2022-23 Campus Improvement Plan

Accountability Rating: B

School Name

Woodsboro Junior Senior High School

Address

408 Kasteen St.
Woodsboro, TX 78393

School ID

196902

Principal

Manda Lesak

District Name

Woodsboro Independent School District

Date of School Board Approval

2022-23 Campus Site-Based Committee

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 Expenditure

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

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 performemd 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 of goal progress in the areas of 6-8 math, 8 social studies, and CCMR.

Student Achievement

Overall Summary

The secondary campus achieved a B rating for the 2022 academic year. However the campus 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 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 Social Studies scores improved over the prior academic year.

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

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

Meets grade level Biology EOC scores improved over the prior academic year.

Summary of Needs
What were the identified needs?

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

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

Meets grade level English 2 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 campus will focus on professional development for understanding the rigor of subject level TEKS.

lesson alignment

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

School Culture and Climate

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?

Staff Quality/Professional Development

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?

Curriculum, Instruction, Assessment

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?

Family and Community Involvement

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?

School Context and Organization

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?

Technology

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	0	0.00%	0	0.00%		%
Pre-Kindergarten	0	0.00%	0	0.00%		%
Kindergarten	0	0.00%	0	0.00%		%
Grade 1	0	0.00%	0	0.00%		%
Grade 2	0	0.00%	0	0.00%		%
Grade 3	0	0.00%	0	0.00%		%
Grade 4	0	0.00%	0	0.00%		%
Grade 5	0	0.00%	0	0.00%		%
Grade 6	0	0.00%	0	0.00%		%
Grade 7	29	15.60%	41	21.60%	30	15.80%
Grade 8	41	22.00%	29	15.30%	35	18.40%
Grade 9	22	11.80%	37	19.50%	31	16.30%
Grade 10	34	18.30%	25	13.20%	37	19.50%
Grade 11	27	14.50%	32	16.80%	24	12.60%
Grade 12	33	17.70%	26	13.70%	33	17.40%

Enrollment by Ethnicity and Subgroups						
Ethnicity	**2019-20**		**2020-21**		**2021-22**	
All Students	186	100%	190	100%	190	100%
American Indian or Alaska Native	0	0.00%	0	0.00%		%
Asian	2	1.10%	2	1.10%	1	0.50%
Black or African American	7	3.80%	9	4.70%	8	4.20%
Hispanic/Latino	94	50.50%	95	50.00%	104	54.70%
Native Hawaiian/Other Pacific	0	0.00%	0	0.00%		%
Two or More Races	2	1.10%	2	1.10%	1	0.50%
White	81	43.50%	82	43.20%	76	40.00%
Economically Disadvantaged	101	54.30%	106	55.80%	109	57.40%
At-Risk	77	41.40%	101	53.20%	103	54.20%
English Language Learner	0	0%	1	.05%		%
Special Education	34	18.30%	35	18.42%	38	20.00%

Attendance and Annual Dropout Rate

Attendance Rate			
Student Group	**2018-19**	**2019-20**	**2020-21**
All Students	96	96.7	92.4
Male	95.8	96.7	92.4
Female	96.2	96.7	92.4
Hispanic/Latino	95.5	96.2	91.1
Black or African American		97.8	90.5
White	96.6	97.1	94.1
Economically Disadvantaged	96	96.3	91.7
Special Education	95.9	96.5	91
At-Risk	95.7	97.4	90.8

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%		%

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

				2018-19 Reading STAAR Results								
Student Group												
All Students	**Grade Level**	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**		
				#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
	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												
All Students	**Grade Level**	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**		
				#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
	7	38	1627	10	26	28	74	15	39	7	18	
	8	27	1689	3	11	24	89	14	52	4	15	

				2018-19 Reading STAAR Results								
Student Group												
Hispanic/ Latino	**Grade Level**	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**		
				#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
	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												
Hispanic/ Latino	**Grade Level**	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**		
				#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	

Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	%	Approaches #	%	Meets #	%	Masters #	%
7	20	1629	5	25	15	75	7	35	2	10
8	14	1671	2	14	12	86	7	50	1	7

Student Group	Grade Level	# Students Tested									
American Indian or Alaska Native	7	0									
	8	0									
American Indian or Alaska Native	7	0									
	8	0									
Black or African American	7	0									
	8	1									
Black or African American	7	1									
	8	3									

2018-19 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	%	Approaches #	%	Meets #	%	Masters #	%
White	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	7	17	1621	5	29	12	71	7	41	5	29
	8	9	1714	1	11	8	89	6	67	2	22
Two or More Races	7	1									
	8	1									

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
Two or More Races	7	0									
	8	0									

2018-19 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	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

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
Economically Disadvantaged	7	24	1611	7	29	17	71	7	29	1	4
	8	21	1686	3	14	18	86	9	43	4	19
Limited English Proficient	7	0									
	8	0									
Limited English Proficient	7	1									
	8	0									
Special Education	7	9	1497	8	89	1	11	1	11	0	0
	8	3									
Special Education	7	7	1536	3	43	4	57	1	14	0	0
	8	4									

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**	
				#	**%**	**#**	**%**	**#**	**%**	**#**	**%**
	7	0									
	7	0									
	7	0									
	7	0									
	7	0									
	7	0									
	7	0									
	7	0									
	7	0									

2018-19 Writing STAAR Results										
Student Group	**Grade Level**	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**	
				#	**%**	**#**	**%**	**#**	**%**	**#**	**%**
	7	41	3587	19	46	22	54	11	27	0	0
	7	20	3436	12	60	8	40	3	15	0	0
	7	0									
	7	0									
	7	19	3699	7	37	12	63	7	37	0	0
	7	1									
	7	41	3587	19	46	22	54	11	27	0	0
	7	0									
	7	9	3010	9	100	0	0	0	0	0	0

2020-21 Writing STAAR Results

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Student Group	7	38	3657	11	29	27	71	6	16	1	3
	7	20	3693	5	25	15	75	3	15	0	0
	7	0									
	7	1									
	7	17	3618	6	35	11	65	3	18	1	6
	7	0									
	7	24	3682	6	25	18	75	3	13	1	4
	7	1									
	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		
			#	%	#	%	#	%	#	%	
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		
			#	%	#	%	#	%	#	%	

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	
			#	%	#	%	#	%	#	%

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/ Latino	19	3932	7	37	12	63	9	47	1	5
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

Student Group	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
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	
			#	%	#	%	#	%	#	%

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 #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
All Students	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 #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
All Students	7	38	1596	17	45	21	55	5	13	3	8
	8	27	1618	14	52	13	48	6	22	1	4

2018-19 Mathematics STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Hispanic/ Latino	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		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Hispanic/ Latino	7	20	1575	10	50	10	50	1	5	0	0
	8	14	1580	8	57	6	43	1	7	0	0
American Indian or Alaska Native	7	0									
	8	0									
American Indian or Alaska Native	7	0									
	8	0									
Black or African American	7	0									
	8	1									
Black or African American	7	1									
	8	3									

2018-19 Mathematics STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	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	7	17	1623	6	35	11	65	4	24	3	18
	8	9	1651	4	44	5	56	4	44	0	0
Two or More Races	7	1									
	8	1									
Two or More Races	7	0									
	8	0									

2018-19 Mathematics STAAR Results

Student Group												
	Grade Level	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**	
				#	%	#	%	#	%	#	%
Economically Disadvantaged	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**	
				#	%	#	%	#	%	#	%
Economically Disadvantaged	7	24	1594	11	46	13	54	3	13	2	8
	8	21	1613	11	52	10	48	4	19	1	5
Limited English Proficient	7	0									
	8	0									
Limited English Proficient	7	1									

	8	0										
Special Education	7	9	1516	7	78	2	22	0	0	0	0
	8	3									
Special Education	7	7	1507	6	86	1	14	0	0	0	0
	8	4									

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**	
			#	**%**	**#**	**%**	**#**	**%**	**#**	**%**

Science

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

2018-19 Science STAAR Results											
	Grade Level	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**	
				#	**%**	**#**	**%**	**#**	**%**	**#**	**%**
Student Group	8	19	3847	7	37	12	63	6	32	2	11
	8	11	3816	4	36	7	64	3	27	1	9
	8	0									
	8	1									
	8	6	4017	2	33	4	67	3	50	1	17
	8	1									
	8	19	3847	7	37	12	63	6	32	2	11
	8	0									
	8	4									

2020-21 Science STAAR Results											
	Grade Level	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**	
				#	**%**	**#**	**%**	**#**	**%**	**#**	**%**
Student Group	8	27	3835	8	30	19	70	12	44	4	15
	8	14	3666	6	43	8	57	4	29	0	0
	8	0									

	8	3										
	8	9	3976	1	11	8	89	5	56	3	33	
	8	0										
	8	21	3811	6	29	15	71	9	43	2	10	
	8	0										
	8	4										

2021-22 Science STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

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/	17	3725	6	35	11	65	3	18	0	0

Student Group	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
Latino										
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	
			#	%	#	%	#	%	#	%

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 #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	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									
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	
				#	%	#	%	#	%	#	%

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**	
			#	**%**	**#**	**%**	**#**	**%**	**#**	**%**

2021-22 U.S. History STAAR Results										
Student Group	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**	
			#	**%**	**#**	**%**	**#**	**%**	**#**	**%**

Goals and Strategies

Goal 1:
Woodsboro Secondary will recruit, train, retain highly qualified educators and provide ongoing professional development to perpetuate classroom excellence.

Performance Objective 1:
Woodsboro Secondary will provide the tools, training, and support necessary to shift the educational experience to a rigourous, hands on, collaborative, project-based approach to offer an array of immersive edicational experiences that foster real world connections.

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

Summative Evaluation:
TTESS

Strategy/Activity 1

The campus will 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	Resources	
		Budget Reference	None Specified
		Description	Alignement with the challenging state academic standard.

Targeted Support Strategy	**Source**	Title I
	Budget Reference	Fund 199: Fund 199:

Strategy/Activity 2

The campus will partner with Region 3 ESC to implement Texas Lesson Study Professional Development during 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 aligned lesson plans that incorporate fundamental 5 strategies along wtih frequent formative assessments.

Reviews

Formative
Summative

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

Strategy/Activity 3

The campus will utilize staff days built into the instructional calendar to provide time for vertical and horizonal planning and student data meetings.

Timeline

September 2022 - March 2023

Person(s) Responsible/Monitor

Campus Principal
Campus Assistant Principal
Instructional Coach

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 training and campus coaching support for the implementation of Carnegie Math for 6-8 grade math, Algebra 1, Geometry, and Algebra 2.

Timeline

June 2022 - May 2023

Person(s) Responsible/Monitor

Campus Principal
Instructional Coach

Strategy's Expected Result/Impact

Teachers will improve their implementation of Carnegie Math utilizing the action steps provided by the campus coach to increase the rigor in their classrooms. As a result, the campus will meet the LSG goal for 6-8 grade mathematics.

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

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

Campus Principal
Assistant Principal
Instructional Coach

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

Critical Success Factor(s) and/or Evidence Based School Improvement Identifiers (If Applicable)	**CSF 1 – Academic Performance** **CSF 7 – Teacher Quality**	**Resources**

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.

Reviews

Formative
Summative

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

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 opportuities 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

Goal 5:

Performance Objective 1:

Evaluation Data Source(s):

Summative Evaluation:

Performance Objective 2:

Evaluation Data Source(s):

Summative Evaluation:

Performance Objective 3:

Evaluation Data Source(s):

Summative Evaluation:

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