

Dallas Independent School District
022 Woodrow Wilson High School
2024-2025 Campus Improvement Plan



Mission Statement

WOODROW WILSON MISSION: By knowing every student personally, we will create educational experiences that maximize social, emotional, and academic growth so every Wildcat graduates career and college-strong.

Vision

WOODROW WILSON VISION: Woodrow Wilson High School will be the role model of an exemplary educational experience which sets the benchmark for inclusion, equity, and a world-class education for all schools to emulate.

Core Beliefs

- Human-Centered
- Results-Oriented
- Courageous
- Integrity
- Collaborative

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Woodrow Wilson High School Woodrow Wilson is a comprehensive, 9-12th grade campus located in East Dallas. The school currently serves approximately 1800 students, which is up exponentially from the 1,653 students served in the 2014-2015 school year. With an enrollment cap put in place by Dallas ISD and transfers limited to a select number of IB applicants, in 2023-2024.

Size: 1800 students

Grade span: 9-12

Age: Established 1928

Location: East Dallas, 100 S Glasgow

Programs: IB, PTech, Dual Language, Engineering, Business, Fine Arts

Enrollment: closed to transfers outside of IB, Dual Language & PTech

Neighborhood schools: JL Long, Mount Auburn, Lakewood, Mockingbird, Geneva Heights, Lipscomb

The majority of students are Hispanic, nearly two-thirds of the student body. White students make up nearly 28% while 7% identify as African-American. In the 2023-2024 school year over 1/2 of students met the criteria for being economically disadvantaged. Nearly one-third have Limited English Proficiency. Almost 10% qualify for special education, and nearly 20% qualify as Talented and Gifted. Since 2017, our homeless population has tripled.

Demographics Strengths

High diversity involvement in offered Pathways & Programs such as Dual Language, IB, PTech, STEM, Arts, Humanities, Business.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student population is not evenly represented in Honors, AP, and IB courses. **Root Cause:** Lack of advocacy and sense of belonging for our minority populations in advanced courses.

Problem Statement 2: Teachers at Woodrow feel as if they need more support to improve and grow as instructors. **Root Cause:** Professional Development is universally applied for all teachers regardless of experience or subject. PLC time is sometimes sacrificed for various training or "nuts and bolts" discussions. Learning can feel disconnected from the

larger continuum - feel like one-offs.

Student Learning

Student Learning Summary

English - more comparative as we move forward - How can we tighten up our instruction department-wide.

Honors classes from middle school to Freshman - there is a gap from Middle School to High School.

Math - Formative results are sometimes lower than our summative results (measuring retention) - that leads which interventions we will put in place.

504 Students are struggling to meet their performance and growth goals due to modified **formative** assessments not being aligned to modified **summative** assessments.

Student Learning Strengths

Staff at Woodrow are resourceful outside of District initiatives. They take the opportunities to be involved in Career Institutes, Academic UIL, Robotics.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Teachers at Woodrow feel as if they need more support to improve and grow as instructors. **Root Cause:** Professional Development is universally applied for all teachers regardless of experience or subject. PLC time is sometimes sacrificed for various training or "nuts and bolts" discussions. Learning can feel disconnected from the larger continuum - feel like one-offs.

Problem Statement 2: The proportion of White students who are meeting benchmarks on high-stake exams (ACT, SAT, PSAT, STAAR, etc.) are significantly higher than other subpopulations (Hispanic and African American students). **Root Cause:** Enrollment in higher level courses is disproportionate. Students of all backgrounds need to be identified, supported, and retained in high rigor, college-preparatory courses.

School Processes & Programs

School Processes & Programs Summary

Staff works on building relationships to identify those at-risk students (flexible for tutoring, other opportunities for them to achieve.) Staff meet with kids who should be accelerated and one-on-one meetings/check-ins. offering as many opportunities as possible, before & after school. School-wide PDs integrate robust instruction.

School Processes & Programs Strengths

High teacher involvement in Summer Institute - APSI/AVID. Administrators actively participate in Curriculum updates. Campus Professional Development around teacher proficiency levels.

CTE _ PLTW training - IB training - Ptech Trainings- AVID - Dual Language.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students are not performing to their potential in comparison to national and global average performance standards: On level students are underperforming, AP Classes have inconsistent success, IB Classes are underperforming national averages **Root Cause:** Curriculum integrity/viability/rigor/austerity, Lack of adult and student accountability, disproportionate, lack of program organization, lack of planning time/cross-curricular planning for advanced classes.

Problem Statement 2: Teachers at Woodrow feel as if they need more support to improve and grow as instructors. **Root Cause:** Professional Development is universally applied for all teachers regardless of experience or subject. PLC time is sometimes sacrificed for various training or "nuts and bolts" discussions. Learning can feel disconnected from the larger continuum - feel like one-offs.

Perceptions

Perceptions Summary

We provide conflict resolution support through the reset center, reset coordinator, and counseling staff. It is working to decrease conflict by providing an opportunity to mediate the conflict with a trusted adult present. Tardy-Sweeps have made a difference in having students in class.

English - tracking parent calls regarding student behavior - giving teachers protected time within PLC and modeling for new teachers as support. Learning Walks for new teachers/struggling teachers so they can see how those teachers handle discipline. 58% of the 1,285 student respondents on the fall 2023 School Environment Survey responded favorably about the school climate; however, 87% of the 1,345 student respondents answered favorably about the quality of supportive relationships on the fall 2023 Panorama SEL & Well-Being survey.

Perceptions Strengths

Administration is open to feedback to analyze and improve processes on campus. The school has felt safer and more structured during the 2023 school year in comparison to previous years.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Teachers at Woodrow feel as if they need more support to improve and grow as instructors. **Root Cause:** Professional Development is universally applied for all teachers regardless of experience or subject. PLC time is sometimes sacrificed for various training or "nuts and bolts" discussions. Learning can feel disconnected from the larger continuum - feel like one-offs.

Priority Problem Statements

Problem Statement 1: Student population is not evenly represented in Honors, AP, and IB courses.

Root Cause 1: Lack of advocacy and sense of belonging for our minority populations in advanced courses.

Problem Statement 1 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Revised/Approved: June 13, 2024

Goal 1: STUDENT OUTCOME GOAL: Student achievement on state assessments in all subjects in Domain 1 will increase from 46% to 58% by June 2025.

Performance Objective 1: GPM 1.1: Student achievement on TEKS-aligned District assessments in reading and math using the projected Domain 1 calculation will increase from 35% to 52% by middle of year 2024-25.

Campus Performance Objective 1:

English I student achievement will increase in meets from ____ to ____.

English II student achievement will increase in meets from ____ to ____.

Algebra I student achievement will increase in meets from ____ to ____.





Biology student achievement will increase in meets from ____ to ____.

US History student achievement will increase in meets from ____ to ____.

High Priority

Evaluation Data Sources: District Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will select and participate in high-quality professional development aligned to Northeast Network Priorities, industry best-practices, and critical campus/classroom needs including basic classroom supplies and toner. All teachers will also participate in on-campus professional development. Mitigating learning loss by offering and extended school year calendar and/or to prevent, prepare for, or to respond to the COCI-19 pandemic, including its impact on the social, emotional, mental health, and academic needs of students along with the funding source 282</p> <p>Strategy's Expected Result/Impact: Enhance Instruction for all student groups.</p> <p>Staff Responsible for Monitoring: Teachers and Staff</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students will be provided with extended learning opportunities (before/after school tutoring and Saturday School) where small group instruction or individualized supports are available from a classroom teacher. Students will participate in in-day academic intervention opportunities designed to provide specialized curricular support in core contents.</p> <p>Strategy's Expected Result/Impact: Provide additional student support</p> <p>Staff Responsible for Monitoring: Teachers and Assistant Principals</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
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Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement technology, tools, instructional software, and product licenses to classroom teachers for use during and after school. Purchase basic/general instructional classroom supplies/materials including toner/ink cartridges to support the basic calendar to mitigate learning loss</p> <p>Strategy's Expected Result/Impact: Provide students access to learning material, or enhance the instructional program being offered.</p> <p>Staff Responsible for Monitoring: Assistant Principal & Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: - 211 - Title I, Part A - \$17,185</p>	Formative		
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<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>			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Student population is not evenly represented in Honors, AP, and IB courses. Root Cause: Lack of advocacy and sense of belonging for our minority populations in advanced courses.</p>

Goal 1: STUDENT OUTCOME GOAL: Student achievement on state assessments in all subjects in Domain 1 will increase from 46% to 58% by June 2025.

Performance Objective 2: GPM 1.2: African-American student achievement on TEKS-aligned assessments in reading and math using the projected Domain 1 calculation will increase from 26% to 50% by middle of year 2024-25.





Campus Performance Objective 2:

All core content departments (mathematics, science, English, and social studies) will meet weekly in Professional Learning Communities (PLCs) to plan high-quality instructional materials, rehearse instructional delivery, analyze student achievement data, evaluate progress toward benchmark goals, and develop appropriate intervention strategies.

High Priority

Evaluation Data Sources: District Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Common STAAR content planning period in addition to department PLC and teacher individual planning period. Strategy's Expected Result/Impact: Provide support to teachers Staff Responsible for Monitoring: Assistant Principals</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Oct	Feb	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: By June 2024, teachers will design lessons based on the Ready for Rigor Framework, that include Assessment for Learning protocols as well as pedagogical best practices to develop learner agency.</p> <p>Strategy's Expected Result/Impact: Students in core classes can articulate what they are learning, why they are learning it, and how they know that they learned it.</p> <p>Staff Responsible for Monitoring: Teachers and Assistant Principals/ILTs</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Oct	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Each Assistant Principal and their respective Instructional Lead Teacher or Department Chair, will meet on a weekly basis in CLT to plan for an effective LFPLC and LBPLC.</p> <p>Strategy's Expected Result/Impact: Effective Planning Time</p> <p>Staff Responsible for Monitoring: Assistant Principals and ILTs</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
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Goal 1: STUDENT OUTCOME GOAL: Student achievement on state assessments in all subjects in Domain 1 will increase from 46% to 58% by June 2025.

Performance Objective 3: GPM 1.3: Student achievement on TEKS-aligned assessments in reading and math at the projected Meets performance level or above will increase from 29.3% to 46% by middle of year 2024-25.





Campus Performance Objective 3:

African-American student achievement on TEKS-aligned District assessments in all state-assessed subjects using the Domain 1 calculation will increase from student achievement will increase in meets from ____ to ____ by June 2025

Evaluation Data Sources: District Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: District level departments will develop instructional support plans and districts assessments to specifically address the achievement gap of African-American students.</p> <p>Strategy's Expected Result/Impact: Close the achievement Gap</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: - 211 - Title I, Part A - \$17,185</p>	Formative		
	Oct	Feb	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Dallas ISD has established the Racial Equity Office, which is responsible for the management, execution, and facilitation of the Racial, Socio-Economic, and Educational Equity resolution. The program will focus on a strategic approach to address factors that may be attributed to the achievement gap in Reading and Math.</p> <p>Strategy's Expected Result/Impact: The Racial Equity Office will provide academic supports, student advocacy, and other support services for campus staff and students.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Oct	Feb	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 2: STUDENT OUTCOME GOAL: Student achievement on the third-grade state assessment in reading at the Meets performance level or above will increase from 40% to 56% by June 2025.

Performance Objective 1: GPM 2.1: Student achievement on a third-grade TEKS aligned assessment in reading at the projected Meets performance level or above will increase from 31.8% to 42% by middle-of-year 2024-2025.

Campus Performance Objective 1:





All English I & II teachers will conduct a weekly content PLCs to design, rehearse, and evaluate lessons and student learning with a focus on closing the gap for our African American Students.

High Priority

Evaluation Data Sources: Student Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All English I & II teachers will design tasks that elicit evidence and collect data within each instructional block using accurate student rosters, most recent EOC data, effective checks for understanding. Both teachers and students will use this evidence along with feedback to make adjustments.</p> <p>Strategy's Expected Result/Impact: Students and Teachers receive feedback to make adjustments</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Oct	Feb	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All English I & II teachers will receive training and support to understand course TEKS and course assessments in order to design and facilitate lessons that address common misconceptions. All English I & II teachers will monitor and provide appropriate Tier II and Tier II interventions for 9th graders to increase the number of freshmen who are on-track to graduation at the end of their first year.</p> <p>Strategy's Expected Result/Impact: Students will be on track to graduation</p> <p>Staff Responsible for Monitoring: Administrators, counselors, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Oct	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: All English I & II teachers will implement literacy activities/AVID strategies during every instructional block in order to improve students' writing, inquiry, collaboration, organization, and reading (WICOR).</p> <p>Strategy's Expected Result/Impact: Students Writing will improve</p> <p>Staff Responsible for Monitoring: AVID Coordinator, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
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Strategy 4 Details	Formative Reviews		
<p>Strategy 4: All English I & II teachers will be given the opportunity to complete the semester 1 instructional planning calendar and interim assessments during the Summer of 2024 as well as planning days during the year with class coverage as needed.</p> <p>Strategy's Expected Result/Impact: All English I& II teachers will track and recognize student growth on a quarterly basis in the form of student celebrations.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers and Counselors</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
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Goal 3: STUDENT OUTCOME GOAL: Student achievement on third-grade state assessment in mathematics at the Meets performance level or above shall increase from 42.3% to 56.0% by June 2025.

Performance Objective 1: GPM 3.1: Student achievement on a third-grade TEKS aligned assessment in math at the Meets performance level or above will increase from 23.9% to 42% by middle-of year 2024-25.

Campus Performance Objective 1:

All algebra I teachers will conduct a weekly content PLCs to design, rehearse, and evaluate lessons and student learning.





High Priority

Evaluation Data Sources: District Assessments, STAAR, other norm-referenced assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All Algebra 1 teachers will have an additional common planning period to complete the following; data tracking, professional development, classroom observations, model teach and increase parent-teacher relationships. This common planning will be led by all Algebra 1 teachers on a rotation with designated weeks for each teacher.</p> <p>Strategy's Expected Result/Impact: Provide teachers with supports and protected time to focus on student needs.</p> <p>Staff Responsible for Monitoring: Assistant Principals, ILTS and Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Oct	Feb	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Algebra I teachers and students will track progress toward their growth goal and celebrate no less than four times per year.</p> <p>Strategy's Expected Result/Impact: Monitor Algebra I progress with 4 checkpoints in the year.</p> <p>Staff Responsible for Monitoring: Assistant Principal, ILTS, and teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Oct	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: All Algebra I teachers will design tasks that elicit evidence and collect data within each instructional block using accurate student rosters, most recent EOC data, effective checks for understanding. Both teachers and students will use this evidence along with feedback to make adjustments.</p> <p>Strategy's Expected Result/Impact: Collect and analyze EOC data and CfU to adjust instruction.</p> <p>Staff Responsible for Monitoring: Assistant Principal, ILTS, and teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Oct	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: All Algebra I teachers will monitor and provide appropriate Tier II and Tier II interventions for 9th graders to increase the number of freshmen who are on-track to graduation at the end of their first year.</p> <p>Strategy's Expected Result/Impact: Monitor Algebra II student learning and create Tier II interventions to improve graduation</p> <p>Staff Responsible for Monitoring: Assistant Principal, ILTS, and teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Oct	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: All Algebra I teachers will implement literacy activities/AVID strategies during every instructional block in order to improve students' writing, inquiry, collaboration, organization, and reading (WICOR).</p> <p>Strategy's Expected Result/Impact: Implementation of literacy/AVID strategies in Algebra I to improve students' WICOR</p> <p>Staff Responsible for Monitoring: Assistant Principal, ILTS, and teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Oct	Feb	June

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: All Algebra I teachers will be given the opportunity to complete the semester 1 instructional planning calendar and interim assessments during the Summer of 2023 as well as planning days during the year with class coverage as needed.</p> <p>Strategy's Expected Result/Impact: Provide opportunities to Algebra I teachers to design IPC and assessment in the summer and as needed during the school year</p> <p>Staff Responsible for Monitoring: Assistant Principal, ILTS, and teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Oct	Feb	June
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Goal 4: STUDENT OUTCOME GOAL: Middle-grade student achievement (grades 6-8) on state assessments in all subjects in Domain 1 will increase from 40% to 50% by June 2025.

Performance Objective 1: GPM 4.1: Student achievement on TEKS aligned assessments in reading and math (grades 6-8) and using the projected Domain 1 calculation will increase from 36% to 46% by middle of year 2024-25.

High Priority

Evaluation Data Sources: Student Assessment

Goal 4: STUDENT OUTCOME GOAL: Middle-grade student achievement (grades 6-8) on state assessments in all subjects in Domain 1 will increase from 40% to 50% by June 2025.

Performance Objective 2: GPM 4.2: African American student achievement on TEKS aligned assessments in reading and math (grades 6-8) using the projected Domain 1 calculation will increase from 28% to 44% by middle-of year 2024-25.

High Priority

Evaluation Data Sources: Student Assessment

Goal 4: STUDENT OUTCOME GOAL: Middle-grade student achievement (grades 6-8) on state assessments in all subjects in Domain 1 will increase from 40% to 50% by June 2025.

Performance Objective 3: GPM 4.3: Student achievement on TEKS aligned assessments in reading and math (grades 6-8) at the projected Meets performance level or above will increase from, 30.7% to 39% by middle of year 2024-25.

High Priority

Evaluation Data Sources: Student Assessment

Goal 5: STUDENT OUTCOME GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42% to 67% by June 2025.





Performance Objective 1: GPM 5.1: The percent of CCMR students meeting the Texas Success initiative requirements for college readiness will increase from 27.1% to 39.0% by August 2025.

Campus Performance Objective 1:

Students will meet the College Ready Standard by "passing" an AP/IB exam, earning the requisite Dual Credit hours, or complete a College Preparatory Class.

High Priority

Evaluation Data Sources: Student Assessment

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Train Honors/IS/AP/IB teachers on how to design and facilitate a curriculum and learning experience that meets the needs of diverse learners (curriculum design, facilitation, Tier II/II supports, relationship building with stakeholders)</p> <p>Strategy's Expected Result/Impact: Embed diverse learning opportunities in Honors/IS/AP/IB curriculum</p> <p>Staff Responsible for Monitoring: Assistant Principals, ILTS, and teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
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Goal 5: STUDENT OUTCOME GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42% to 67% by June 2025.





Performance Objective 2: GPM 5.2: The percent of graduates obtaining Industry-Based Certifications to be career ready will increase from 0.8% to 37% by August 2025.

Campus Performance Objective 2:

Students will meet the College Ready Standard by making the required SAT, ACT, or TSI score.

High Priority

Evaluation Data Sources: Student Assessment





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers in Woodrow's academies, IB program, Advanced Placement classes, AVID, college and career readiness courses, intervention courses, and extracurricular courses will plan vertically with teachers of prerequisite courses weekly during time designated for Professional Learning Communities</p> <p>Strategy's Expected Result/Impact: Planning of vertical instruction for prerequisite courses in Honors/IS/AP/IB during PLC</p> <p>Staff Responsible for Monitoring: Assistant Principals, ILTS, and teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
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Goal 5: STUDENT OUTCOME GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42% to 67% by June 2025.

Performance Objective 3: GPM 5.3: The number of THECB Level I and Level II certificates earned by 12th grade students will increase from 317 to 450 by June 2025. (Students may earn one or more certificates in degree pathways which are aligned with Regional LMI).

High Priority

Evaluation Data Sources: Student Assessment

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus staff and teachers will support student enrollment in Career-Institute</p> <p>Strategy's Expected Result/Impact: Train teachers and staff on Career-Institute</p> <p>Staff Responsible for Monitoring: Assistant Principals, ILTS, and teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
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Goal 5: STUDENT OUTCOME GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42% to 67% by June 2025.

Performance Objective 4: GPM 5.4: Percent of graduates enrolled in P-TECH/ECHS who earn 60 hours or attain an Associates degree will increase from 59%to 62% by 2025.

Campus Performance Objective 4:

High Priority

Evaluation Data Sources: None

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Purchase instructional supplies and materials to supplement curriculum for Woodrow's academies, IB program, Advanced Placement classes, AVID, college and career readiness courses, intervention courses, and extracurricular courses.</p> <p>Strategy's Expected Result/Impact: Supplementary instructional supplies will improve student achievement in P-TECH/ECHS and Associates degrees.</p> <p>Staff Responsible for Monitoring: Assistant Principals, ILTS, and teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
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Campus Funding Summary

211 - Title I, Part A					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$17,185.00
1	3	1			\$17,185.00
Sub-Total					\$34,370.00
Budgeted Fund Source Amount					\$17,185.00
+/- Difference					-\$17,185.00
Grand Total Budgeted					\$17,185.00
Grand Total Spent					\$34,370.00
+/- Difference					-\$17,185.00