woodrow Wilson rules and procedures Strategy's Expected Result/Impact: Less referrals for at-risk/SpEd students Staff Responsible for Monitoring: SpEd staff, Counselor, Administrators	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 7: The District will provide resources and all campuses will implement positive behavior strategies that decrease student discipline referrals resulting in ISS, OSS and discretionary placements to DAEP.

Performance Objective 3: Last year Woodrow Wilson enrolled 464 students with 82 of those students returning with a second or third placement. The recidivism rate for the 2022-2023 school year was 17.7%. For the 2023-2024 school year, Woodrow Wilson's recidivism goal will be 15%.

Evaluation Data Sources: Monthly Recidivism Reports, PEIMS Data





Strategy 1 Details	Reviews			
Strategy 1: Weekly RJ Circles 2-3 times per week- Students are more successful when they can develop positive relationships with their teachers Strategy's Expected Result/Impact: Reduction in Recidivism, Teacher/Student Relationships Staff Responsible for Monitoring: Administrators, Counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: RJ Exit /Release Circles- Strategy's Expected Result/Impact: Reduction in Recidivism Staff Responsible for Monitoring: Administrators, Counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Family Engagement Nights with BACODA Strategy's Expected Result/Impact: Reduction in Recidivism, Family Engagement Staff Responsible for Monitoring: Counselor, Administrator	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: An emphasis on credit recovery for students who are at-risk Strategy's Expected Result/Impact: Reduction in Recidivism Staff Responsible for Monitoring: Counselor, Administrator, Credit Recovery Teacher	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Help students find an extra curricular activity or after school program when they are released Strategy's Expected Result/Impact: Reduction in Recidivism Staff Responsible for Monitoring: Counselor, Administrators	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Home Campus Visits Strategy's Expected Result/Impact: Reduction in Recidivism Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Utilize the services of Community in Schools and Gulf Coast for extra support Strategy's Expected Result/Impact: Extra support and more mentors will reduce recidivism and improve graduation rates Staff Responsible for Monitoring: Principal, AP, Counselor	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 8: The district will provide all campuses with innovative technology equipment, support and training to facilitate success for all students.

Performance Objective 1: Provide technology equipment, support and training to district staff.





Evaluation Data Sources: Successful implementation of the use of technology.

Strategy 1 Details	Reviews			
Strategy 1: Keep in close contact with security team for campus security needs Strategy's Expected Result/Impact: Successful implementation of the use of technology. Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide office space in order to house technology staff member on a daily basis. Strategy's Expected Result/Impact: Successful implementation of the use of technology. Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 9: The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

Performance Objective 1: Develop highly qualified and effective staff through on-going professional development.





Evaluation Data Sources: Retention rate, improved instruction

Strategy 1 Details	Reviews			
Strategy 1: Model Kagan strategies during Extended Wednesday Meetings Strategy's Expected Result/Impact: Improved instruction Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Be present and engaged at PLC meetings regularly on the home campuses Strategy's Expected Result/Impact: Effective teaching, data desegregation, collaboration, content knowledge Staff Responsible for Monitoring: Administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 9: The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

Performance Objective 2: Promote shared leadership at all levels of the organization.





Evaluation Data Sources: Variety of personnel involved in collaboration.

Strategy 1 Details	Reviews			
Strategy 1: Develop committees over a variety of areas that will contribute in the decision making process. Strategy's Expected Result/Impact: Teacher buy in, campus climate Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 9: The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

Performance Objective 3: Recruit and retain high quality and highly effective staff.





Evaluation Data Sources: Increased retention rate

Strategy 1 Details	Reviews			
Strategy 1: Administrators will recruit through virtual and face to face job fairs. Strategy's Expected Result/Impact: Attract qualified teachers Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Throwdown Thursdays once per month where teachers will be treated to lunch and a jeans day. Strategy's Expected Result/Impact: Teacher retainment Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Recognize and reward teachers with lunches, gift cards, and other prizes for exceeding expectations. Strategy's Expected Result/Impact: Retaining teachers Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide and strongly encourage adequate PD throughout the schoolyear Strategy's Expected Result/Impact: Retain Teachers, Improved instruction Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 10: Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.





Performance Objective 1: Improve communication and collaboration throughout the school community.

Evaluation Data Sources: Number of parents involved in PTO, campus events, and community representation on QuEST

Strategy 1 Details	Reviews			
Strategy 1: Family Engagement Night once per month with Bay Area Council on Drugs and Alcohol (BACODA) where parents will be educated on the warning signs and dangers of substance abuse. Strategy's Expected Result/Impact: Family Engagement, Community Connections with students Staff Responsible for Monitoring: Counselor, Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Canned food drive for the Galveston County Food Bank for Thanksgiving and Christmas. Strategy's Expected Result/Impact: Community Outreach Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Adopt a student program for Christmas Strategy's Expected Result/Impact: Community Outreach Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 11: The District will provide support and encourage parental engagement at all campuses throughout the year.

Performance Objective 1: Offer opportunities for all parents to engage in their child's education.

Strategy 1 Details	Reviews			
<p>Strategy 1: Family Engagement Night once per month with Bay Area Council on Drugs and Alcohol (BACODA) where parents will be educated on the warning signs and dangers of substance abuse.</p> <p>Strategy's Expected Result/Impact: More family engagement</p> <p>Staff Responsible for Monitoring: Counselor, Administrator</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Use Visible Learning style weekly emails to keep parents engaged in their students' education, and allow parents to know... "What their student is learning" "How are they learning it" "How can parent help out with the learning at home"</p> <p>Strategy's Expected Result/Impact: Family engagement, improved grades, improved test scores</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Weekly callouts via School Messenger that will highlight Woodrow Wilson's weekly events, and show ways parents can be more involved in their students' education.</p> <p>Strategy's Expected Result/Impact: Family Engagement</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Parent/teacher conferences through district calendar, and upon request</p> <p>Strategy's Expected Result/Impact: Family Engagement, Improved Grades, Improved Test Scores</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Utilize the services of CIS and Gulf Coast for extra support for our students.</p> <p>Strategy's Expected Result/Impact: Extra support and more mentors will reduce recidivism and improve graduation rates</p> <p>Staff Responsible for Monitoring: Counselor, AP, Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				