



Woodrow Wilson High School Campus Improvement Plan At-A-Glance



Date:

Time:

Location: Zoom

Critical Areas to be Addressed

| Area | Lead Data Measures (Formative) | Lag Data Measures (Summative) |
|---|--|---|
| Increase student academic achievement | MAP, Common Assessments, ACPs, Mock Exams | STAAR EOC |
| Improve campus climate and culture | Climate Survey (Fall) Informal PD surveys | Climate Survey (Spring), Student Perceptions Survey |
| Increase staff capacity through distributed leadership (Formerly known as Improve teacher effectiveness) | Student Participation Percentages as of ---- Staff Sponsorship Percentages as of ----- Diverse Community Participation Percentages (sign in sheets at which events?) | Student Participation Percentages Staff Sponsorship Percentages Diverse Community Participation Percentages (which events?) |
| Increase CCR opportunities for students | Course Enrollment, Mock Exams, SAT/ACT/IB results, Certification Data | Graduating CCR Percentage |

Root Causes/Problem Statements from the CNA

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

Root Cause: Lack of advocacy. Support from home. Awareness of ability (Think there could be more here).

Problem Statement: Teachers at Woodrow do not feel they are growing/improving craft.

Root Cause: Professional Development is universally applied for all teachers regardless of experience or subject.

Problem Statement: The proportion of White students who are meeting benchmarks on high-stake exams (ACT, SAT, PSAT, STAAR, etc.) are significantly higher than other subpopulations (Hispanic and African American students).

Root Cause: Enrollment in higher level courses is disproportionate. Students don't have access to high rigor curriculum to be successful on exams.

Problem Statement: Students are not performing to their potential in comparison to national and global average performance standards: On level students are underperforming, AP Classes have inconsistent success, IB Classes are underperforming national averages

Root Cause: Curriculum integrity/viability/rigor/austerity, Lack of adult and student accountability, disproportionate, lack of program organization, lack of planning time/cross-curricular planning for advanced (AP and IB classes, AP or IB PLCs are not protected time, inconsistent faculty/high turnover between advanced faculty.

CILT Scoreboard Lead Data:

- ☐ 10th grade attendance
- ☐ 10th grade MAPs data
- ☐ 10th grade enrollment in advanced courses
- ☐ 10th grade schedule changes in advanced courses
- ☐ Routine staff surveying after professional development (same format over time)

Primary Strategies

- ☐ Distributing Leadership to students and staff (culture systems, instructional support, leadership protocols, professional development) through Campus Playbooks outlining protocols that involve them in decision making and collective efficacy/responsibility for outcomes
- ☐ Monitoring student progress through personalized plans: TEKS/SE Tracker per student per teacher
- ☐ Providing targeted college readiness preparation through increased exposure, course offerings, certification opportunities, student support, and staff trainings
- ☐ Designing and practicing rigorous, culturally responsive curriculum/lessons through PLC meetings (Lesson Rehearsal in LFPLCS, Data Analysis in LBPLCS, Content Planning Time)
- ☐ Facilitating high-quality first pass instruction utilizing protocols that develop student agency such as (Assessment/Feedback for Learning, Modern Classroom, or Approaches to Teaching and Learning)
- ☐ Supporting teachers and staff through observation and feedback protocols aligned with their personalized professional development plan
- ☐ Engaging underrepresented students and families in curricular, co-curricular, and community opportunities
- ☐ Embed explicit SEL competency instruction and support into the curriculum

Teacher mentoring (\$3500)

“Goals” Table of Contents

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[Goal 2](#) - Student achievement on the English I STAAR EOC state assessment at the Meets performance level or above

[Goal 3](#) - Student achievement on the Algebra I STAAR EOC state assessment at the Meets performance level or above

[Goal 4](#) - The percent of graduates who are college, career, or military ready (CCMR)

[Goal 5](#) - Student participation in extracurricular or co-curricular activities



Goal 1

| District | Woodrow Wilson High School |
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| Student achievement on state assessments in all subjects in Domain 1 will increase from 46 to 58 by June 2024 | Student Outcome Goal 1: Student achievement on state assessments in all subjects in Domain 1 will increase from 66 to 80 by June 2024. By June 2022, Domain 1 will increase from 66 to 70. |
| Performance Objectives | Strategies |
| <p>Lead Data:</p> <p>English I English II Math Science U.S. History</p> <p>Lag Data:</p> <p>English I English II Math Science U.S. History</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Teachers will receive high-quality professional development aligned to Northeast Network Priorities, industry best-practices, and critical campus needs in an effort to enhance first instruction. SPED, sub pops <input type="checkbox"/> Equip classrooms with instructional materials and supplements that will enrich the curriculum for all students and increase academic achievement in all core content areas. <input type="checkbox"/> Students will be provided with extended learning opportunities (before/after school tutoring and Saturday School) where small group instruction or individualized supports are available from a classroom teacher. <input type="checkbox"/> Students will participate in in-day academic intervention opportunities designed to provide specialized curricular support in core contents. <ul style="list-style-type: none"> a. Collaborative learning b. Peer tutoring c. Multi-sensory immersion d. Real-life challenges <input type="checkbox"/> Technology, tools, instructional software, and product licenses to classroom teachers for use during and after school that will provide students access to learning material, or enhance the instructional program being offered. |
| All core content departments (mathematics, science, English, and social studies) will meet weekly in Professional Learning Communities (PLCs) to plan high-quality instructional materials, rehearse instructional delivery, analyze student achievement data, evaluate progress toward benchmark goals, and develop appropriate intervention strategies. | <ul style="list-style-type: none"> <input type="checkbox"/> In the four core content PLCs, a Looking Forward PLC will be executed with proficiency once per week. <input type="checkbox"/> By June 2022, 100% of core content classrooms will implement gwk common assessment cycles followed by data meetings utilizing the Looking Back Protocol once per week. <ul style="list-style-type: none"> <input type="checkbox"/> By June 2020, 75% of core teachers will implement creating and using exemplar DOLs and intentional |



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| | <p>monitoring strategies with proficiency.</p> <ul style="list-style-type: none">❑ Each Assistant Principal and their respective Instructional Lead Teacher or Department Chair, will meet on a weekly basis in CLT to plan for an effective LFPLC and LBPLC. |
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Goal 2

| District | Woodrow Wilson High School |
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| Student achievement on the third-grade state assessment in reading at the Meets performance level or above shall increase from 40.0% to 56.0% by June 2024. | Student achievement on the earliest grade level's state assessment in reading/language arts (English I), as measured by the percentage of scores at the Meets performance level, will increase as follows: Meets will increase from 62% to 70% by June 2024, per Dallas ISD's by campus goal expectation. By June 2022, Meets on English I EOC will increase from 62% to 66%, per Woodrow Wilson's goal. |
| Performance Objectives | Strategies |
| All English I teachers will conduct a weekly content PLC with Instructional Lead Teacher and or AP. | <ul style="list-style-type: none"> ❑ All English 1 teachers will implement Intentional Monitoring within each instructional block using accurate student rosters, most recent EOC data, effective checks for understanding and written feedback for all students. ❑ Monitor and provide appropriate interventions for 9th graders to increase the number of freshmen on-track to graduation at the end of their first year. BARR. ❑ All English I teachers will implement literacy activities/AVID strategies during every instructional block in order to improve students' thinking around key concepts. ❑ In partnership with the Assessment for Learning for Learning, English I teachers will implement strategies including but not limited to Accountable Talk, Task Sheets, and Peer editing through rubrics aligned to English I TEKS. (MRS) |

Goal 3

| District | Woodrow Wilson High School |
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| Student achievement on the third-grade state assessment in mathematics at the Meets performance level or above shall increase from 42.3% to 56.0% by June 2024. | Student achievement on the earliest grade level's state assessment in mathematics (Algebra 1), as measured by the percentage of scores at the Meets or Masters performance levels, will increase as follows: Meets will increase from 82% to 92% by June 2024, Dallas ISD's by campus goal expectation. By June 2022, Meets on Algebra I EOC will increase from 82% to 87%, per Woodrow Wilson goal. By June 2022, Masters will increase from 57% to 62% per Woodrow Wilson's goal. |
| Performance Objectives | Strategies |
| All Algebra 1 teachers will conduct a weekly content PLC with Instructional Lead Teacher and or AP. | <ul style="list-style-type: none"> ❑ All Algebra 1 teachers will implement Intentional Monitoring within each instructional block using accurate student rosters, most recent EOC data, effective laps and written feedback for all students. Online challenge ❑ Monitor and provide appropriate interventions for 9th graders to increase the number of freshmen on-track to graduation at the end of their first year. BARR. ❑ All Algebra I teachers will implement literacy activities/AVID strategies during every instructional block in order to improve students' thinking around key concepts. |

Goal 4

| District | Woodrow Wilson High School |
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| The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42.0% to 54.0% by June 2024. (This is lagged 1 year) | At least 65% of students will enroll in courses, participate in extracurricular opportunities, or participate in co-curricular opportunities related to college-, career-, or military-readiness. |
| Performance Objectives | Strategies |
| At least 65% of students will enroll in courses, participate in extracurricular opportunities, or participate co-curricular opportunities related to college-, career-, or military-readiness. | <ul style="list-style-type: none"> ❑ The campus will provide National Academy Foundation programs in business, marketing, engineering, and information technology, and a District construction science program to equip students with requisite skills for high-demand careers. ❑ Purchase instructional supplies and materials to supplement curriculum for Woodrow's academies, AVID, college and career readiness courses, intervention courses, and extracurricular courses. ❑ Implement College Readiness courses and ACT/SAT classes for juniors and seniors. ❑ Career Institutes will provide the opportunities and experiences necessary within the fields our campus serves, giving our students the best chance at success from the transition from high school to a career of their choice. ❑ Train Honors/IS/AP/IB teachers on how to meet the needs of diverse learners |

Goal 5

| District | Woodrow Wilson High School |
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| Student participation in extracurricular or co-curricular activities will increase from 59.0 percent to 78.0 percent by 2022. | Student participation in extracurricular or co-curricular activities will exceed the District goal of 78.0 percent by Spring 2022, which will support recruitment and retention of students and parent involvement . |
| Performance Objectives | Strategies |
| Increase parent attendance and participation to student lead campus events and activities by 30% by Spring 2022 | <ul style="list-style-type: none"> ❑ Communicate with parents multiple times per semester through School Messenger and Remind, cohort meetings, District website, newsletter, and mailings. Additionally, welcome new enrollees' to Woodrow through orientations. Principal will meet with parents each semester via 'Coffee with the Principal,' as well as with community members via SBDM and PTA to disseminate information and gather parent/community concerns. ❑ Increase parent involvement and engagement by inviting students and their families to the BOY Open House and providing a welcoming and positive environment and accurate information regarding upcoming events and opportunities to get involved on campus through development and distribution of parent engagement policy. ❑ Advertise to parents and recruit them to the campus by creating and sending home flyers, school msg calls and social media posts specified to their student by extra or co-curricular activity. |
| Provide Wrap-Around Supports such that students feel safe and supported at school resulting in an increase in Supportive Relationships on Student Survey by 3% overall. | <ul style="list-style-type: none"> ❑ Campus will host 9th grade Cub Camp and grade level or program transition camps to support student and parent transitions to high school. ❑ The counseling team will provide guidance lessons to all students grades 9 through 12 related to drug, bullying, suicide prevention, conflict resolution, discipline, violence prevention, and harassment/dating violence prevention. ❑ Serve housing insecure population (students and parents) through creating access to programs including but not limited to: mentorship programs, clothes closet, weekly breakfast club, DART passes, |



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| | food pantry, counseling, and other wrap around services. |
| Campus administration will implement a distributive leadership model that will allow 30% of campus staff to take complete or partial ownership of a campus initiative, priority, or extracurricular activity for students. | <ul style="list-style-type: none"> ❑ Teachers will both attend and lead differentiated professional development both on and off campus including but not limited to ESL, CATE, Technology, Inclusion, instructional strategies, classroom management, emotional intelligence, AVID, technology in the classroom, and culturally responsive teaching. ❑ Convene CILT weekly supporting both student achievement and campus culture through PLC development, teacher mentoring, Change Theory training, and Distributive Leadership. ❑ Sunshine Committee owns morale on campus encouraging campus involvement and school spirit. Provide transportation, t-shirts and incentives. ❑ The A-Team analyzes the campus climate and culture survey results and creates a strategic plan that will improve data results in the areas of need. <ul style="list-style-type: none"> ❑ Strengths: Teacher retention has increased to 76%. <ul style="list-style-type: none"> ❑ Parent survey; 90% feel their child learns, 89% school promotes college going culture, 90% welcomes involvement ❑ Needs: Transparency & Autonomy, opportunities for departments and different groups to work authentically together, & professional development |