2022-23 District Improvement Plan

Accountability Rating: B

District Name	Woodsboro Independent School District
Address	408 Kasteen St. Woodsboro, TX 78393
District ID	196902
Superintendent	Dr. Ronald David
Date of School Board Approval	

2022-23 District Educational Improvement Committee Members

Name	Position	Committee Role
David Segers	Superintendent	Chair
Leslie Garza	Elementary Principal	Committee Member
Manda Lesak	Secondary Principal	Committee Member
Melissa Segers	Instructional Coach	Committee Member
KaSteene Harris	Technology Director	Committee Member

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Mission Statement

We create responsible, educated citizens, capable if navigating and leading in a changing global society.

Vision

To equip every child with the tools to accomplish his/her dreams.

Core Beliefs

Recruit & Retain Quality Teachers
Operational Excellence & Finance
Operational/Quality Facilities
Parent and Community Engagement
Positve School Culture

State Goals and Objectives

The State of Texas Public Education Mission and Academic Goals

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 further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Goals

GOAL #1: The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

The State of Texas Public Education Objectives

Objective #1: Parents will be full partners with educators in the education of their children.

Objective #2: Students will be encouraged and challenged to meet their full educational potential.

Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4: A well-balanced and appropriate curriculum will be provided to all students. Through that curriculum, students will be prepared to succeed in a variety of postsecondary activities, including employment and enrollment in institutions of higher education.

Objective #5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.

Objective #6: Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #7: The state's students will demonstrate exemplary performance in comparison to national and international standards.

Objective #8: School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

Objective #10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Objective #11: The State Board of Education, the agency, and the commissioner shall assist school districts and charter schools in providing career and technology education to students.

TEA Strategic Plan

By the year 2030, projections indicate that most jobs will require some training beyond high school. This could be a traditional 4-year degree, a 2-year associate's, or an industry credential. But today, too few Texas students are obtaining postsecondary credentials. Without bold action, Texas faces a future of diminished incomes, opportunities and resources. Initiated by the Higher Education Coordinating Board, the 60x30TX Plan is designed to ensure that a competitive and prosperous future remains for students seeking to better their lives and the lives of their families. The state has adopted 60x30TX as our collective goal.

In an effort to support far more rapid improvements in student outcomes to meet the goals of 60x30TX, the Texas Education Agency has adopted a strategic plan. The plan includes four strategic priorities and built on three supporting actions to guide our work on behalf of the more than five million school children in our state.

Every child, prepared for success in college, a career or the military.			
TEA Commissioner's Strategic Priorities:			
1 Recruit, support, retain teachers & principals	**2** Build a foundation of reading and math	**3** Connect high school to career and college	**4** Improve low-performing schools
Enablers			
Increase **transparency, fairness** and **rigor** in district and campus academic and financial performances			
Ensure **compliance**, effectively **implement legislation** and **inform** policymakers			
Strengthen **organizational foundations** (resource efficiency, culture, capabilities, partnerships)			

Federal, State and Local Funding Sources

Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students.

This schoolwide program will consolidate funds in the following way: **Title I, Part A only** [ESSA Sec. 1114(b)(7)(B)]

Federal Programs	Total Expenditures

Subtotal of additional federal funds included for this school: $

State or Local Programs	Total Expenditures

Subtotal of state or local funds included for this school: $

Total of federal, state, and/or local funds for this school: $

Comprehensive Needs Assessment Summary

Needs Assessment Overview

The members of the DIP evaluate multiple sources of data to evaluate the strengths and areas of need for the district. Documents evaluated include: PEIMS, STAAR, EOC, TAPR, staff and student surveys.

Demographics

Overall Summary

WISD experienced overall growth in student performance for both campuses. However, the district must continue to target rigorous instruction in the classroom that is aligned to state level assessments.

Summary of Strengths
What were the identified strengths?

On the 2022 STAAR/EOC African American students performed above the closing the gaps target.

On the 2022 STAAR/EOC Economically disadvantaged stuents performed above the closing the gaps target.

Summary of Needs
What were the identified needs?

On the 2022 STAAR/EOC All students performed 2 points below the closing the gaps target.

On the 2022 STAAR/EOC Hispanic students performed 1 point below the closing the gaps target.

On the 2022 STAAR/EOC White students performend 9 points below the closing the gaps target.

On the 2022 STAAR/EOC SPED students performed 8 points below the closing the gaps target.

Priorities
What are the priorities for the campus, including how federal and state program funds will be used?

Intensive focus on student performance throughout the 2022-23 academic year through LSG reporting.

Student Achievement

Overall Summary

Both campuses achieved a B rating for the 2022 academic year. However the district must continue to target on grade level rigor and skills to allow students to perform at the recommended state levels.

Summary of Strengths
What were the identified strengths?

Meets grade level 4th and 5th grade math scores improved over the prior year.

Meets grade level 4th, 5th, and 6th grade reading scores improved over the prior academic year.

Meets grade level English 1 scores improved over the prior academic year.

Meets grade level 7th and 8th mathematics scores improved over the prior academic year.

Meets grade level 7th and 8th Reading scores improved over the prior academic year.

Meets grade level 8th scocial studeies scores improved over the prior academic year.

Meets grade level US history scores improved over the prior academic year.

Meets grade level biology scores improved over the prior academic year.

Summary of Needs
What were the identified needs?

Meets grade level 3 and 6th grade math scores dropped from the prior academic year.

Meets grade level 3rd grade reading scores dropped from the prior academic year.

Meets grade level 5th grade science scores dropped from the prior academic year.

Meets grade level 4th grade writing scores dropped from the prior academic year.

Meets grade level English 2 scores dropped from the prior academic year.

Meets grade level Algebra scores dropped from the prior academic year.

Meets grade level 7th writing scores dropped from the prior academic year.

Priorities
What are the priorities for the campus, including how federal and state program funds will be used?

The LEA will focus on k-3 reading using fountis and pinnel reading curriculum.

The LEA will focus on professional developemnt for understanding the rigor of subject level TEKS.

The LEA will focus on formative assessment with feedback to evaluate student performance.

District Processes & Programs

Overall Summary

Summary of Strengths
What were the identified strengths?

Summary of Needs
What were the identified needs?

Priorities
What are the priorities for the campus, including how federal and state program funds will be used?

Perceptions

Overall Summary

Summary of Strengths
What were the identified strengths?

Summary of Needs
What were the identified needs?

Priorities
What are the priorities for the campus, including how federal and state program funds will be used?

Additional Information

Student Performance Data

Enrollment

Enrollment by Grade Level						
Grade Level	**2019-20**		**2020-21**		**2021-22**	
Early Education		%	3	0.70%	2	0.50%
Pre-Kindergarten		%	13	3.00%	19	4.30%
Kindergarten		%	36	8.40%	33	7.50%
Grade 1		%	28	6.50%	38	8.70%
Grade 2		%	29	6.80%	30	6.80%
Grade 3		%	32	7.50%	29	6.60%
Grade 4		%	35	8.20%	34	7.80%
Grade 5		%	29	6.80%	39	8.90%
Grade 6		%	33	7.70%	24	5.50%
Grade 7		%	41	9.60%	30	6.80%
Grade 8		%	29	6.80%	35	8.00%
Grade 9		%	37	8.60%	31	7.10%
Grade 10		%	25	5.80%	37	8.40%
Grade 11		%	32	7.50%	24	5.50%
Grade 12		%	26	6.10%	33	7.50%

Enrollment by Ethnicity and Subgroups						
Ethnicity	**2019-20**		**2020-21**		**2021-22**	
All Students		100%	428	100%	438	100%
American Indian or Alaska Native		%	0	0.00%		%
Asian		%	3	0.70%	1	0.20%
Black or African American		%	16	3.70%	13	3.00%
Hispanic/Latino		%	236	55.10%	254	58.00%
Native Hawaiian/Other Pacific		%	0	0.00%	1	0.20%
Two or More Races		%	2	0.50%	2	0.50%
White		%	171	40.00%	167	38.10%
Economically Disadvantaged		%	454	54.20%	269	61.40%
At-Risk		%	244	57.00%	261	59.60%
Special Education		%	51	11.90%	55	12.60%

Attendance and Annual Dropout Rate

Attendance Rate			
Student Group	**2018-19**	**2019-20**	**2020-21**
All Students	96.7	97.6	94
Male	96.4	97.5	93.7
Female	96.9	97.7	94.3
Hispanic/Latino	96.4	97.4	93.2
Black or African American	97.3	97.7	91.6
White	96.9	97.8	95.4
Economically Disadvantaged	96.7	97.4	93.6
Special Education	96.4	97.4	92.8
At-Risk	96.5	98	93.1

Annual Dropout Rate				
Student Group	**Grade Level**	**2018-19**	**2019-20**	**2020-21**
All Students	7-8	0	0	
	9-12	0	0	
Male	7-8	0	0	
	9-12	0	0	
Female	7-8	0	0	
	9-12	0	0	
Hispanic/Latino	7-8	0	0	
	9-12	0	0	
White	7-8	0	0	
	9-12	0	0	
Economically Disadvantaged	7-8	0	0	
	9-12	0	0	
Special Education	7-8	0	0	
	9-12	0	0	
At-Risk	7-8	0	0	
	9-12	0	0	

Annual and Total Graduates

Annual Graduates						
Subgroup	**2018-19**		**2019-20**		**2020-21**	
All Students	44	100%	30	100%	25	100%
African American	1	2.3%	1	3.30%		%
Asian	1	2.3%	0	0.00%		%
Hispanic	23	52.3%	16	53.30%	15	60.00%
Two or More	0	0%	0	0.00%		%
American Indian	0	0%	0	0.00%		%
Pacific Islander	0	0%	0	0.00%		%
White	19	43.2%	13	43.30%	10	40.00%
Economically Disadvantaged	44	100%	21	70.00%	11	44.00%
At-Risk	19	43.2%	9	30.00%	8	32.00%
English Language Learner	0	0%	0	0.00%		%
Special Education	3	6.8%	1	3.30%	9	36.00%

Total Graduates (All Students)						
Graduate Type	**18-19**		**19-20**		**20-21**	
Recommended High School Program/ Distinguished Achievement Program	0	0%	0	0.00%		%
Foundation High School Program (Distinguished Levels of Achievement)	43	97.7%	24	80.00%	20	80.00%
Foundation High School Program (Endorsement)	0	0%	0	0.00%		%
Foundation High School Program (No Endorsement)	1	2.3%	6	20.00%	5	20.00%
Minimum High School Program	0	0%	0	0.00%		%

Reading

2019-20 STAAR Data N/A Due to COVID-19

2018-19 Reading STAAR Results											
Student Group											
	Grade Level	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**	
				#	**%**	**#**	**%**	**#**	**%**	**#**	**%**
All Students	3	30	1424	6	20	24	80	11	37	6	20
	4	33	1511	9	27	24	73	12	36	8	24
	5	39	1562	6	15	33	85	14	36	4	10
	6	27	1601	6	22	21	78	10	37	5	19
	7	41	1610	17	41	24	59	14	34	4	10
	8	19	1648	7	37	12	63	10	53	2	11
2020-21 Reading STAAR Results											
Student Group											
	Grade Level	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**	
				#	**%**	**#**	**%**	**#**	**%**	**#**	**%**
All Students	3	29	1446	5	17	24	83	15	52	5	17
	4	34	1417	18	53	16	47	6	18	2	6
	5	26	1578	2	8	24	92	10	38	7	27
	6	28	1558	11	39	17	61	11	39	3	11
	7	38	1627	10	26	28	74	15	39	7	18
	8	27	1689	3	11	24	89	14	52	4	15
All Students	3	27	1426	9	33	18	67	12	44	7	26
	5	36	1618	5	14	31	86	21	58	15	42
	6	26	1625	6	23	20	77	13	50	6	23

Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
7	29	1687	5	17	24	83	16	55	10	34
8	37	1728	3	8	34	92	24	65	16	43

2018-19 Reading STAAR Results

Student Group

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Hispanic/ Latino	3	18	1432	4	22	14	78	7	39	4	22
	4	17	1472	7	41	10	59	4	24	2	12
	5	19	1532	4	21	15	79	4	21	1	5
	6	14	1588	3	21	11	79	4	29	2	14
	7	20	1572	10	50	10	50	5	25	1	5
	8	11	1647	4	36	7	64	7	64	1	9

2020-21 Reading STAAR Results

Student Group

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Hispanic/ Latino	3	14	1438	2	14	12	86	6	43	2	14
	4	20	1413	11	55	9	45	3	15	1	5
	5	20	1575	2	10	18	90	8	40	5	25
	6	17	1529	10	59	7	41	5	29	1	6
	7	20	1629	5	25	15	75	7	35	2	10
	8	14	1671	2	14	12	86	7	50	1	7
Hispanic/ Latino	3	17	1420	6	35	11	65	8	47	4	24
	5	20	1583	5	25	15	75	10	50	6	30
	6	20	1624	5	25	15	75	9	45	5	25
	7	18	1687	3	17	15	83	9	50	6	33

		8	20	1731	1	5	19	95	13	65	8	40
American Indian or Alaska Native	3	0										
	4	0										
	5	0										
	6	0										
	7	0										
	8	0										
American Indian or Alaska Native	3	0										
	4	0										
	5	0										
	6	0										
	7	0										
	8	0										
American Indian or Alaska Native	3	0										
	5	0										
	6	0										
	7	0										
	8	0										
Black or African American	3	2										
	4	1										
	5	1										
	6	4										
	7	0										
	8	1										
Black or African American	3	0										
	4	0										
	5	1										

Student Group	Grade Level	# Students Tested										
	6	1										
	7	1										
	8	3										
Black or African American	3	0										
	5	0										
	6	1										
	7	0										
	8	1										

2018-19 Reading STAAR Results

Student Group

Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

White

Grade Level	# Students Tested	Average Scale Score	#	%	#	%	#	%	#	%
3	10	1408	2	20	8	80	3	30	2	20
4	15	1550	2	13	13	87	7	47	6	40
5	19	1597	2	11	17	89	10	53	3	16
6	9	1666	0	0	9	100	6	67	3	33
7	19	1642	7	37	12	63	7	37	3	16
8	6	1663	2	33	4	67	3	50	1	17

2020-21 Reading STAAR Results

Student Group

Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

White

Grade Level	# Students Tested	Average Scale Score	#	%	#	%	#	%	#	%
3	15	1454	3	20	12	80	9	60	3	20
4	14	1422	7	50	7	50	3	21	1	7
5	4									
6	10	1600	1	10	9	90	5	50	2	20

Student Group	Grade										
	7	17	1621	5	29	12	71	7	41	5	29
	8	9	1714	1	11	8	89	6	67	2	22
White	3	10	1435	3	30	7	70	4	40	3	30
	5	16	1662	0	0	16	100	11	69	9	56
	6	5	1609	1	20	4	80	3	60	0	0
	7	11	1688	2	18	9	82	7	64	4	36
	8	16	1719	2	13	14	88	10	63	7	44
Two or More Races	3	0									
	4	0									
	5	0									
	6	0									
	7	1									
	8	1									
Two or More Races	3	0									
	4	0									
	5	0									
	6	0									
	7	0									
	8	0									
Two or More Races	3	0									
	5	0									
	6	0									
	7	0									
	8	0									
2018-19 Reading STAAR Results											
Student Group											

Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
3	30	1424	6	20	24	80	11	37	6	20
4	33	1511	9	27	24	73	12	36	8	24
5	39	1562	6	15	33	85	14	36	4	10
6	27	1601	6	22	21	78	10	37	5	19
7	41	1610	17	41	24	59	14	34	4	10
8	19	1648	7	37	12	63	10	53	2	11

(Left row label for above: **Economically Disadvantaged**)

2020-21 Reading STAAR Results

Student Group

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
Economically Disadvantaged	3	15	1439	2	13	13	87	7	47	2	13
	4	22	1419	12	55	10	45	5	23	1	5
	5	19	1559	2	11	17	89	7	37	4	21
	6	17	1551	8	47	9	53	6	35	2	12
	7	24	1611	7	29	17	71	7	29	1	4
	8	21	1686	3	14	18	86	9	43	4	19
Economically Disadvantaged	3	15	1419	5	33	10	67	7	47	3	20
	5	22	1590	4	18	18	82	10	45	6	27
	6	18	1599	6	33	12	67	9	50	3	17
	7	17	1667	3	18	14	82	8	47	4	24
	8	22	1723	1	5	21	95	12	55	7	32
Limited English Proficient	3	0									
	4	0									
	5	1									

Category	Grade									
	6	0								
	7	0								
	8	0								
Limited English Proficient	3	0								
	4	0								
	5	0								
	6	0								
	7	1								
	8	0								
Limited English Proficient	3	0								
	5	0								
	6	1								
	7	0								
	8	1								
Special Education	3	3								
	4	3								
	5	2								
	6	4								
	7	9	1497	8	89	1	11	1	11	0	0
	8	3								
Special Education	3	5	1340	2	40	3	60	1	20	0	0
	4	5	1313	5	100	0	0	0	0	0	0
	5	4								
	6	5	1438	5	100	0	0	0	0	0	0
	7	7	1536	3	43	4	57	1	14	0	0
	8	4								
Special Education	3	4								

	5	4									
	6	7	1521	4	57	3	43	1	14	0	0
	7	6	1545	3	50	3	50	1	17	0	0
	8	7	1680	1	14	6	86	4	57	2	29

Writing

2019-20 STAAR Data N/A Due to COVID-19
2021-22 Writing STAAR Results Not Reported.

2017-18 Writing STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	4	1									
	7	0									
Hispanic/ Latino	4	1									
	7	0									
American Indian or Alaska Native	4	0									
	7	0									
Black or African American	4	0									
	7	0									
White	4	0									
	7	0									
Two or More Races	4	0									
	7	0									
Economically Disadvantaged	4	1									
	7	0									
Limited English Proficient	4	0									
	7	0									
Special Education	4	0									
	7	0									

2018-19 Writing STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	4	33	3541	15	45	18	55	9	27	1	3
	7	41	3587	19	46	22	54	11	27	0	0
Hispanic/ Latino	4	18	3395	10	56	8	44	5	28	0	0
	7	20	3436	12	60	8	40	3	15	0	0
American Indian or Alaska Native	4	0									
	7	0									
Black or African American	4	1									
	7	0									
White	4	14	3696	5	36	9	64	3	21	1	7
	7	19	3699	7	37	12	63	7	37	0	0
Two or More Races	4	0									
	7	1									
Economically Disadvantaged	4	33	3541	15	45	18	55	9	27	1	3
	7	41	3587	19	46	22	54	11	27	0	0
Limited English Proficient	4	0									
	7	0									
Special Education	4	4									
	7	9	3010	9	100	0	0	0	0	0	0

2020-21 Writing STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	4	34	3175	24	71	10	29	3	9	0	0
	7	38	3657	11	29	27	71	6	16	1	3
Hispanic/ Latino	4	20	3109	15	75	5	25	1	5	0	0
	7	20	3693	5	25	15	75	3	15	0	0

Student Group		# Students Tested	Average Scale Score	Did Not Meet #	%	Approaches #	%	Meets #	%	Masters #	%
American Indian or Alaska Native	4	0									
	7	0									
Black or African American	4	0									
	7	1									
White	4	14	3269	9	64	5	36	2	14	0	0
	7	17	3618	6	35	11	65	3	18	1	6
Two or More Races	4	0									
	7	0									
Economically Disadvantaged	4	22	3154	14	64	8	36	2	9	0	0
	7	24	3682	6	25	18	75	3	13	1	4
Limited English Proficient	4	0									
	7	1									
Special Education	4	5	2604	5	100	0	0	0	0	0	0
	7	7	3289	4	57	3	43	0	0	0	0

English I

2019-20 STAAR Data N/A Due to COVID-19

2018-19 English I STAAR Results									
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters
			#	%	#	%	#	%	#	%

Student Group	# Students Tested	Average Scale Score	Did Not Meet #	%	Approaches #	%	Meets #	%	Masters #	%
All Students	40	3900	17	43	23	58	17	43	3	8
Hispanic/ Latino	26	3888	11	42	15	58	11	42	3	12
White	12	3965	5	42	7	58	6	50	0	0
Economically Disadvantaged	40	3900	17	43	23	58	17	43	3	8
Special Education	6	3594	4	67	2	33	1	17	0	0

2020-21 English I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	41	3822	19	46	22	54	16	39	1	2
Hispanic/ Latino	23	3799	10	43	13	57	8	35	1	4
White	16	3795	9	56	7	44	6	38	0	0
Economically Disadvantaged	23	3867	10	43	13	57	9	39	1	4
Special Education	9	3424	8	89	1	11	0	0	0	0

2021-22 English I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	43	3866	17	40	26	60	21	49	0	0
Hispanic/ Latino	21	3805	10	48	11	52	9	43	0	0
White	19	3914	6	32	13	68	10	53	0	0
Economically Disadvantaged	26	3827	11	42	15	58	12	46	0	0
Special Education	11	3423	10	91	1	9	1	9	0	0

English II

2019-20 STAAR Data N/A Due to COVID-19

2018-19 English II STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	28	4019	8	29	20	71	16	57	1	4
Hispanic/	19	3932	7	37	12	63	9	47	1	5

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
Latino										
White	8	4237	1	13	7	88	7	88	0	0
Economically Disadvantaged	28	4019	8	29	20	71	16	57	1	4

2020-21 English II STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	27	3873	11	41	16	59	13	48	1	4
Hispanic/ Latino	17	3840	6	35	11	65	8	47	0	0
White	8	3976	4	50	4	50	4	50	1	13
Economically Disadvantaged	9	3803	4	44	5	56	5	56	0	0
Special Education	5	3360	5	100	0	0	0	0	0	0

2021-22 English II STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	41	3925	15	37	26	63	18	44	1	2
Hispanic/ Latino	21	3871	8	38	13	62	8	38	1	5
White	18	4009	6	33	12	67	9	50	0	0
Economically Disadvantaged	22	3936	8	36	14	64	10	45	1	5
Special Education	10	3421	9	90	1	10	0	0	0	0

Mathematics

2019-20 STAAR Data N/A Due to COVID-19

2018-19 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	3	30	1459	5	17	25	83	13	43	4	13
	4	34	1576	7	21	27	79	15	44	8	24
	5	39	1630	3	8	36	92	18	46	7	18
	6	27	1647	4	15	23	85	12	44	6	22
	7	41	1608	16	39	25	61	9	22	1	2
	8	18	1654	6	33	12	67	6	33	2	11

2020-21 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	3	29	1454	4	14	25	86	9	31	4	14
	4	34	1521	10	29	24	71	12	35	4	12
	5	26	1688	1	4	25	96	15	58	11	42
	6	28	1631	5	18	23	82	12	43	2	7
	7	38	1596	17	45	21	55	5	13	3	8
	8	27	1618	14	52	13	48	6	22	1	4
All Students	3	27	1383	12	44	15	56	7	26	4	15
	5	36	1633	3	8	33	92	25	69	10	28
	6	26	1666	1	4	25	96	10	38	6	23
	7	29	1617	10	34	19	66	8	28	2	7
	8	37	1660	13	35	24	65	12	32	4	11

2018-19 Mathematics STAAR Results

Student Group	

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
Hispanic/ Latino	3	18	1456	4	22	14	78	8	44	1	6
	4	18	1533	6	33	12	67	6	33	3	17
	5	19	1584	2	11	17	89	5	26	2	11
	6	14	1630	4	29	10	71	6	43	4	29
	7	20	1581	10	50	10	50	4	20	0	0
	8	11	1664	4	36	7	64	5	45	1	9

2020-21 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
Hispanic/ Latino	3	14	1451	1	7	13	93	4	29	2	14
	4	20	1503	7	35	13	65	7	35	1	5
	5	20	1673	1	5	19	95	10	50	7	35
	6	17	1605	4	24	13	76	5	29	1	6
	7	20	1575	10	50	10	50	1	5	0	0
	8	14	1580	8	57	6	43	1	7	0	0
Hispanic/ Latino	3	17	1392	6	35	11	65	4	24	2	12
	5	20	1615	2	10	18	90	13	65	4	20
	6	20	1666	1	5	19	95	7	35	5	25
	7	18	1612	8	44	10	56	5	28	2	11
	8	20	1642	7	35	13	65	7	35	1	5
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
	6	0									

	7	0									
	8	0									
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
	6	0									
	7	0									
	8	0									
American Indian or Alaska Native	3	0									
	5	0									
	6	0									
	7	0									
	8	0									
Black or African American	3	2									
	4	1									
	5	1									
	6	4									
	7	0									
	8	1									
Black or African American	3	0									
	4	0									
	5	1									
	6	1									
	7	1									
	8	3									
Black or African American	3	0									
	5	0									

	6	1										
	7	0										
	8	1										

2018-19 Mathematics STAAR Results												

Student Group												
	Grade Level	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**		
				#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
White	3	10	1457	1	10	9	90	4	40	2	20	
	4	15	1626	1	7	14	93	8	53	5	33	
	5	19	1680	1	5	18	95	13	68	5	26	
	6	9	1698	0	0	9	100	6	67	2	22	
	7	19	1626	6	32	13	68	3	16	1	5	
	8	5	1676	1	20	4	80	1	20	1	20	

2020-21 Mathematics STAAR Results												

Student Group												
	Grade Level	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**		
				#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
White	3	15	1458	3	20	12	80	5	33	2	13	
	4	14	1546	3	21	11	79	5	36	3	21	
	5	4										
	6	10	1672	1	10	9	90	6	60	1	10	
	7	17	1623	6	35	11	65	4	24	3	18	
	8	9	1651	4	44	5	56	4	44	0	0	
White	3	10	1367	6	60	4	40	3	30	2	20	
	5	16	1655	1	6	15	94	12	75	6	38	
	6	5	1649	0	0	5	100	2	40	1	20	
	7	11	1627	2	18	9	82	3	27	0	0	

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	8	16	1675	6	38	10	63	4	25	3	19
Two or More Races	3	0									
	4	0									
	5	0									
	6	0									
	7	1									
	8	1									
Two or More Races	3	0									
	4	0									
	5	0									
	6	0									
	7	0									
	8	0									
Two or More Races	3	0									
	5	0									
	6	0									
	7	0									
	8	0									

2018-19 Mathematics STAAR Results

Student Group

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Economically Disadvantaged	3	30	1459	5	17	25	83	13	43	4	13
	4	34	1576	7	21	27	79	15	44	8	24
	5	39	1630	3	8	36	92	18	46	7	18
	6	27	1647	4	15	23	85	12	44	6	22
	7	41	1608	16	39	25	61	9	22	1	2

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
	8	18	1654	6	33	12	67	6	33	2	11

2020-21 Mathematics STAAR Results

Student Group

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Economically Disadvantaged	3	15	1451	2	13	13	87	5	33	3	20
	4	22	1512	9	41	13	59	9	41	4	18
	5	19	1691	0	0	19	100	11	58	9	47
	6	17	1632	3	18	14	82	9	53	1	6
	7	24	1594	11	46	13	54	3	13	2	8
	8	21	1613	11	52	10	48	4	19	1	5
Economically Disadvantaged	3	15	1386	7	47	8	53	4	27	2	13
	5	22	1616	3	14	19	86	13	59	6	27
	6	18	1645	1	6	17	94	6	33	3	17
	7	17	1612	6	35	11	65	4	24	1	6
	8	22	1659	7	32	15	68	7	32	3	14
Limited English Proficient	3	0									
	4	0									
	5	1									
	6	0									
	7	0									
	8	0									
Limited English Proficient	3	0									
	4	0									
	5	0									
	6	0									
	7	1									

Group											
	8	0									
Limited English Proficient	3	0									
	5	0									
	6	1									
	7	0									
	8	1									
Special Education	3	3									
	4	4									
	5	2									
	6	4									
	7	9	1516	7	78	2	22	0	0	0	0
	8	3									
Special Education	3	5	1304	2	40	3	60	0	0	0	0
	4	5	1402	5	100	0	0	0	0	0	0
	5	4									
	6	5	1516	2	40	3	60	0	0	0	0
	7	7	1507	6	86	1	14	0	0	0	0
	8	4									
Special Education	3	4									
	5	4									
	6	7	1618	1	14	6	86	1	14	1	14
	7	6	1507	5	83	1	17	0	0	0	0
	8	7	1550	6	86	1	14	0	0	0	0

Algebra I

2019-20 STAAR Data N/A Due to COVID-19

2018-19 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	40	3994	13	33	27	68	17	43	10	25
Hispanic/ Latino	23	3923	9	39	14	61	10	43	5	22
White	16	4113	4	25	12	75	7	44	5	31
Economically Disadvantaged	40	3994	13	33	27	68	17	43	10	25
Special Education	6	3368	5	83	1	17	0	0	0	0

2020-21 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	40	3577	25	63	15	38	7	18	2	5
Hispanic/ Latino	22	3516	15	68	7	32	3	14	1	5
White	17	3625	10	59	7	41	3	18	1	6
Economically Disadvantaged	23	3581	14	61	9	39	4	17	1	4
Special Education	9	3370	8	89	1	11	0	0	0	0

2021-22 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	42	3533	25	60	17	40	6	14	1	2
Hispanic/ Latino	23	3469	16	70	7	30	3	13	1	4
White	16	3609	8	50	8	50	3	19	0	0
Economically Disadvantaged	27	3441	18	67	9	33	1	4	0	0
Special Education	10	3428	8	80	2	20	1	10	1	10

Science

2019-20 STAAR Data N/A Due to COVID-19

				2018-19 Science STAAR Results								
Student Group	**Grade Level**	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**		
				#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
All Students	5	39	3785	12	31	27	69	15	38	4	10	
	8	19	3847	7	37	12	63	6	32	2	11	
Hispanic/ Latino	5	19	3619	9	47	10	53	5	26	0	0	
	8	11	3816	4	36	7	64	3	27	1	9	
American Indian or Alaska Native	5	0										
	8	0										
Black or African American	5	1										
	8	1										
White	5	19	3973	2	11	17	89	10	53	4	21	
	8	6	4017	2	33	4	67	3	50	1	17	
Two or More Races	5	0										
	8	1										
Economically Disadvantaged	5	39	3785	12	31	27	69	15	38	4	10	
	8	19	3847	7	37	12	63	6	32	2	11	
Limited English Proficient	5	1										
	8	0										
Special Education	5	2										
	8	4										

				2020-21 Science STAAR Results								
Student Group	**Grade Level**	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**		
				#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
All Students	5	26	3832	8	31	18	69	13	50	3	12
	8	27	3835	8	30	19	70	12	44	4	15
Hispanic/ Latino	5	20	3742	8	40	12	60	9	45	1	5
	8	14	3666	6	43	8	57	4	29	0	0
American Indian or Alaska Native	5	0									
	8	0									
Black or African American	5	1									
	8	3									
White	5	4									
	8	9	3976	1	11	8	89	5	56	3	33
Two or More Races	5	0									
	8	0									
Economically Disadvantaged	5	19	3821	7	37	12	63	10	53	2	11
	8	21	3811	6	29	15	71	9	43	2	10
Limited English Proficient	5	0									
	8	0									
Special Education	5	6	3618	2	33	4	67	1	17	1	17
	8	4									

2021-22 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
All Students	5	36	3854	8	22	28	78	16	44	5	14
	8	37	4043	3	8	34	92	19	51	5	14
Hispanic/ Latino	5	20	3648	8	40	12	60	6	30	0	0
	8	20	3948	2	10	18	90	9	45	1	5
American Indian or Alaska Native	5	0									
	8	0									
Black or African American	5	0									
	8	1									
White	5	16	4111	0	0	16	100	10	63	5	31
	8	16	4154	1	6	15	94	9	56	4	25

Student Group		# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Two or More Races	5	0									
	8	0									
Economically Disadvantaged	5	22	3762	7	32	15	68	8	36	2	9
	8	22	3997	2	9	20	91	9	41	3	14
Limited English Proficient	5	0									
	8	1									
Special Education	5	4									
	8	7	3708	2	29	5	71	1	14	0	0

Biology

2019-20 STAAR Data N/A Due to COVID-19

2018-19 Biology STAAR Results											
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		
			#	%	#	%	#	%	#	%	
All Students	30	4161	0	0	30	100	19	63	7	23	
Hispanic/ Latino	19	4153	0	0	19	100	12	63	6	32	
White	11	4176	0	0	11	100	7	64	1	9	
Economically Disadvantaged	30	4161	0	0	30	100	19	63	7	23	

2020-21 Biology STAAR Results											
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		
			#	%	#	%	#	%	#	%	
All Students	29	3843	8	28	21	72	10	34	1	3	
Hispanic/ Latino	17	3725	6	35	11	65	3	18	0	0	
White	10	4124	1	10	9	90	6	60	1	10	
Economically Disadvantaged	12	3756	4	33	8	67	4	33	0	0	

2021-22 Biology STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	54	3937	10	19	44	81	24	44	7	13
Hispanic/ Latino	30	3874	7	23	23	77	11	37	3	10
White	21	4027	3	14	18	86	11	52	4	19
Economically Disadvantaged	35	3892	7	20	28	80	15	43	4	11
Special Education	12	3712	4	33	8	67	3	25	0	0

Social Studies

2019-20 STAAR Data N/A Due to COVID-19

2018-19 Social Studies STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	19	3565	11	58	8	42	4	21	2	11
Hispanic/ Latino	8	11	3514	6	55	5	45	2	18	0	0
American Indian or Alaska Native	8	0									
Black or African American	8	1									
White	8	6	3751	3	50	3	50	2	33	2	33
Two or More Races	8	1									
Economically Disadvantaged	8	19	3565	11	58	8	42	4	21	2	11
Limited English Proficient	8	0									

Student Group	Grade Level	# Students Tested
Special Education	8	4

2020-21 Social Studies STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	27	3546	16	59	11	41	3	11	2	7
Hispanic/ Latino	8	14	3424	11	79	3	21	1	7	0	0
American Indian or Alaska Native	8	0									
Black or African American	8	3									
White	8	9	3664	3	33	6	67	1	11	1	11
Two or More Races	8	0									
Economically Disadvantaged	8	21	3553	13	62	8	38	3	14	2	10
Limited English Proficient	8	0									
Special Education	8	4									

2021-22 Social Studies STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	37	3586	21	57	16	43	6	16	4	11
Hispanic/ Latino	8	20	3501	12	60	8	40	2	10	1	5
American Indian or Alaska Native	8	0									
Black or African American	8	1									
White	8	16	3661	9	56	7	44	3	19	3	19

Two or More Races	8	0									
Economically Disadvantaged	8	22	3583	12	55	10	45	3	14	2	9
Limited English Proficient	8	1									
Special Education	8	7	3347	6	86	1	14	1	14	1	14

U.S History

2019-20 STAAR Data N/A Due to COVID-19

2018-19 U.S. History STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	7	4407	0	0	7	100	6	86	4	57
Hispanic/ Latino	6	4454	0	0	6	100	5	83	4	67
Economically Disadvantaged	7	4407	0	0	7	100	6	86	4	57

2020-21 U.S. History STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	29	4094	3	10	26	90	19	66	4	14
Hispanic/ Latino	16	4174	1	6	15	94	12	75	4	25
White	12	3977	2	17	10	83	6	50	0	0
Economically Disadvantaged	13	3943	2	15	11	85	7	54	1	8
Special Education	5	4012	1	20	4	80	3	60	1	20

2021-22 U.S. History STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	22	4288	1	5	21	95	16	73	7	32
Hispanic/ Latino	14	4145	1	7	13	93	9	64	3	21

White	6	4683	0	0	6	100	6	100	4	67
Economically Disadvantaged	9	4417	0	0	9	100	6	67	4	44

Goals and Strategies

Goal 1:

WISD will recruit, train, retain highly qualified educators and provide ongoing professional development to perpetuate classroom excellence.

Performance Objective 1:

Woodsboro ISD will provide the tools, training, and support necessary to shift the educational experience to a rigourous, handson, collaborative, project-based approach to offer an array of immersive edicational experiences that foster real world conections.

Evaluation Data Source(s):
TTESS observations, Student engagement in Walk-through Data

Summative Evaluation:
TTESS

Strategy/Activity 1

Partner with Region 3 ESC to lead Lesson Alignment and Formative Assessment (LAFA).

Timeline

July 2022 - May 2023

Person(s) Responsible/Monitor

Campus Principals
Instructional Coach

Strategy's Expected Result/Impact

Teachers will develop a deeper understanding of their content TEKS and create meaningful formative assessments to check for student understanding.

Reviews

Formative
Summative

Critical Success Factor(s) and/or Evidence Based School Improvement Identifiers (If Applicable)	CSF 2 – Use of Quality Data to Drive Instruction CSF 7 – Teacher Quality Targeted Support Strategy	Resources	
		Budget Reference	None Specified
		Description	Alignement with the challenging state academic standard.

		Source	Title I
		Budget Reference	Fund 199: Fund 199:

Strategy/Activity 2

Partner with Region 3 ESC to implement Texas Lesson Study Professional Development during grade and subject level Professional Learning Community (PLC) time.

Timeline

September 2022 - June 2024

Person(s) Responsible/Monitor

Campus Principals
Instructional Coach

Strategy's Expected Result/Impact

Teachers will create rigourous lesson plans aligned to the TEKS that follow the fundamental 5 lesson plan design.

Reviews

Formative
Summative

| Critical Success Factor(s) and/or Evidence Based School Improvement Identifiers (If Applicable) | CSF 1 – Academic Performance

Targeted Support Strategy | Resources |
|---|---|---|

Strategy/Activity 3

Create PLC days in the instructional calendar to provide time for vertical and horizonal planning and student data meetings.

Timeline

September 2022 - March 2023

Person(s) Responsible/Monitor

Superintendent

Strategy's Expected Result/Impact

Subject level teams will align instructional vertically and horizontally to ensure students are taught grade specific TEKS.

Reviews

Formative
Summative

Critical Success Factor(s) and/or Evidence Based School Improvement Identifiers (If Applicable)	CSF 1 – Academic Performance CSF 2 – Use of Quality Data to Drive Instruction	**Resources**	
		Source	General Fund
		Budget Reference	Fund 199: Fund 199:

Strategy/Activity 4

Provide coaching for the balanced literacy model using Fountis and Pinnel in K-2 classrooms

Timeline

June 2022 - May 2023

Person(s) Responsible/Monitor

Campus Principal
Superintendent

Strategy's Expected Result/Impact

Students will be reading on grade level at the end of the year in grades K-2.

Reviews

Formative
Summative

Critical Success Factor(s) and/or Evidence Based School Improvement Identifiers (If Applicable)	CSF 1 – Academic Performance CSF 7 – Teacher Quality	**Resources**	
		Source	Title I
		Budget Reference	Fund 199: FUND 211:
		Description	K-2 Teacher professional development
		Description	Meaningful consultation

Strategy/Activity 5

Utilize TTESS to improve instructional coaching of classroom teachers and utilize feedback systems to communicate and plan instructional goals.

Timeline

August 2022 - May 2022

Person(s) Responsible/Monitor

Campus Principals

Strategy's Expected Result/Impact

Through active coaching the individual teacher will evaluate personal practices and create action steps to improve individual performance that will improve student performance in the classroom.

Reviews

Formative
Summative

Strategy/Activity 6

Utilize PTESS to improve administrative effectiveness and improve instructional goals.

Timeline

July 2022 -June 2023

Person(s) Responsible/Monitor

Superintendent

Strategy's Expected Result/Impact

Through active coaching the district administrators will increase their effectiveness on the campus and improve student academic performance.

Reviews

Formative
Summative

Strategy/Activity 7

Administrative staff will conduct 10 or more classroom walk-throughs each week and proveid feedback to instructional staff.

Timeline

September 2022- May 2023

Person(s) Responsible/Monitor

Superintendent

Strategy's Expected Result/Impact

Using a continuous improvement model for coaching, district instruction will move from low levels (Remember & Understand) to higher levels (Analyze, Evaluate and Create)

Reviews

Formative
Summative

Strategy/Activity 8

Teach and utilize instructional gallary walks during PLC activities.

Timeline

January 2023 - May 2023

Person(s) Responsible/Monitor

Campus Principals
Superintendent

Strategy's Expected Result/Impact

Through collabortive feedback, this will inprove the understanding of the TEKS and provide for improved vertical and horitizonal alignment of instruction.

Reviews

Formative
Summative

Performance Objective 2:

Train Staff to monitor student data to measure academic growth and identify area for academic support/enrichment.

Evaluation Data Source(s):

TEKS Unit Assessments, MCLASS Reading, Eureka Math, Carnegie Math, Carnegie Reading

Summative Evaluation:

STAAR/ EOC Results, MCLASS, Eureka Math

Strategy/Activity 1

Train staff to conduct nine weeks MTSS meetings to evaluate student academic progress.

Timeline

September 2022 - May 2023

Person(s) Responsible/Monitor

CampusPrincipals
Superintendent

Strategy's Expected Result/Impact

Struggling students will meet closing the gaps targets set by USDE.

Reviews

Formative
Summative

Critical Success Factor(s) and/or Evidence Based School Improvement Identifiers (If Applicable)	**CSF 2 – Use of Quality Data to Drive Instruction**	**Resources**

Strategy/Activity 2

Prepare and train the staff to implement accelerated instruction for students not meeting STAAR/EOC standards.

Timeline

August 2022 - May 2023

Person(s) Responsible/Monitor

Campus Principals

Strategy's Expected Result/Impact

Students who did not pass state assessments will close educational gaps and pass the next state assessment exam.

Reviews

Formative
Summative

Strategy/Activity 3

Train staff to measure the Lone Star Governance targets identified by the Board of Directors.

Timeline

June 2022 - June 2023

Person(s) Responsible/Monitor

Superintendent
Campus Principals

Strategy's Expected Result/Impact

Students will meet the Board goals for closing the gaps targets.

Reviews

Formative
Summative

Critical Success Factor(s) and/or Evidence Based School Improvement Identifiers (If Applicable)	**CSF 2 – Use of Quality Data to Drive Instruction**	**Resources**
	CSF 3 – Leadership Effectiveness	

Performance Objective 3:

WISD will create tanagable and non-tanagable opportunities to recruit and retain highly qualified educators.

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

Offer 1-time employee retention stipend to all employees.

Timeline

December 2022

Person(s) Responsible/Monitor

Superintendent

Strategy's Expected Result/Impact

Maintain HQ educators in the district.

Reviews

Formative
Summative

Critical Success Factor(s) and/or Evidence Based School Improvement Identifiers (If Applicable)	**CSF 7 – Teacher Quality**	**Resources**

Strategy/Activity 2

WISD will participate in the Teacher of the Year award for the elementary and secondary campus.

Timeline

February2023 - May 2023

Person(s) Responsible/Monitor

Superintendent

Strategy's Expected Result/Impact

Higher educator morale.

Reviews

Formative
Summative

Critical Success Factor(s) and/or Evidence Based School Improvement Identifiers (If Applicable)	**CSF 6 – School Climate**	**Resources**

Strategy/Activity 3

Utilize the District of Innovation plan to locally certify educators in difficult to staff subject areas.

Timeline

June 2022 - May 2023

Person(s) Responsible/Monitor

Superintendent

Strategy's Expected Result/Impact

WISD will be able to staff all classrooms with quality educators.

Reviews

Formative
Summative

Critical Success Factor(s) and/or Evidence Based School Improvement Identifiers (If Applicable)	**CSF 7 – Teacher Quality**	**Resources**

Strategy/Activity 4

WISD will explore traditional and non-traditional paths to teacher certification.

Timeline

June 2022 - May 2023

Person(s) Responsible/Monitor

Superintendent

Strategy's Expected Result/Impact

WISD will continue to staff quality educators.

Reviews

Formative
Summative

Critical Success Factor(s) and/or Evidence Based School Improvement Identifiers (If Applicable)	CSF 7 – Teacher Quality	**Resources**

Strategy/Activity 5

Provide staff luncheons each nine weeks during the academic year.

Timeline

August 2022 - May 2023

Person(s) Responsible/Monitor

Superintendent

Strategy's Expected Result/Impact

Improved staff morale.

Reviews

Formative
Summative

Critical Success Factor(s) and/or Evidence Based School Improvement Identifiers (If Applicable)	CSF 6 – School Climate	**Resources**

Strategy/Activity 6

Review WISD salary structure and explore opportunities to make the district competitive with surrounding areas.

Timeline

November 2022 - March 2023

Person(s) Responsible/Monitor

Superintendent

Strategy's Expected Result/Impact

Improved salary structure for WISD employees.

Reviews

Formative
Summative

Critical Success Factor(s) and/or Evidence Based School Improvement Identifiers (If Applicable)	**CSF 7 – Teacher Quality**	**Resources**

Goal 2: Student Performance

WISD will create an educational experience that is rigorous, hands-on, collaborative, and project based to offer an array of immersive educational experienes to foster real-world learning connections.

Performance Objective 1:

WISD students will meet the identified "closing the gaps target" set by the USDE.

Evaluation Data Source(s):

Growth Progress Mesures (GPM)

Summative Evaluation:

STAAR/EOC

Strategy/Activity 7

WISD will utilize GPMs to measure student academic growth over the academic year.

Timeline

September - May

Person(s) Responsible/Monitor

WISD Board of Directors

Strategy's Expected Result/Impact

Student academic achievement will align to the "closing the gaps target" set by the USDE.

Reviews

Formative
Summative

Critical Success Factor(s) and/or Evidence Based School Improvement Identifiers (If Applicable)	CSF 1 – Academic Performance	Resources
	CSF 2 – Use of Quality Data to Drive Instruction	

Strategy/Activity 8

ELA, Math, Science, and Social Studies curricula will use TEKS Resource unit assessments to measure student leanring for each unit of study.

Timeline

August 2022 - May 2023

Person(s) Responsible/Monitor

Campus Principals
Instructional Coach

Strategy's Expected Result/Impact

Students assessments will

Reviews

Formative
Summative

| **Critical Success Factor(s) and/or Evidence Based School Improvement Identifiers (If Applicable)** | **CSF 2 – Use of Quality Data to Drive Instruction** | **Resources** |

Performance Objective 2:
All students in WISD will achieve one year's academic growth.

Evaluation Data Source(s):
GPM, Eureka, MClass, Carnegie Math, Carnegie Reading

Summative Evaluation:
STAAR/ EOC

Strategy/Activity 1

Provide 30 hours of accelerated instruction aligned with HB 4545 for students who do not meet passing requirements in grades 3-8 and EOC tested subjects.

Timeline

August 2022- May 2023

Person(s) Responsible/Monitor

Campus Principal

Strategy's Expected Result/Impact

Students will close the academic gaps in reading and math for all sub-populations.

Reviews

Formative
Summative

Critical Success Factor(s) and/or Evidence Based School Improvement Identifiers (If Applicable)	CSF 1 – Academic Performance	Resources
	CSF 2 – Use of Quality Data to Drive Instruction	

Strategy/Activity 2

Provide high impact tutoring (HIT) in math and reading for students in grades k-12 who have academic loss as a result of COVID-19.

Timeline

August 2022 - May 2023

Person(s) Responsible/Monitor

Campus Principal

Strategy's Expected Result/Impact

Students will close academic gaps in reading and math and meet the identified grade level standard on state tests.

Reviews

Formative
Summative

| **Critical Success Factor(s) and/or Evidence Based School Improvement Identifiers (If Applicable)** | **CSF 1 – Academic Performance** | **Resources** |

Strategy/Activity 3

Conduct nine weeks MTSS meetings to evaluate student academic progress.

Timeline

September 2022 - May 2023

Person(s) Responsible/Monitor

CampusPrincipals
Superintendent

Strategy's Expected Result/Impact

Identify students for remediation and acceleration of instruction.

Reviews

Formative
Summative

Performance Objective 3:
Provide individual students opportunities to accelerate instruction and perform at rigor levels that exceed their given grade level.

Evaluation Data Source(s):
GT Tests, Texas Performance Standard Project (TPSP), Advanced Placement

Summative Evaluation:
TPSP, Advanced Placement Tests

Strategy/Activity 1

Provide GT screener to all students in kindergarten.

Timeline

September 2022 - December 2022

Person(s) Responsible/Monitor

Counselor

Strategy's Expected Result/Impact

Identify students who have above grade level capacity for learning.

Reviews

Formative
Summative

Strategy/Activity 2

Students identified as gifted and talented will participate in a TPSP annually.

Timeline

September 2022- May 2023

Person(s) Responsible/Monitor

GT Coordinator

Strategy's Expected Result/Impact

Students will create a project that is challenging and relaed to real world problems.

Reviews

Formative
Summative

Strategy/Activity 3

Students will participate in District academic UIL competition.

Timeline

November 2022 - April 2023

Person(s) Responsible/Monitor

UIL Coordinator

Strategy's Expected Result/Impact

Students who compete in Academic UIL will perform at higher levels on state tests.

Reviews

Formative
Summative

Goal 3:
WISD will facilitate growth mindsets and collaborative environments for all stakeholders that is welcoming and positive with a student first approach.

Performance Objective 1:
Incorporate a multi-tiered system of supports (MTSS) model designed to provide student interventions in: academic, social, emotional and or behavioral needs.

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

Provide staff training in the MTSS process and procedures.

Timeline

August 2022 - May 2023

Person(s) Responsible/Monitor

Campus Counselor
Campus Principal

Strategy's Expected Result/Impact

Students will maintain academic progress and solid mental health.

Reviews

Formative
Summative

Critical Success Factor(s) and/or Evidence Based School Improvement Identifiers (If Applicable)	CSF 2 – Use of Quality Data to Drive Instruction	Resources

Strategy/Activity 2

Utilize Frontline to support and implement the MTSS student support team modules for online documentation, staff training and monitoring.

Timeline

August 2022 - May 2023

Person(s) Responsible/Monitor

Counselor

Strategy's Expected Result/Impact

Improved student performance- campus closing the gaps, and disciplinary data.

Reviews

Formative
Summative

Strategy/Activity 3

Coordinate with AWARE grant to provide licenced counseling support for students who need mental health support.

Timeline

August 2022 - June 2023

Person(s) Responsible/Monitor

Campus Counselor
Campus Principal

Strategy's Expected Result/Impact

Students who are experience mental health stressors will continue to meet closing the gaps goals for each student group.

Reviews

Formative
Summative

| **Critical Success Factor(s) and/or Evidence Based School Improvement Identifiers (If Applicable)** | **CSF 1 – Academic Performance** | **Resources** |
| | **CSF 6 – School Climate** | |

Strategy/Activity 4

Provide students with the staff and structure to afford a comprehensive counseling program for each campus.

Timeline

June 2022 - May 2023

Person(s) Responsible/Monitor

Superintendent
Campus Principal

Strategy's Expected Result/Impact

Students will participate in trauma informed social-emotional groups in their academic year.

Reviews

Formative
Summative

Strategy/Activity 5

Provide dyslexia support services to students who are tested and qualify for dyslexia services.

Timeline

August 2022 - May 2023

Person(s) Responsible/Monitor

Campus Principal

Strategy's Expected Result/Impact

Students with dyslexia will meet glosing the gaps goals for the academic year.

Reviews

Formative
Summative

Strategy/Activity 6

Create incentatives for campus attendance.

Timeline

September 2022 - May 2023

Person(s) Responsible/Monitor

Superintendent

Strategy's Expected Result/Impact

Higher student attendacne and higher academic performance.

Reviews

Formative
Summative

Strategy/Activity 7

Incorporate positive behavior supports

Timeline

Person(s) Responsible/Monitor

Strategy's Expected Result/Impact

Reviews

Formative
Summative

Performance Objective 2:
Provide WISD students with a trauma-informed care system of meeting student needs.

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

Provide stduetns large and small group lessons focused on social-emotional learning skills.

Timeline

September 2022 - May 2023

Person(s) Responsible/Monitor

Campus Counselor

Strategy's Expected Result/Impact

Reviews

Formative
Summative

Critical Success Factor(s) and/or Evidence Based School Improvement Identifiers (If Applicable)	CSF 6 – School Climate	Resources

Strategy/Activity 2

Provide a Campus wide skills program for social-emotional learning.

Timeline

September 2022 - May 2023

Person(s) Responsible/Monitor

Campus Counselor

Strategy's Expected Result/Impact

Reviews

Formative
Summative

Performance Objective 3:

Provide WISD students with a physically and emotionally safe eductional environment for learning.

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

WISD will provide for suicide prevention and psychological safety as a part of trauma informed care.

Timeline

September 2022 - May 23

Person(s) Responsible/Monitor

Strategy's Expected Result/Impact

Reviews

Formative
Summative

Strategy/Activity 2

Provide conflict resolution programs for students.

Timeline

September 2022 - May 2023

Person(s) Responsible/Monitor

Counselor

Strategy's Expected Result/Impact

Reviews

Formative
Summative

Strategy/Activity 3

Provide Violence prevention programs

Timeline

September2022 - May 2023

Person(s) Responsible/Monitor

Strategy's Expected Result/Impact

Reviews

Formative
Summative

Strategy/Activity 4

Provide for full time School Resource Officer (SRO) on within the district during the instructional day, and at large extracurriculular events.

Timeline

August 2022 - May 2023

Person(s) Responsible/Monitor

Superintendent

Strategy's Expected Result/Impact

Schools have safe and emotionally safe learning zones.

Reviews

Formative
Summative

Strategy/Activity 5

Continue exterior fencing to harden the perimeter of the district.

Timeline

June 2022 - May 2023

Person(s) Responsible/Monitor

Superintendent

Strategy's Expected Result/Impact

All campus visitors must enter through identified main entrances.

Reviews

Formative
Summative

Strategy/Activity 6

Expand district technology to increase the security cameras at the district.

Timeline

September 2022 - June 2023

Person(s) Responsible/Monitor

Technology Director

Strategy's Expected Result/Impact

Complete coverage of hard to monitor sectors of the district.

Strategy/Activity 7

Increase radio communication for district staff and school bus drivers.

Timeline

September 2022 - May 2023

Person(s) Responsible/Monitor

Superintendent

Strategy's Expected Result/Impact

Increased safety and communication.

Reviews

Formative
Summative

Strategy/Activity 8

Ensure all staff are trained to follow the WISD Emergency Operations Plan (EOP).

Timeline

August 2022 - May 2023

Person(s) Responsible/Monitor

Superintendent

Strategy's Expected Result/Impact

All staff are able to respond predictably in crisis or emergency evnets.

Reviews

Formative
Summative

Performance Objective 4:

Migrant Priority for Service (PFS) Action Plan

Evaluation Data Source(s):
9 weeks grade checks

Summative Evaluation:
STAAR/EOC/ Graduation Rates

Strategy/Activity 1

Join the Migrant Education Program with Region 3 to provide high quality servies to migrant students.

Timeline

August 2022-23

Person(s) Responsible/Monitor

Instructional Coach

Strategy's Expected Result/Impact

Migrant students will perform to the closing the gaps target identified by the USDE.

Reviews

Formative
Summative

Critical Success Factor(s) and/or Evidence Based School Improvement Identifiers (If Applicable)	CSF 1 – Academic Performance CSF 5 – Family and Community Engagement	Resources

Strategy/Activity 2

Monitoring: Monthly run TX-NGS Priority for Service(PFS) reports to identify migrant children and youth who require priority access to MEP services.

Timeline

Monthly

Person(s) Responsible/Monitor

ESC TX-NGS Data Clerk, EAC Program Specialist

Strategy's Expected Result/Impact

The LEA will identify migrant students who need additional supports for academic success.

Reviews

Formative
Summative

Strategy/Activity 3

Before the first day of school, develop a PFS action plan for serving PFS students. The plan must clearly articulate the criteria for defining student success, including timelines for achieving stated goals and objectives.

Timeline

August 2022

Person(s) Responsible/Monitor

ESC MEP Staff

Strategy's Expected Result/Impact

Migrant students will be successful in academic performance.

Reviews

Formative
Summative

Critical Success Factor(s) and/or Evidence Based School Improvement Identifiers (If Applicable)	**CSF 1 – Academic Performance**	**Resources**

Strategy/Activity 4

Monthly, staff will monitor PFS reprots and PFS student progress forms per semester. MEP staff (program specialist, MEP recruiter & LEA if applicable) will review any areas of need.

Timeline

Monthly, per Semester

Person(s) Responsible/Monitor

ESC MEP staff, LEA staff

Strategy's Expected Result/Impact

Documentation will be complete for MEP progrram.

Reviews

Formative
Summative

Strategy/Activity 5

MEP staff will communicate with LEA and migrant stduents on progress made and or other identified needs of PFS students.

Timeline

Monthly

Person(s) Responsible/Monitor

ESC MEP Staff, Instructional Coach

Strategy's Expected Result/Impact

Migrant students will perform at grade level of english peers.

Reviews

Formative
Summative

Critical Success Factor(s) and/or Evidence Based School Improvement Identifiers (If Applicable)	**CSF 1 – Academic Performance**	**Resources**

Strategy/Activity 6

During the academic calendar, the Title I Part C Migrant Coordinator or MEP staff will provide: campus principals & parents of PFS students information on the priority for service criteria.

Timeline

September 2022- August 2023

Person(s) Responsible/Monitor

ESC MEP Staff

Strategy's Expected Result/Impact

Quality educational service for Migrant students.

Reviews

Formative
Summative

Critical Success Factor(s) and/or Evidence Based School Improvement Identifiers (If Applicable)	**CSF 5 – Family and Community Engagement**	**Resources**

Goal 4: CCMR Readiness

All WISD students will graduate graduate ready to join the workforce or enter college or trade school.

Performance Objective 1:

WISD will utilize multiple communication forums to ensure stakeholders are knowledgable of opportunities to engage their student's education as educational partners.

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

Schedule and conduct parent-student organizational meetings to communicate instructional and program information to all educatonal partners.

Timeline

September 2022 - May 2023

Person(s) Responsible/Monitor

Campus Principal
Instructinal Coach

Strategy's Expected Result/Impact

All students have a career path identified by 8th grade and a coherent sequence identified on high school graduaton plan.

Reviews

Formative
Summative

Strategy/Activity 2

Utilize Blackboard communication to notify parents and community members of events and opportunities on the campus.

Timeline

September 2022 - May 2022

Person(s) Responsible/Monitor

Technology Director

Strategy's Expected Result/Impact

All families are knowledgable of district events.

Reviews

Formative
Summative

Strategy/Activity 3

Provide information to families of 504, bilingual, and special educaton to communicate services available for at risk students in the district.

Timeline

August 2022 - May 2023

Person(s) Responsible/Monitor

Instructional Coach

Strategy's Expected Result/Impact

At risk students will meet the closing the gaps goals identified by the USDE.

Reviews

Formative
Summative

Critical Success Factor(s) and/or Evidence Based School Improvement Identifiers (If Applicable)	**CSF 5 – Family and Community Engagement**	**Resources**

Strategy/Activity 4

Provide exploring career opportunities to all students in grades K - 12.

Timeline

September 2022 - May 2023

Person(s) Responsible/Monitor

Campus Principal
Counselor

Strategy's Expected Result/Impact

Students in 8th grade have a completed graduation plan with endorsements.

Reviews

Formative
Summative

Performance Objective 2:
Maintain graduation rates at or above 95%.

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

Conduct parent and student information sessions outside of the school day to provide career pathways, and graduation, information to families.

Timeline

Person(s) Responsible/Monitor

Strategy's Expected Result/Impact

Reviews

Formative
Summative

Strategy/Activity 2

Host college and career fairs at the campus to expose WISD students to instutions of higher edcuation and career opporuties around the southern region of the state.

Timeline

Person(s) Responsible/Monitor

Strategy's Expected Result/Impact

Reviews

Formative
Summative

Strategy/Activity 3

Provide courses with a coherent sequence in CTE.

Timeline

Person(s) Responsible/Monitor

Strategy's Expected Result/Impact

Reviews

Formative
Summative

Strategy/Activity 4

Host FASFA meetings outside of the regular educational day to allow families to participate in completing

Timeline

Person(s) Responsible/Monitor

Strategy's Expected Result/Impact

Reviews

Formative
Summative

Strategy/Activity 5

Incorporate college and career awareness activities in all grade levels.

Timeline

Person(s) Responsible/Monitor

Strategy's Expected Result/Impact

Reviews

Formative
Summative

Performance Objective 3:

Provide multiple opportunities for WISD studentsm to demonstrate college, career, or military readiness (CCMR)

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

Offer and prepare students to take the Texas Succcess Initative (TSI).

Timeline

October 2022 - May 2023

Person(s) Responsible/Monitor

Counselor

Strategy's Expected Result/Impact

% of students will show TSI readiness.

Reviews

Formative
Summative

Strategy/Activity 2

Offer CTE classess with enforsements to students in grades 9-12.

Timeline

August 2022- May 2023

Person(s) Responsible/Monitor

CCMR Coordinator
Campus Principal

Strategy's Expected Result/Impact

% of students will graduate with an endorsement.

Reviews

Formative
Summative

Strategy/Activity 3

Wiork cooperatively with instutiions of higher education to offer dual credit courses for high school students.

Timeline

August 2022 - May 2023

Person(s) Responsible/Monitor

Counselor

Strategy's Expected Result/Impact

% of students will graduate with college credit.

Reviews

Formative
Summative

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Allocations by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Budget Reference   **Amount**

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Budget Reference	Funding Source	Amount