Abilene Independent School District

Woodson Center For Excellence

2023-2024 Campus Improvement Plan

Public Presentation Date: July 10, 2023

Mission Statement

AISD will equip learners to make a positive impact in their world through relevant, innovative, and challenging learning experiences.

Vision

Equipped Learners. Brighter Futures.

Core Beliefs

CONNECT

- Each child, staff member and parent needs positive personal connections within the district.
- Respect, care and having high expectations for each student is the foundation for learning.

LEAD

- Initiative, innovation, and a strong work-ethic are important life skills for students and staff.
- Developing partnerships throughout the Abilene community builds connections for future leaders to give back to the community.

SUCCEED

- Intellectual, emotional, and physical safety are crucial components to a successful school environment.
- Critical thinking, collaboration and problem solving are essential for deep learning.

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Demographics

Demographics Summary

Woodson Center for Excellence (WCE) is the only alternative campus in Abilene ISD for students in grades 8-12 that are at-risk of dropping out of school and/or not graduating. The district at-risk coordinator identifies students that would benefit from the program and if the student is interested in attending has them complete an application. Once the application is received the WCE application committee reviews it and approves/denies applicants based on entrance criteria. All students accepted are identified as at risk based on the state indicators found in the Texas Education Code §29.081.

Our campus is comprised of a wide variety of students. We are 58% male and 42% female with 86% of our student population being economically disadvantaged. 15% of our population is categorized as receiving Special Education or 504 services, and the ethnic breakdown is shown below:

- Hispanic - 50%
- White - 35%
- African American - 14%
- Asian - .5%
- American Indian - .5%

WCE had a dropout rate of 4.3% for the 2017-2018 school year and a graduation rate of 89%. Our campus is more attractive to struggling students because we are able to offer smaller class sizes, accelerated courses, a full time nurse, attendance officer, and flexible scheduling based on certain criteria. Our student enrollment is approximately 150 when school begins in August and increases monthly to an average enrollment of 180-200 until May when the majority of students graduate. Our attendance rate averaged 80% on a weekly basis but has declined from 87.7% in the 16-17 school year to 84.64% in the 17-18 school year. The population of homeless students is increasing as well as the number of students listed as Unaccompanied Youth. This plays a role in our attendance percentage as a large portion of our students are considered homeless or unaccompanied. WCE offers weekly incentives for perfect attendance, and our Attendance Officer addresses attendance issues through lunch, before and after school detention and court proceedings when applicable.

The ethnic breakdown of teachers is 78% white, 17% are Hispanic, and 6% African American. The average teaching experience is 1-5 years and 33% hold a masters degree. Our campus tries to maintain a student to teacher ratio of 10:1 which is best practices set by the National Dropout Prevention Center. In the 2016-2017 school year 19.2% of our students that graduated were College, Career, and Military Ready. Based on the 2017-2018 School Report Card, Woodson Center for Excellence has an overall accountability rating of "Met Alternative Standard". One area of concern with state accountability is in "Closing the Gap" where our campus was rated "Improvement Required". This domain is based on students meeting grade level in English II and Algebra I end of course assessment and College, Career, and Military Readiness. Our campus will continue to search for avenues to improve these measures.

Demographics Strengths

1. The number of students continously enrolled at WCE for the 2018-2019 was 180.

2. Woodson is the only comprehensive at-risk dropout prevention program for the district. The graduation rate was 90% with a 4% dropout rate for the 2018-2019 school year.

3. 100% of the teachers are highly qualified in their content area and have several years of experience, which makes them excellent advocates of Woodson students, and able to work with the very diverse population enrolled here.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Woodson Center for Excellence's attendance percentage for the school year declined significantly in the 2018-2019 school year. **Root Cause:** The majority of students that attend Woodson Center for Excellence come from a wide array of backgrounds with situations that affect their attendance such as homelessness and transportation. Besides the counselor and visiting social worker, there is a lack of support for students' social and emotional needs outside the building.

Problem Statement 2: Teachers do not receive adequate training in dealing with at-risk students and behaviors while attending college. **Root Cause:** Staff comes to Woodson as well-trained teachers in their content area but lack training in dealing with at-risk behaviors and strategies to change the behaviors.

Problem Statement 3: Students that attend WCE are typically disconnected from the community and agencies that can provide services to assist their needs. **Root Cause:** Students coming from economically disadvantaged backgrounds do not get the same exposure to working with others in the community that non-at-risk students typically get.

Student Learning

Student Learning Summary

Woodson Center for Excellence is an alternative high school for grades 8-12 in the Abilene Independent School District. Our campus utilizes an accelerated curriculum in an effort to help students earn/regain credits at a faster rate than our districts traditional high school campuses with the end goal of students graduating with their cohort class. The only teacher-led courses that are offered on our campus are the End of Course Assessment subjects (Algebra I, English I, English II, Biology, & US History). We offer flexible scheduling, highly differentiated instruction, and a variety of accelerated/independent courses in an effort to earn credits and meet the states graduation requirements. As a campus, we review data as appropriate from benchmarks and EOC test scores. In an effort to improve End of Course assessment scores, teachers analyze data from benchmark data, state-mandated EOC test scores, and other appropriate data to design effective curriculum for test preparation and remediation. Woodson Center for Excellence has been rated as "Met Alternative Standard" since the 2012-2013 school year. However, with the new A-F accountability system that went into effect in the 2017-2018 school year there are many challenges that face our campus. The main challenges will be introduced in the problem statements below.

Student Learning Strengths

1. Graduated over 200 students during the 2019-2020 school year with a pandemic.
2. Provide flexible scheduling to accommodate individualized instruction and students needs..
3. Remediation classes are provided to students who have not met the passing standard for End of Course Assessments.
4. Woodson Center for Excellence had an overall rating of "B" for the 2018-2019 school year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Based on the 2018-2019 Accountability Rating, WCE is rated as "Improvement Required" in Domain 3 (Closing the Gap). WCE grew by 2% points from the previous year. **Root Cause:** Domain 3 (Closing the Gap) is calculated based on 4 components: Academic Achievement-50%, Federal Graduation Rate-10%, English Language Proficiency-10%, and CCMR-30%. One area that WCE struggles to achieve in is Academic Achievement. The calculation for Academic Achievement is calculated for students taking the English II and Algebra I EOC. Students must score "Meets Grade Level" and most of our students struggle with earning "Approaching Grade Level" due to gaps in their reading and writing skills.

Problem Statement 2 (Prioritized): Based on the 2018-2019 Accountability Rating, WCE is rated as "Improvement Required" in Domain 3 (Closing the Gap). **Root Cause:** Domain 3 (Closing the Gap) is calculated based on 4 components: Academic Achievement-50%, Federal Graduation Rate-10%, English Language Proficiency-10%, and CCMR-30%. Another area that WCE students struggle to achieve is Career, College, & Military Readiness (CCMR). The calculation for CCMR is based on students that met criteria for: TSI, AP/IB Examination, Dual Credit Courses, Industry-Based Certifications, Associates' Degree, Graduate with Completed IEP and Workforce Readiness, U.S. Armed Forces. Current teaching structures at WCE are not sufficient to provide college, career, and military readiness. We currently do not offer dual credit courses or technical certifications.

Problem Statement 3 (Prioritized): Students meeting passing standard of "Approaches Grade Level" on the English I and/or II End of Course Assessments. **Root Cause:** Students are accepted into WCE with lexile scores and writing skills below grade level and the EOC's may be written at least 2 grade levels above.

School Processes & Programs

School Processes & Programs Summary

Woodson Center for Excellence is an at-risk campus for students who have fallen behind and in danger of not graduating or dropping out. Our campus accepts students in grades 8^{th}-12^{th} through an application process. In an effort to help students earn credits and catch up we offer accelerated courses through Edgenuity, blended learning, and teacher-led classes. The only teacher-led courses offered on our campus are the courses that are tied to an End of Course Assessment (Algebra I, English I, English II, Biology, & U.S. History). The teacher-led courses are a semester in length with both semesters being taught in the fall and spring. Edgenuity and blended courses are for all of the other courses offered on our campus. The students work on these courses independently with the expectation to finish within 10 weeks (10% progress per week) or the course will be re-started. A new 8th grade program, "RISE" will be implemented in the 2020-2021 school year. The 8th grade curriculum will be teacher-led with a number of social emotional projects. The organizational structure for Woodson is as follows: Principal, Assistant Principal, Counselor, Teachers, Nurse, Attendance Officer, & Para-professionals. The retention of personnel is critical at an alternative campus because developing trust and meaningful relationships with our student population plays an important role in their success. Teacher recruitment is important because it needs to be the right person to work with at-risk students and at the same time help in building a culture that is inviting and welcoming.

School Processes & Programs Strengths

1. In the 2019-2020 school year, 207 students graduated with 95% graduating on the foundation plans with an endorsement.
2. Bi-weekly hallway celebrations of graduates.
3. All teachers are highly qualified to teach in their content area.
4. Flexible scheduling to accommodate individualized instruction.
5. Teachers analyzing data to drive instruction and meet students' needs.
6. Yond'r bags increased the number of credits earned daily from 8-10 to 20-25.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The percentage of students that do not "Approach Grade Level" on the English I EOC and/or do not "Meet Grade Level" English II EOC affects our accountability rating. **Root Cause:** Students come to our campus from other schools reading below grade level and poor comprehensions skills.

Problem Statement 2: WCE students exhibit many behaviors that cause difficulty in maintaining a productive learning environment for other students and teachers do not have sufficient resources/tools to help them with severe behavior problems. **Root Cause:** Lack of campus resources to support extreme behavior problems (i.e. licensed social worker).

Problem Statement 3: WCE students are not exposed to different types of CTE classes to expand their knowledge base and give opportunities to make post high school career choices. **Root Cause:** Currently only two CTE courses are offered at Woodson Center for Excellence.

Perceptions

Perceptions Summary

Woodson Center for Excellence is an alternative campus for students who are at risk of dropping out and/or graduating without a high school diploma. Our students are often academically, as well as socially challenged. Our student population varies from day to day as students graduate and new ones enroll. Unlike most at-risk campuses, Woodson Center for Excellence accepts students in the 8th grade. We find these to be some of our most challenging students as they typically are delayed academically and emotionally. While we believe that every child can succeed, our special population creates a variety of challenges in the classroom. Because our staff is committed to reaching all students, we have frequent faculty/staff meetings to address strategies that relate to student success in addition to trainings that deal with at-risk behaviors such as trauma, mental illness, and poverty.

Perceptions Strengths

1. Administrators and staff meet with prospective students and a family member prior to acceptance to begin building a working relationship as often as possible.
2. Based on the Spring 2019 Panorama survey, 60% of all students feel safe at Woodson Center for Excellence.
3. Based on the Spring 2019 Panorama survey, 86% of all teachers believe we can educate all students.
4. Career Day (Fall & Spring) is creating positive relationships with the community.
5. Based on the Spring 2019 Panorama survey, 74% of the family members acknowledged that there are barriers to engaging with the campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Low attendance continues to be an area of concern at Woodson Center for Excellence. **Root Cause:** There is a lack of parental support in making attendance a priority. In many cases our truant officer has witnessed that attendance is not valued or emphasized as important.

Problem Statement 2: Student apathy/complacency is a growing concern with regard to graduating on time. **Root Cause:** Many students have nearly, or completely given up due to a lack of success at home and at school. Additionally, they may have had very low expectations for themselves put there by family, former educators, and friends.

Problem Statement 3: Lack of parental/community involvement continues to be a concern at Woodson Center for Excellence. **Root Cause:** Many times there is a lack of parental knowledge about the educational system and its benefits. This causes a disconnect and a wall between us preventing them from getting involved. The community lacks involvement due to a stereotype of the campus based on years of negative stigmas attached to alternative campuses as a whole.

Priority Problem Statements

Problem Statement 1: Based on the 2018-2019 Accountability Rating, WCE is rated as "Improvement Required" in Domain 3 (Closing the Gap). WCE grew by 2% points from the previous year.

Root Cause 1: Domain 3 (Closing the Gap) is calculated based on 4 components: Academic Achievement-50%, Federal Graduation Rate-10%, English Language Proficiency-10%, and CCMR-30%. One area that WCE struggles to achieve in is Academic Achievement. The calculation for Academic Achievement is calculated for students taking the English II and Algebra I EOC. Students must score "Meets Grade Level" and most of our students struggle with earning "Approaching Grade Level" due to gaps in their reading and writing skills.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Based on the 2018-2019 Accountability Rating, WCE is rated as "Improvement Required" in Domain 3 (Closing the Gap).

Root Cause 2: Domain 3 (Closing the Gap) is calculated based on 4 components: Academic Achievement-50%, Federal Graduation Rate-10%, English Language Proficiency-10%, and CCMR-30%. Another area that WCE students struggle to achieve is Career, College, & Military Readiness (CCMR). The calculation for CCMR is based on students that met criteria for: TSI, AP/IB Examination, Dual Credit Courses, Industry-Based Certifications, Associates' Degree, Graduate with Completed IEP and Workforce Readiness, U.S. Armed Forces. Current teaching structures at WCE are not sufficient to provide college, career, and military readiness. We currently do not offer dual credit courses or technical certifications.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students meeting passing standard of "Approaches Grade Level" on the English I and/or II End of Course Assessments.

Root Cause 3: Students are accepted into WCE with lexile scores and writing skills below grade level and the EOC's may be written at least 2 grade levels above.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Low attendance continues to be an area of concern at Woodson Center for Excellence.

Root Cause 4: There is a lack of parental support in making attendance a priority. In many cases our truant officer has witnessed that attendance is not valued or emphasized as important.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification 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
- Local benchmark or common assessments data

Student Data: Student Groups

- 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
- Homeless 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
- 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

- Staff surveys and/or other feedback
- Teacher/Student Ratio

- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

Goal 1: Establish a culture of collaboration between students, teachers, administrators and the AISD community.

Performance Objective 1: 100% of our parents will be given the opportunity to be involved in their child's education through different means of communication and activities throughout the school year.

Evaluation Data Sources: TEAMS, Campus Web Site, School Messenger, Flyers, E-mails, Phone call logs, Parent Meetings, Celebrations, Informational Meetings, Career Days, Open House

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: 1) All new incoming students will be enrolled into Edgenuity and the IXL program to increase numeracy and reading literacy and parents will be encouraged to check progress through TEAMS, Edgenuity and teacher contact. **Strategy's Expected Result/Impact:** To increase students' knowledge in math skills and in effort to be prepared for Algebra I and english skills in an effort to be prepared for English I. **Staff Responsible for Monitoring:** Counselor, English and MathTeacher, Students **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 3 **Funding Sources:** Teacher, Assessment Program for numeracy and reading - Campus Budget - $0, IXL Site Licenses, Grades 9-12, 100 Students - State Comp Ed - $1,000	90%	90%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Based on the 2018-2019 Accountability Rating, WCE is rated as "Improvement Required" in Domain 3 (Closing the Gap). WCE grew by 2% points from the previous year. **Root Cause**: Domain 3 (Closing the Gap) is calculated based on 4 components: Academic Achievement-50%, Federal Graduation Rate-10%, English Language Proficiency-10%, and CCMR-30%. One area that WCE struggles to achieve in is Academic Achievement. The calculation for Academic Achievement is calculated for students taking the English II and Algebra I EOC. Students must score "Meets Grade Level" and most of our students struggle with earning "Approaching Grade Level" due to gaps in their reading and writing skills.

Student Learning

Problem Statement 3: Students meeting passing standard of "Approaches Grade Level" on the English I and/or II End of Course Assessments. **Root Cause**: Students are accepted into WCE with lexile scores and writing skills below grade level and the EOC's may be written at least 2 grade levels above.

Goal 1: Establish a culture of collaboration between students, teachers, administrators and the AISD community.

Performance Objective 2: 100% of all faculty and staff members will meet bi-monthly in an effort to revitalize campus-wide collaboration about problem areas affecting Woodson Center for Excellence including DAEP and the STEPs program, through different activities.

Evaluation Data Sources: Faculty meeting sign in sheets, Professional Development Days.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: All faculty & staff members are required to submit their Professional Staff Development to the principal for approval and to attend all faculty meetings. **Strategy's Expected Result/Impact:** Improve their knowledge and skills in addressing students' needs, build confidence and credibility. It also plays a role in teacher retention. **Staff Responsible for Monitoring:** Principal, Faculty & Staff **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** Time - Campus Budget - $0	90%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Establish a culture of collaboration between students, teachers, administrators and the AISD community.

Performance Objective 3: By May 2024, Woodson Center for Excellence, DAEP and STEPs will cultivate a more inclusive learning environment, increasing student favorable reports of school belonging to 75%.

Evaluation Data Sources: Student/family survey conducted in May 2024.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Administrators will work closely with District/Campus Attendance Officer and District At-Risk Coordinator to help students understand the importance of being at school and the implications of absences in earning a high school diploma. **Strategy's Expected Result/Impact:** Increased daily attendance at school and beyond. **Staff Responsible for Monitoring:** Principal, Assistant Principal, District & Campus Attendance Officer, At-Risk Coordinator **TEA Priorities:** Connect high school to career and college **Problem Statements:** Perceptions 1 **Funding Sources:** Time - Campus Budget - $0				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: Foster perfect weekly attendance through incentives that are given weekly in the classroom, RAM Bucks. Students may use these to redeem snacks in the LRC. **Strategy's Expected Result/Impact:** An improvement in student attendance and an understanding of the importance beyond high school. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Attendance Officer, Campus Secretary, Attendance Clerk **Problem Statements:** Perceptions 1 **Funding Sources:** Donations - Campus Budget - $0				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3: Flexible scheduling with students that can provide their own transportation to and from school and have earned enough credits to still be able to graduate with their cohort group. **Strategy's Expected Result/Impact:** An improvement in student attendance. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor **Problem Statements:** Perceptions 1 **Funding Sources:** Time - Campus Budget - $0				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4: Work with District Homeless Liaison in an effort to provide students with City Link Bus passes and flexible scheduling where transportation is an issue. **Strategy's Expected Result/Impact:** Improvement in student attendance. **Staff Responsible for Monitoring:** Principal, Counselor, District/Campus Attendance Officer, District Homeless Liaison, Students **Problem Statements:** Perceptions 1 **Funding Sources:** Time - Campus Budget - $0				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Low attendance continues to be an area of concern at Woodson Center for Excellence. **Root Cause**: There is a lack of parental support in making attendance a priority. In many cases our truant officer has witnessed that attendance is not valued or emphasized as important.

Goal 1: Establish a culture of collaboration between students, teachers, administrators and the AISD community.

Performance Objective 4: Pod classrooms will be used in Woodson Excel to develop relationships and create student ownership for learning.

Evaluation Data Sources: Graduation rate, attendance, student feedback

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Pod teachers will meet, at a minimum, twice a week with students to discuss student progress and goals. **Strategy's Expected Result/Impact:** Increase student engagement, increased graduation rate **Staff Responsible for Monitoring:** teacher **TEA Priorities:** Improve low-performing schools **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Time - Campus Budget - $0	50%	75%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: Students will have two Pods (classrooms) a day where they will have support from teacher to encourage and promote subject completion. **Strategy's Expected Result/Impact:** more focused learning without changing classrooms. **Staff Responsible for Monitoring:** teachers, administrators **Problem Statements:** Student Learning 1, 2	100%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Based on the 2018-2019 Accountability Rating, WCE is rated as "Improvement Required" in Domain 3 (Closing the Gap). WCE grew by 2% points from the previous year. **Root Cause**: Domain 3 (Closing the Gap) is calculated based on 4 components: Academic Achievement-50%, Federal Graduation Rate-10%, English Language Proficiency-10%, and CCMR-30%. One area that WCE struggles to achieve in is Academic Achievement. The calculation for Academic Achievement is calculated for students taking the English II and Algebra I EOC. Students must score "Meets Grade Level" and most of our students struggle with earning "Approaching Grade Level" due to gaps in their reading and writing skills.

Student Learning

Problem Statement 2: Based on the 2018-2019 Accountability Rating, WCE is rated as "Improvement Required" in Domain 3 (Closing the Gap). **Root Cause**: Domain 3 (Closing the Gap) is calculated based on 4 components: Academic Achievement-50%, Federal Graduation Rate-10%, English Language Proficiency-10%, and CCMR-30%. Another area that WCE students struggle to achieve is Career, College, & Military Readiness (CCMR). The calculation for CCMR is based on students that met criteria for: TSI, AP/IB Examination, Dual Credit Courses, Industry-Based Certifications, Associates' Degree, Graduate with Completed IEP and Workforce Readiness, U.S. Armed Forces. Current teaching structures at WCE are not sufficient to provide college, career, and military readiness. We currently do not offer dual credit courses or technical certifications.

Goal 2: Expect and support active learner engagement in classrooms.

Performance Objective 1: In the 2023-24 school year each student will attend up to 4 Pod (1 hour 1/2 classes) to help engagement on standardized tests.

High Priority

Evaluation Data Sources: Teams, scheduling of students, Texas Academic Performance Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Each student will have a weekly check-in with their homeroom pod teacher to check progress on grades, attendance and goals. Teachers will use credit trackers to engage students in building goals towards their personal graduation. **Strategy's Expected Result/Impact:** Higher attendance rates, more engaged in learning, and student ownership for testing and progress. **Problem Statements:** Student Learning 1, 2 - Perceptions 1	50%	70%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: Each student will have a weekly check-in with their homeroom pod teacher to check progress on grades, attendance and goals. Teachers will use credit trackers to engage students in building goals towards their personal graduation. **Strategy's Expected Result/Impact:** Higher graduation rates, credits earned **Staff Responsible for Monitoring:** Administrators, teachers **Problem Statements:** Student Learning 1, 3	50%	55%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Based on the 2018-2019 Accountability Rating, WCE is rated as "Improvement Required" in Domain 3 (Closing the Gap). WCE grew by 2% points from the previous year. **Root Cause**: Domain 3 (Closing the Gap) is calculated based on 4 components: Academic Achievement-50%, Federal Graduation Rate-10%, English Language Proficiency-10%, and CCMR-30%. One area that WCE struggles to achieve in is Academic Achievement. The calculation for Academic Achievement is calculated for students taking the English II and Algebra I EOC. Students must score "Meets Grade Level" and most of our students struggle with earning "Approaching Grade Level" due to gaps in their reading and writing skills.

Student Learning

Problem Statement 2: Based on the 2018-2019 Accountability Rating, WCE is rated as "Improvement Required" in Domain 3 (Closing the Gap). **Root Cause**: Domain 3 (Closing the Gap) is calculated based on 4 components: Academic Achievement-50%, Federal Graduation Rate-10%, English Language Proficiency-10%, and CCMR-30%. Another area that WCE students struggle to achieve is Career, College, & Military Readiness (CCMR). The calculation for CCMR is based on students that met criteria for: TSI, AP/IB Examination, Dual Credit Courses, Industry-Based Certifications, Associates' Degree, Graduate with Completed IEP and Workforce Readiness, U.S. Armed Forces. Current teaching structures at WCE are not sufficient to provide college, career, and military readiness. We currently do not offer dual credit courses or technical certifications.

Problem Statement 3: Students meeting passing standard of "Approaches Grade Level" on the English I and/or II End of Course Assessments. **Root Cause**: Students are accepted into WCE with lexile scores and writing skills below grade level and the EOC's may be written at least 2 grade levels above.

Perceptions

Problem Statement 1: Low attendance continues to be an area of concern at Woodson Center for Excellence. **Root Cause**: There is a lack of parental support in making attendance a priority. In many cases our truant officer has witnessed that attendance is not valued or emphasized as important.

Goal 2: Expect and support active learner engagement in classrooms.

Performance Objective 2: Increase the overall attendance rate of 84% for the 2022-23 school year to 86% for the 2023-234by engaging students in the importance of being at school.

Evaluation Data Sources: Ram Bucks, school incentive plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Flexible scheduling for students who reach a credit goal of 18 and have life circumstances (working, siblings at home, ect) and need a half day schedule. **Strategy's Expected Result/Impact:** higher attendance rates, significant progress on credits. **Staff Responsible for Monitoring:** administrators, teachers, counselor **Problem Statements:** Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Low attendance continues to be an area of concern at Woodson Center for Excellence. **Root Cause**: There is a lack of parental support in making attendance a priority. In many cases our truant officer has witnessed that attendance is not valued or emphasized as important.

Goal 2: Expect and support active learner engagement in classrooms.

Performance Objective 3: All of DAEP students will return to home campuses with passing grades and have the opportunity to recover failing grades.

Evaluation Data Sources: grades, teacher feedback from home campuses

Goal 2: Expect and support active learner engagement in classrooms.

Performance Objective 4: Increase the number of students passing and earning credits in the four core subject areas.

Evaluation Data Sources: Common assessments, report cards and benchmark data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Utilize State Compensatory Education campus allocation to provide supplemental tutoring for students who are at-risk of failing in the four core subject areas. **Strategy's Expected Result/Impact:** Improved student performance in core subjects **Staff Responsible for Monitoring:** Campus Principal, Associate Principal, Instructional Specialist/Coordinator/ Facilitator **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3 **Funding Sources:** Supplemental Tutoring Allocation - State Comp Ed - $5,000	N/A	N/A		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Based on the 2018-2019 Accountability Rating, WCE is rated as "Improvement Required" in Domain 3 (Closing the Gap). WCE grew by 2% points from the previous year. **Root Cause**: Domain 3 (Closing the Gap) is calculated based on 4 components: Academic Achievement-50%, Federal Graduation Rate-10%, English Language Proficiency-10%, and CCMR-30%. One area that WCE struggles to achieve in is Academic Achievement. The calculation for Academic Achievement is calculated for students taking the English II and Algebra I EOC. Students must score "Meets Grade Level" and most of our students struggle with earning "Approaching Grade Level" due to gaps in their reading and writing skills.
Problem Statement 2: Based on the 2018-2019 Accountability Rating, WCE is rated as "Improvement Required" in Domain 3 (Closing the Gap). **Root Cause**: Domain 3 (Closing the Gap) is calculated based on 4 components: Academic Achievement-50%, Federal Graduation Rate-10%, English Language Proficiency-10%, and CCMR-30%. Another area that WCE students struggle to achieve is Career, College, & Military Readiness (CCMR). The calculation for CCMR is based on students that met criteria for: TSI, AP/IB Examination, Dual Credit Courses, Industry-Based Certifications, Associates' Degree, Graduate with Completed IEP and Workforce Readiness, U.S. Armed Forces. Current teaching structures at WCE are not sufficient to provide college, career, and military readiness. We currently do not offer dual credit courses or technical certifications.

Student Learning

Problem Statement 3: Students meeting passing standard of "Approaches Grade Level" on the English I and/or II End of Course Assessments. **Root Cause**: Students are accepted into WCE with lexile scores and writing skills below grade level and the EOC's may be written at least 2 grade levels above.

Goal 3: Develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders.

Performance Objective 1: 100% of all students enrolled at Woodson Center for Excellence have the opportunity to attend our Career Days that will be held during the Spring of the 2023 school year.

Evaluation Data Sources: College/Military/Workforce Confirmation via emails

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: During the 2021-2022 school year all students that are enrolled at WCE will participate in our Annual Career Day. With effective community marketing, 25% of students' parents will attend the event. **Strategy's Expected Result/Impact:** Increase student and parent awareness of opportunities available to their child beyond high school and the value of a high school diploma. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor **TEA Priorities:** Connect high school to career and college **Problem Statements:** Student Learning 2 **Funding Sources:** Time - Campus Budget - $0	N/A	N/A		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Based on the 2018-2019 Accountability Rating, WCE is rated as "Improvement Required" in Domain 3 (Closing the Gap). **Root Cause**: Domain 3 (Closing the Gap) is calculated based on 4 components: Academic Achievement-50%, Federal Graduation Rate-10%, English Language Proficiency-10%, and CCMR-30%. Another area that WCE students struggle to achieve is Career, College, & Military Readiness (CCMR). The calculation for CCMR is based on students that met criteria for: TSI, AP/IB Examination, Dual Credit Courses, Industry-Based Certifications, Associates' Degree, Graduate with Completed IEP and Workforce Readiness, U.S. Armed Forces. Current teaching structures at WCE are not sufficient to provide college, career, and military readiness. We currently do not offer dual credit courses or technical certifications.

Goal 3: Develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders.

Performance Objective 2: Approximately 8% of Woodson students attended a visit to a college campus or technical school in the 2022-23 school year with AEF. In the 2023-24 school year that would increase to 20% of all students.

Evaluation Data Sources: Cool Counselor Sign-up Sheet, Student Sign-in Sheet

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: All seniors are given the opportunity throughout the school year to sign up for college visits and to meet with the AEF Cool counselor. **Strategy's Expected Result/Impact:** Increase student awareness of college opportunities available after earning a high school diploma. **Staff Responsible for Monitoring:** Cool Counselor **TEA Priorities:** Connect high school to career and college **Problem Statements:** Student Learning 2 **Funding Sources:** Time - Campus Budget - $0	N/A	25%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Based on the 2018-2019 Accountability Rating, WCE is rated as "Improvement Required" in Domain 3 (Closing the Gap). **Root Cause**: Domain 3 (Closing the Gap) is calculated based on 4 components: Academic Achievement-50%, Federal Graduation Rate-10%, English Language Proficiency-10%, and CCMR-30%. Another area that WCE students struggle to achieve is Career, College, & Military Readiness (CCMR). The calculation for CCMR is based on students that met criteria for: TSI, AP/IB Examination, Dual Credit Courses, Industry-Based Certifications, Associates' Degree, Graduate with Completed IEP and Workforce Readiness, U.S. Armed Forces. Current teaching structures at WCE are not sufficient to provide college, career, and military readiness. We currently do not offer dual credit courses or technical certifications.

Goal 3: Develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders.

Performance Objective 3: 100% completion rate for the 8th grade Rise Program and improve readiness for the 9th grade.

Evaluation Data Sources: All 8th grade students will complete district requirements to be promoted to the 9th grade.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: 8th grade students will be enrolled in Edgenuity and the IXL program, with teacher taught classes for tested subjects. Student will move at an accelerated pace to create the possibility of completing their 9th grade year. **Strategy's Expected Result/Impact:** 8th grade promotion to 9th grade with the 2022-23 school year. **Staff Responsible for Monitoring:** administration, teachers, counselor **Problem Statements:** Student Learning 1 **Funding Sources:** IXL Site Licenses; Grade 6-8; 75 Students - State Comp Ed - $1,163	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Based on the 2018-2019 Accountability Rating, WCE is rated as "Improvement Required" in Domain 3 (Closing the Gap). WCE grew by 2% points from the previous year. **Root Cause**: Domain 3 (Closing the Gap) is calculated based on 4 components: Academic Achievement-50%, Federal Graduation Rate-10%, English Language Proficiency-10%, and CCMR-30%. One area that WCE struggles to achieve in is Academic Achievement. The calculation for Academic Achievement is calculated for students taking the English II and Algebra I EOC. Students must score "Meets Grade Level" and most of our students struggle with earning "Approaching Grade Level" due to gaps in their reading and writing skills.

Goal 3: Develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders.

Performance Objective 4: 100% of all STEPs students will be given the opprotunity to attend community improvement programs, team building programs, and SEL program.

Evaluation Data Sources: return rate to campuses, grades, community involvement

Goal 4: Tell the AISD story of being the school district of choice that provides unparalleled opportunities in Abilene and the Big Country.

Performance Objective 1: 75% of all students attending WCE be recognized for outstanding academic and/or behavior during the 2023-2024 school year on our school website or with individual classroom awards.

Evaluation Data Sources: Ram Bucks, Credit Slips, Weekly Perfect Attendance, Graduate Recognition, Student Award Ceremony, school website.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Celebrate student successes through Ram Rah's and mail them home to parents every six weeks. Ram Rah can be given for academics or behavior. **Strategy's Expected Result/Impact:** Increase student performance through positive reinforcement for students and their parents. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor's Secretary **Funding Sources:** Time, Stamps - Campus Budget - $200	N/A	N/A		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: Celebrate each student graduation through a campus call out and celebration in the hallways. **Strategy's Expected Result/Impact:** Positive parent feedback about our campus and purpose. **Staff Responsible for Monitoring:** Counselor, Counselor Secretary, Campus Secretary, LRC Aide **Funding Sources:** Time, Refreshment - Campus Budget - $200				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3: District newsletter recognizing campus/student accomplishments and events. **Strategy's Expected Result/Impact:** Improve campus perception and purpose. **Staff Responsible for Monitoring:** Principal, Counselor Secretary **Funding Sources:** Time - Campus Budget - $0	N/A	N/A		

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4: Recognition of Career Day on our campus through local news station(s). **Strategy's Expected Result/Impact:** Improve campus perception and student purpose. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Director of Communication **TEA Priorities:** Connect high school to career and college **Funding Sources:** Time - Campus Budget - $0	N/A	N/A		

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5: Classroom POD will be created to increase student progress and to meet individual students needs. **Strategy's Expected Result/Impact:** Increased graduation rate, increase in EOC success. **Staff Responsible for Monitoring:** POD teachers, administration **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1, 3	90%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

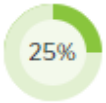
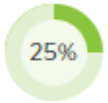
Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Based on the 2018-2019 Accountability Rating, WCE is rated as "Improvement Required" in Domain 3 (Closing the Gap). WCE grew by 2% points from the previous year. **Root Cause**: Domain 3 (Closing the Gap) is calculated based on 4 components: Academic Achievement-50%, Federal Graduation Rate-10%, English Language Proficiency-10%, and CCMR-30%. One area that WCE struggles to achieve in is Academic Achievement. The calculation for Academic Achievement is calculated for students taking the English II and Algebra I EOC. Students must score "Meets Grade Level" and most of our students struggle with earning "Approaching Grade Level" due to gaps in their reading and writing skills.
Problem Statement 3: Students meeting passing standard of "Approaches Grade Level" on the English I and/or II End of Course Assessments. **Root Cause**: Students are accepted into WCE with lexile scores and writing skills below grade level and the EOC's may be written at least 2 grade levels above.

Goal 4: Tell the AISD story of being the school district of choice that provides unparalleled opportunities in Abilene and the Big Country.

Performance Objective 2: 100% of all faculty & staff will be recognized during the 2023-2024 school year for "Making A Difference" with student(s).

Evaluation Data Sources: Poster is posted outside of their room.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Celebrate "Woodson Rock Stars" (faculty & staff members) each month to recognize making a difference with regard to students. **Strategy's Expected Result/Impact:** Retain and support teachers. **Staff Responsible for Monitoring:** Assistant Principal, Counselor, Counselor's Secretary **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** Time, Incentives - Campus Budget - $0				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Tell the AISD story of being the school district of choice that provides unparalleled opportunities in Abilene and the Big Country.

Performance Objective 3: Community knowledge of graduations, attendance rates, academic successes of Woodson students and DAEP students will increase.

Evaluation Data Sources: Campus website, parent emails

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Parent newsletter will be sent of monthly to inform about graduations and upcoming events. **Strategy's Expected Result/Impact:** parental and community involvement **Staff Responsible for Monitoring:** creation of newsletter and distribution				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: Monthly updates to website on graduations and students success. **Strategy's Expected Result/Impact:** improved community engagement. **Staff Responsible for Monitoring:** Webmaster, principal	N/A	N/A		

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.

Performance Objective 1: Increase the English I passing standard for all students "Approaching Grade Level" from 43 % for the 2021-2022 school year to 50% for the 2023-2024 school year.

High Priority

Evaluation Data Sources: Texas Academic Performance Report, Federal Report Card for Texas Public Schools, State of Texas Assessments of Academic Readiness Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: All students who have failed the English I End of Course Assessment will be placed in a remediation boot camp to improve reading and writing skills and learn effective test taking strategies. **Strategy's Expected Result/Impact:** All students required to take the English I End of Course Assessment will meet the passing standard of "Approaching Grade Level". **Staff Responsible for Monitoring:** Principal, Counselor, English I Teacher, Parents, & Students **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3 **Funding Sources:** Teacher, Class Time, - Campus Budget - $0	90%	90%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: Utilize district level English Curriculum Specialist to assist the English I teacher with best practices in reading and writing, designing effective lesson plans, and instructional coaching. **Strategy's Expected Result/Impact:** Improved student performance on the English I End of Course Assessment. **Staff Responsible for Monitoring:** Principal, English I Teacher, District English Curriculum Specialist, Region 14 Curriculum Specialist **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3 **Funding Sources:** District Curriculum Specialist, R14 Curriculum Specialist, English Teacher - Campus Budget - $0	70%	70%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3: Provide teachers with training on how to incorporate motivation-boosting strategies into their everyday instruction. **Strategy's Expected Result/Impact:** Improved student performance on the English I End of Course Assessment. **Staff Responsible for Monitoring:** Principal, Counselor, Faculty & Staff **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 3 **Funding Sources:** Time, Book - Campus Budget - $300	20%	60%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4: All teachers will provide documentation of at least 2 opportunities in their course where they have integrated writing into their curriculum in an effort to improve student writing skills. **Strategy's Expected Result/Impact:** Improve writing skills so that students feel more confident when taking the writing portion of the English I End of Course Assessment. **Staff Responsible for Monitoring:** Principal, Teachers **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 3	25%	N/A		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Based on the 2018-2019 Accountability Rating, WCE is rated as "Improvement Required" in Domain 3 (Closing the Gap). WCE grew by 2% points from the previous year. **Root Cause**: Domain 3 (Closing the Gap) is calculated based on 4 components: Academic Achievement-50%, Federal Graduation Rate-10%, English Language Proficiency-10%, and CCMR-30%. One area that WCE struggles to achieve in is Academic Achievement. The calculation for Academic Achievement is calculated for students taking the English II and Algebra I EOC. Students must score "Meets Grade Level" and most of our students struggle with earning "Approaching Grade Level" due to gaps in their reading and writing skills.
Problem Statement 3: Students meeting passing standard of "Approaches Grade Level" on the English I and/or II End of Course Assessments. **Root Cause**: Students are accepted into WCE with lexile scores and writing skills below grade level and the EOC's may be written at least 2 grade levels above.

Goal 5: Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.

Performance Objective 2: Increase the English II passing standard for all students "Approaching Grade Level" from 52% for the 2021-2022 school year to 60% for the 2023-2024 school year and the number of students "Meets Grade Level" from 17% to 30% respectively.

Evaluation Data Sources: Texas Academic Performance Report, Federal Report Card for Texas Public Schools, State of Texas Assessments of Academic Readiness Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: All students who have failed the English II End of Course Assessment will be placed in a Practical Writing Remediation Course to improve reading and writing skills and learn effective test taking strategies. **Strategy's Expected Result/Impact:** All students required to take the English II End of Course Assessment will meet the passing standard of "Approaching Grade Level". **Staff Responsible for Monitoring:** Principal, Counselor, English II Teacher, Parents, & Students **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 3 **Funding Sources:** Time - Campus Budget - $0	N/A	75%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: Utilize district level English Curriculum Specialist to assist the English II teacher with best practices in reading and writing, designing effective lesson plans, and instructional coaching. **Strategy's Expected Result/Impact:** Improved student performance on the English II End of Course Assessment. **Staff Responsible for Monitoring:** Principal, English II Teacher, District English Curriculum Specialist, Region 14 Curriculum Specialist **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 3 **Funding Sources:** Region 14 Curriculum Specialist - Campus Budget - $0	70%	70%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3: Provide teachers with training on how to incorporate motivation-boosting strategies into their everyday instruction. **Strategy's Expected Result/Impact:** Improved student performance on the English II End of Course Assessment. **Staff Responsible for Monitoring:** Principal, Counselor, Faculty & Staff **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 3 **Funding Sources:** Time - Campus Budget - $0				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4: All teachers will provide documentation of at least 2 opportunities in their course where they have integrated writing into their curriculum in an effort to improve student writing skills. **Strategy's Expected Result/Impact:** Improve writing skills so that students feel more confident when taking the writing portion of the English II End of Course Assessment **Staff Responsible for Monitoring:** Principal, Teachers **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1 **Funding Sources:** Time - Campus Budget - $0		N/A		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Based on the 2018-2019 Accountability Rating, WCE is rated as "Improvement Required" in Domain 3 (Closing the Gap). WCE grew by 2% points from the previous year. **Root Cause**: Domain 3 (Closing the Gap) is calculated based on 4 components: Academic Achievement-50%, Federal Graduation Rate-10%, English Language Proficiency-10%, and CCMR-30%. One area that WCE struggles to achieve in is Academic Achievement. The calculation for Academic Achievement is calculated for students taking the English II and Algebra I EOC. Students must score "Meets Grade Level" and most of our students struggle with earning "Approaching Grade Level" due to gaps in their reading and writing skills.
Problem Statement 3: Students meeting passing standard of "Approaches Grade Level" on the English I and/or II End of Course Assessments. **Root Cause**: Students are accepted into WCE with lexile scores and writing skills below grade level and the EOC's may be written at least 2 grade levels above.

Goal 5: Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.

Performance Objective 3: Increase the Algebra I End of Course assessment passing standard of Approaches Grade Level from 50% for all students in the 2022-2023 school year to 60% for the 2023-2024 school year with 20% scoring Meets Grade Level.

High Priority

Evaluation Data Sources: Texas Academic Performance Report, Federal Report Card for Texas Public Schools, State of Texas Assessments of Academic Readiness Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: All students that have previously failed the Algebra I End of Course Assessment will be placed in an Algebra I remediation boot camp. **Strategy's Expected Result/Impact:** Improved student performance on the Algebra I End of Course Assessment. **Staff Responsible for Monitoring:** Principal, Counselor, Algebra I Teacher **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1 **Funding Sources:** Algebra I Teacher, Time - Campus Budget - $0	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: Teach test taking strategies to help students increase their scores on tests through the effective use of their time, effort, and test conditions. **Strategy's Expected Result/Impact:** Increased student performance on the Algebra I End of Course Assessment. **Staff Responsible for Monitoring:** Principal, Algebra I Teacher **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1 **Funding Sources:** Algebra I Teacher, Class time - Campus Budget - $0	75%	75%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: Based on the 2018-2019 Accountability Rating, WCE is rated as "Improvement Required" in Domain 3 (Closing the Gap). WCE grew by 2% points from the previous year. **Root Cause**: Domain 3 (Closing the Gap) is calculated based on 4 components: Academic Achievement-50%, Federal Graduation Rate-10%, English Language Proficiency-10%, and CCMR-30%. One area that WCE struggles to achieve in is Academic Achievement. The calculation for Academic Achievement is calculated for students taking the English II and Algebra I EOC. Students must score "Meets Grade Level" and most of our students struggle with earning "Approaching Grade Level" due to gaps in their reading and writing skills.

Goal 5: Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.

Performance Objective 4: Increase the Biology End of Course assessment passing standard of Approaches Grade Level from 54% for all students in the 2022-23 school year to 75% for the 2023-24 school year.

RDA Strategies

Goal	Objective	Strategy	Description
4	1	5	Classroom POD will be created to increase student progress and to meet individual students needs.

Targeted Support Strategies

Goal	Objective	Strategy	Description
4	1	5	Classroom POD will be created to increase student progress and to meet individual students needs.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
4	1	5	Classroom POD will be created to increase student progress and to meet individual students needs.

Campus Funding Summary

Campus Budget					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Teacher, Assessment Program for numeracy and reading		$0.00
1	2	1	Time		$0.00
1	3	1	Time		$0.00
1	3	2	Donations		$0.00
1	3	3	Time		$0.00
1	3	4	Time		$0.00
1	4	1	Time		$0.00
3	1	1	Time		$0.00
3	2	1	Time		$0.00
4	1	1	Time, Stamps		$200.00
4	1	2	Time, Refreshment		$200.00
4	1	3	Time		$0.00
4	1	4	Time		$0.00
4	2	1	Time, Incentives		$0.00
5	1	1	Teacher, Class Time,		$0.00
5	1	2	District Curriculum Specialist, R14 Curriculum Specialist, English Teacher		$0.00
5	1	3	Time, Book		$300.00
5	2	1	Time		$0.00
5	2	2	Region 14 Curriculum Specialist		$0.00
5	2	3	Time		$0.00
5	2	4	Time		$0.00
5	3	1	Algebra I Teacher, Time		$0.00
5	3	2	Algebra I Teacher, Class time		$0.00
				Sub-Total	$700.00

State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	IXL Site Licenses, Grades 9-12, 100 Students		$1,000.00
2	4	1	Supplemental Tutoring Allocation		$5,000.00
3	3	1	IXL Site Licenses; Grade 6-8; 75 Students		$1,163.00
				Sub-Total	$7,163.00