

Fort Bend Independent School District
MR Wood Center for Learning
2024-2025 Campus Improvement Plan



Mission Statement

Fort Bend ISD Mission Statement

FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

MRWCL Mission Statement

MR Wood Center for Learning's mission is to initialize and empower young scholars in a safe, respectful, and restorative environment that promotes positive behavioral and academic change.

Vision

Fort Bend ISD Vision

FBISD community improves teaching and learning by developing effective staff and building scalable systems.

MRWCL Vision

MR Wood Center for Learning's vision is to cultivate a respectful and responsible learning environment in which young scholars develop a growth mindset that empowers them to demonstrate confidence, self-motivation, resilience, and determination to become life-long learners and productive citizens.

Core Beliefs

MRWCL's Core Values

Mr Wood Center for Learning will provide a restorative environment where staff and students are...

- Consistently Respectful
- Consistently Honest
- Consistently Self-Motivated
- Consistently Responsible
- Consistently Determined
- Consistently Productive Leaders
- Consistently Life-Long Learners

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Comprehensive Needs Assessment

Demographics

Demographics Summary

MR Wood Center for Learning is a District Alternative Education Placement (DAEP) program school located in Sugar Land, Texas. which houses students who have incurred severe disciplinary infractions. MR Wood Center for Learning provided academic and behavioral instruction for **677** students during the 2023 - 2024 academic school year. This is a decrease of **295** students from the previous academic school year. Also, out of the **677** students served last academic school year, the majority of our student population consisted of **158 (23%)** students were served as Special Education (11 - Mainstream, 82 - Inclusion, 52 - Resource, 11 - BSS, and 2 - CLASS) and **366 (54%)** were identified as Resilience Intervention Support Empowerment (R.I.S.E.) program students with **100%** of the RISE students requiring Tier 3 support. There is a 7.8% recidivism rate which is an increase from the previous year's 3%.

Breakdown of Student of the Majority Student Population is below.

- 158 - Special Education (23%) - Decrease of 5% from the 2022 - 2023 academic school year
- 366 - R.I.S.E. Students (54%) - Although this is a decrease from the previous year, over half of the students that entered the DAEP were identified as R.I.S.E. students
 - 366 - TIER 3 R.I.S.E. Students (100%)
 -

Below, you can see the year-end numbers to gain a lens on the students served.

2023 - 2024 Demographics: This only reflects EOY enrollment of 195 students at the DAEP.

Student Demographics (2023 - 2024 Summer PEIMS file loaded 06/18/2024)		
	Count	Percent
Gender		
Female	79	40.51%
Male	116	59.49%
Ethnicity		
Hispanic-Latino	72	36.92%
Race		
American Indian - Alaskan Native	1	0.51%
Asian	8	4.10%
Black - African American	91	46.67%
Native Hawaiian - Pacific Islander	0	0.00%
White	13	6.67%
Two-or-More	10	5.13%

MR Wood Center for Learning primarily services students who are referred from the District's 12 Comprehensive High Schools, 5 Speciality High School, and 15 Middle Schools. Student referral placements may range from 25 to 180 days (*if expelled to the DEP*). Although the DAEP's cap enrollment is 160 students. Our campus traditionally serviced approximately 110 - 120 High School students and approximately 50 - 70 middle school students based on a weekly average. The end of the year report showed a 186 - 195 average

enrollment (over the cap size). Out of the total population of students served during the 2023 -2024 academic school year, several of our students were enrolled into specialized programs and were labeled with a disability (Please see above).

Please see the breakdown below.

- **Special Education (24.02%), 504 (9.06%). Emergent Bilingual (22.05%), ESL (21.26%) totaling a 76.39% Student Group Percentage**
- **Intellectual Disability - 11.54%**
- **Emotionally Disturbed - 26.92%** *(High percentage resulted in an even higher percentage of campus/classroom disruption and physical altercations.)*
- **Learning Disability - 34.62%**

Students who are placed in DAEP usually involve many variables, when it comes to reviewing demographic data. Most of the students assigned to DAEP demonstrate various types of behaviors that prevent them from being able to participate in curricular and extra-curricular activities at their home campus once they are assigned. As you can see above, a large percentage of our students fell under the *emotionally disturbed* umbrella, which aligned with the behavioral outbursts and disruptions that were observed and documented at the DAEP last academic school year. As an additional breakdown, out of over 677 placements last academic school year, at least **more than 158** total students fell under the Special Education student group with 13 self-containments, approximately **70+** students fell under the 504 student group, **130** students fell under the LEP student group, and **26** were enrolled with two or more labels. Below, you will be able to view a sample of students who were enrolled in our Student Programs at the DAEP.

A Glance of DAEP Students in Student Programs: The numbers represent a percentage of the 195 students who were enrolled at the end of the 2023 - 2024 academic school year.

Student Programs (2023 - 2024 Summer PEIMS file loaded 06/18/2024)		
	Count	Percent
CTE Attendance	98	50.26%
Gifted and Talented	0	0.00%
Pregnancy Related Services	1	0.51%
Regional Day School Program for the Deaf	0	0.00%
Section 504	28	14.36%
Special Education (SPED)	45	23.08%
Bilingual/ESL		
Emergent Bilingual (EB)	42	21.54%
Standard or Alternative Bilingual/ESL	42	21.54%
Dual Language Immersion/One-Way	0	0.00%
Dual Language Immersion/Two-Way	0	0.00%
Dyslexia		
Dyslexia Indicator Code	18	9.23%
Dyslexia Risk Code	0	0.00%
Dyslexia Services Code	18	9.23%
Title 1 Part A		
Schoolwide Program	65	33.33%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	4	2.05%
Neglected	0	0.00%

As it pertains to our high school students who entered the DAEP during the 2023 - 2024 academic school year, many of the high school students were deemed off-cohort and required credit restoration. For example, a snippet off-cohort report was run to determine the number of students requiring credit restoration. The report over **140** students that were enrolled at that time. The aforementioned numbers represent a small portion of off-cohort students that transitioned in and out of the DAEP.

In addition, the year-end ADA report showed a high absenteeism rate **(86% Overall Attendance Rate ~ An increase from one year ot the next. However, still a**

high absenteeism rate.) at MR Wood Center for Learning which may have resulted in credit recovery needs with the high school students. Credit restoration is needed as evidenced by the academic and attendance data.

Demographics Strengths

The demographic strengths of our school community continue to include:

- Cultural Diversity amongst students and staff
- Student Transitions Back to Home Campus
 - Transition Exit Meetings at the DAEP
- Flexibility and Support in our Program Offerings
 - Campus-wide Social Skills
 - Character Development Programs
 - R.I.S.E. Program
- Low Recidivism Rate
- Low Classroom Student/Teacher Ratio (15:1)
- Licensed Professional Counselor on Staff

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is an abnormally high number of students who enter the DAEP for offenses related to 04s (possession and influence of drugs). **Root Cause:** Many of the students have an increase of access to vapes with THC and/or marijuana. Thus, the usage of these drugs have increased substantially on their home campuses, buses, and DAEP buses. There appears to be a deeper addiction to these drugs which has increased the DAEP's enrollment substantially as well.

Problem Statement 2: Many of our high school students enter the DAEP off-cohort. These students are not on track to graduate and often times, they create a disturbance in the classroom. **Root Cause:** Most of our students who are off-cohort also have high attendance issues which results in failing grades and low credits.

Student Learning

Student Learning Summary

Student learning at MR Wood Center for Learning is centered on providing a structured and supportive teaching and learning environment for at-risk students referred to our disciplinary alternative education campus. Students referred to our campus include grades 6th through 12th. Students are temporarily assigned to our program depending on the seriousness of the offense.

Students may be referred to the District Alternative Education Program (DAEP) or Discretionary Expulsion Program (DEP). During their assignment, students are provided the same core academic programming that is provided at the home campus. Students assigned to the MR Wood Center for Learning have equitable access to the FBISD curriculum, technology, and rigor.

As stated in the demographics, many of our students enter the DAEP off-cohort and require credit restoration services. During the 2023 - 2024 academic school year, we tested the highest number of students who were required to sit for the EOC STAAR exam as a re-tester. At least 99% of our student population is deemed at-risk at the DAEP. This speaks to the need to intervene academically in effort to help move students toward success in the classroom and to attempt to help them graduate on time. The DAEP also receives a lot of middle students who are failing their courses as well. Therefore, the staff at the DAEP find it necessary to offer Assignment Repair to help students restore their academic status so that they can return back to their home campus hoping to experience success. Edgenuity is used for both Credit Restoration and Assignment Repair.

Student Learning Strengths

These students often demonstrate a variety of characteristics that lead to academic deficiencies such as poor self-esteem, inappropriate classroom behaviors, substance abuse, anger management and a high level of maladaptive social skills. Our teachers focus on closing the achievement and socio-emotional disparities by focusing on student's self-esteem, validating their abilities with restorative practices, encouragement and praise whenever possible. Subsequently, staff provide assignments that are designed for the student to experience success, something that they do not experience very often. Having the students for brief periods of enrollment, due to the number of assigned placement days, does not allow the teacher to fully develop the instructional requirements for any one-subject area. However, we believe that we can improve the student's attitudes toward correcting their classroom behavior which will foster motivation for their academic performance. We cultivate this by offering assignments and activities that encourage students to take more interest and ownership in their school performance. Additionally, our teachers emphasize high behavioral expectations and exposing students to the campus character and social skill initiatives that will improve self-management and student ownership of learning.

Staff are trained in restorative practices, promoting resiliency, strategies to motivate the disengaged learners and how to bridge learning gaps. Additionally, staff are trained on how to recognize, address and refer students exhibiting signs of social or emotional distress.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Teachers are in need of additional Edgenuity training to support students with restoring their course credit. **Root Cause:** Root Cause: Large numbers of students are entering and exiting the program at fluctuated times and are identified as an off-cohort student. Although all of our students are at the DAEP based on behavioral concerns, many exhibit behaviors because they are far behind their peers based on their high school credits.

School Processes & Programs

School Processes & Programs Summary

MR Wood Center for Learning staff provides robust instruction in designated academic areas to provide the instructional needs of the students. Our restorative discipline management program is structured to facilitate and promote the development of appropriate social skills and emotional/behavioral needs of the students, while engaging students in instructional settings to repair achievement deficits.

The administrative team is comprised of a Principal, Assistant Principal, Lead Counselor, Counselor, Campus Department Head, and Campus Compliance officer. Our instructional staff is comprised of teachers, instructional aides, nurse, librarian and administrative support staff all trained and ready to support the campus vision. Additional student support is provided intermittently by the assigned district members: social workers, Safe and Drug Free school counselors, and PBIS facilitators. Additionally, the R.I.S.E. program has a transition administrator and two teachers that provides on-site full time drug education modules for students who are assigned to MR Wood Center for Learning for drug and alcohol related offenses.

At this time, there are a few processes and systems that require implementation and deeper coordination. For example, during the intake process, the social and emotional concerns of students are not highlighted which leaves the campus blind, as it pertains to historical outbursts, physical aggression, and verbal aggression.

Also, a counseling cross-walk appears to be a need to help bridge the gap between home campuses and the DAEP, as it pertains to the proper scheduling and effective scheduling of the students. Without a counseling cross-walk, we will continue to experience issues with students schedules as they enter and exit the DAEP program. The cross-walk would both the home campus as well as the DAEP during intake and dismissal.

School Processes & Programs Strengths

Programs and Processes Implemented to Support the Campus Goals and Vision:

Restorative Practices are used to help students reset and develop coping strategies that deter future misconduct.

- Restorative Intervention Conferences
- Anger/Substance Abuse
- Groups Cognitive Behavioral
- Educational Groups "Food For Thought" (lunch social skills) Social
- Skills Classes/Advisories
- Character Cornerstone (Monthly Character Education Speakers)
- R.O.P.E.S.
- R.I.S.E.

Student Expectations are conveyed and consistently implemented to provide incentives and rewards for positive participation and behavior.

- Student Point Card Systems
- Adhere to campus structure and
- policies Follow dress code policy

Daily procedures participate in restorative practices Students must engage in instructional intervention strategies

MRWCL check-in process is utilized to maintain the safety and monitoring expectations of students and staff.

Students are checked in at two separate locations: Middle School entrance and High School entrance Students are checked to ensure they are in compliance with dress code policy Students are checked for any illegal and/or prohibited items through the metal detector and scanning process NO jewelry of any kind will be permitted. NO cell phones will be allowed. NO personal items allowed (examples are listed in Orientation handout). ID Badges are a required part of the uniform and must be worn and visible at all times

Supervision

Students are consistently monitored in the halls during passing periods and when going to lunch. Administrators, counselors, teachers, support staff and the campus police officer monitors students. All students will walk to the right side of the hall in the blue area. Students are allowed two (2) minutes to travel between classes.

Transportation

Students are not allowed to drive to MR Wood Center for Learning. Likewise, students may not drive to a location nearby, park, and walk. Students are not allowed to park at the bus stop locations.

Students will have assigned seats on the bus.

Students will follow all bus rules or they may be removed from the bus for the duration of their time at Mr Wood. Students must be at the assigned bus stop ten (10) minutes before pickup time.

Students must be in dress code before coming to the bus stop, or they will not be allowed to get on the bus.

If you choose to be a car rider, you must sign a contract for the time you are attending MRWCL. Students are unable to drive to campus or bus stop. You cannot change your mode of transportation unless it is an emergency and accompanied by a note.

Drop off time 8:45 am Pick up time 4:35 pm

R.I.S.E.

RISE is a substance abuse education program that students are assigned to at MRWCL for substance related offenses that have modules related to the harmful effects of substance abuse while focusing on life skills that may impact prevention and/or elimination. Some of the topics discussed in group may include, but are not limited to the following: substance abuse education, social and friendship issues, teen leadership, problem-solving, conflict resolution, study skills, goal-setting, family dynamics, and peer pressure.

There is no engagement of “therapy or counseling” by the facilitator(s), but rather “educational support” within the context of the educational setting. Students also participate in simulated lab activities wearing Fatal Vision® marijuana and alcohol goggles as well as participate in 1-day of the Low ROPES Course at MRWCL.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students enter the program with deeper concerns that led to the misconduct that may have gone untreated due to various reasons. The cause for the misconduct is often addressed superficially due to the size of the population served at the home campus or lack of support received in the home **Root Cause:** The referral reason may not address the nature of the student's true issues that have culminated into his/her present behavior.

Problem Statement 2: The counselors at both the home campus and the DAEP experience difficulty with scheduling students into courses not offered at one or the other campus. **Root Cause:** At this time, a cross-walk is not a part of the intake process. This causes confusion with scheduling students should the DAEP not offer classes taken at the home campus.

Perceptions

Perceptions Summary

Perceptions Summary

The purpose of MRWCL is to provide a structured and supportive educational environment through the redirection of behavior and acquisition of positive and effective life skills that will equip students to be successful. We serve as FBISD's alternative education program for all middle and high school students. We also service the educational needs for the Fort Bend County Juvenile Justice Alternative Education Program (JJAEP). Our staff is comprised of approximately 67 dedicated educators who work tirelessly on a daily basis to capture the hearts and minds of students who have fallen through the cracks. The students we serve are in placement with us an average of 30 to 60 days, depending on the egregiousness of the offense. In that time, we focus on facilitating improvement of the social, emotional, academic needs of each student. The overall goal is aimed at engaging them in the full range of educational opportunities that will prepare them to be ready for any obstacles that await them when he/she returns to their home campus.

As it pertains to students' perceptions, many students have reported that they do not feel capable or cared for when they return back to their home campuses. Some students even go so far as to say that they have committed offenses to return back to the DAEP because they feel labeled and sometimes isolated by home campus staff members. This is a concern of the DAEP staff to see how we can deepen the bridge back with the home campuses to help the students experience greater success when they return.

Perceptions Strengths

Perceptions Strengths

MRWCL staff members are dedicated to providing each student the best education through an intensive and challenging curriculum, while addressing the holistic needs of the student. Our restorative environment provides the customized support geared to improve student engagement, motivation and success by providing programs to support the campus goals and vision:

- Restorative Circles Intervention Conferences
Anger/Substance Abuse Groups
- Cognitive Behavioral
Educational Groups Social
Skills Classes/ Advisories
- R.I.S.E.

Student Expectations

Complete Success Card System
Follow Dress Code Policy and daily procedures Participate in Restorative
Practices Participate in counseling groups
Work on Academic Advancement

Learn Positive Affirmation and recite to exit

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Based on student reports, students often experience disengagement and isolation upon return to their home campus resulting in relapse to maladaptive behaviors. There is also a belief that some students may lack an equitable experience upon returning to their home campus resulting in disruptive behaviors an non-compliance **Root**

Cause: Little aftercare provided to the students after they return to their home campus.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Performance Objectives with summative review (prior year)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance 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

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals





Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

Performance Objective 1: By May 2025 at least 80% of our students who will be enrolled 45 days or more at MR Wood Center for Learning will demonstrate increased progress as evidenced by the exit data on TSI for reading and math.

High Priority

Indicators of Success: Pre and Post TSI Assessment Data

Strategy 1 Details	Reviews			
Strategy 1: As students enter and exit the facility, they will be assessed using TSI data for both Reading and Math. Strategy's Expected Result/Impact: Strategy's Expected Result/Impact: Expected Result: As a result of instruction and intervention received while at the FHCL, students will show an increase in scores for both Reading and Math upon exiting the program. Staff Responsible for Monitoring: Staff Responsible for Monitoring: Orientation Clerk and Math and Reading Team Leads TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Oct	Dec	Feb	June

Strategy 2 Details	Reviews			
Strategy 2: Conduct regular weekly walk-throughs (5 Per Week,, each administrator) to provide regular feedback to teachers in effort to improve the teaching and learning process.- Walkthroughs will be conducted using an electronic MicroSoft Forms walkthrough form. Strategy's Expected Result/Impact: Student Achieve and Performance is expected to increase Staff Responsible for Monitoring: Dr. Cozette Church Gaston, Principal, Lester Johnson, Assistant Principal, and Instructional Team Leads TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Oct	Dec	Feb	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

Performance Objective 2: By the end of May 2025, at least 93% of MR Wood Center for Learning will show improved attendance as evidenced by an increase in the attendance rate from averaging 89% to 93%.

High Priority
Indicators of Success: Attendance Reports, Attendance Committee Meeting, Teacher Attendance Entry Reports

Strategy 1 Details	Reviews			
Strategy 1: Teachers will report students who have not attended class for 3 consecutive days to the administrative team and Student Attendance Specialist (SAS). The SAS will begin the tiered intervention process for truancy strategies. Strategy's Expected Result/Impact: Expected Result: To provide tiered interventions for students who have missed at least 3 consecutive days to alleviate truancy Staff Responsible for Monitoring: All teachers Dr. Cozette Gaston, Principal Lester Johnson, Assistant Principal Andrea Jackson, Attendance Clerk Student Attendance Specialist ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Oct	Dec	Feb	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Meet with the Attendance Committee weekly (1st two months and then bi-weekly) to identify students who are frequently absent and to identify strategies (Student Campus-Wide Acknowledgement, Shout Out Wall, Early Release, Pizza on the Patio, Movie Moment Fridays, etc.) and or incentives to improve overall student attendance.</p> <p>Strategy's Expected Result/Impact: Expected Result - To identify and reclaim students who are not attending school on a consistent basis and to motivate students to attend school who are traditionally unmotivated.</p> <p>Staff Responsible for Monitoring: Dr. Cozette Gaston, Principal Lester Johnson, Assistant Principal Natasha Bess, Counselor Andrea Jackson, Attendance Clerk Student Attendance Specialist</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Oct	Dec	Feb	June
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Goal 2: FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working

Performance Objective 1: By May 2025, MR Wood Center for Learning will demonstrate a 5% decrease in discipline issues (from 27% - 22%) by facilitating and fostering effective campus-wide safety procedures and processes centered around positive behavior expectations, response to student behavior, student engagement, and social emotional learning support for both students and staff members.

High Priority
HB3 Goal
Indicators of Success: Behavior Walk-Through Tool Results

Strategy 1 Details		Reviews			
Strategy 1: Revisit and consistently implement the Behavior Observation Tool that will be utilized to routinely assess progress on the campus and in classrooms. This will allow us to identify programmatic areas of need, identify strengths, and improves the rate of responsiveness. Strategy's Expected Result/Impact: Strategy's Expected Result/Impact: Expected Impact: Analyze internal systems to decrease the recidivism rate for students currently enrolled. Staff Responsible for Monitoring: Staff Responsible for Monitoring: Darrell Nickson, Department Chair Wilson Williams, Lead Campus Control Lester Johnson, Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Oct	Dec	Feb	June

Strategy 2 Details	Reviews			
Strategy 2: Implement student and parent surveys consistently and monthly regarding campus safety. Strategy's Expected Result/Impact: Expected Impact: Students and Parents will respond positively about the campus' safety and security measures in place. Staff Responsible for Monitoring: Staff Responsible for Monitoring: Janice Horace, Executive Assistant ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy	Formative			Summative
	Oct	Dec	Feb	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

Goal 2: FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working

Performance Objective 2: By the end of May 2025, MRWCL will reduce the internal recidivism rate from 45% to 35% for minor offenses and from 10% to 5% for major offenses.

High Priority

Indicators of Success: Discipline Data, Internal Recidivism Reports
Behavior Observation Data Tool Report





Strategy 1 Details	Reviews			
Strategy 1: Implement weekly safety and security meetings with identified staff to assess and address discipline issues that threaten the safety of the campus Strategy's Expected Result/Impact: Expected Impact: Reduce internal recidivism rate and campus-based discipline. Staff Responsible for Monitoring: Dr. Cozette Gaston, Principal and Lester Johnson, Assistant Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Oct	Dec	Feb	June
<div><div><div></div><div>0%</div></div>No Progress</div> <div><div><div></div><div>100%</div></div>Accomplished</div> <div><div><div></div></div>Continue/Modify</div> <div><div><div></div></div>Discontinue</div>				

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Performance Objective 1: By May 2025, MR Wood Center for Learning (DAEP) will retain at least 95% of the staff by deepening strategies centered around culture and climate.

High Priority
Indicators of Success: Quarterly Staff Survey Results

Strategy 1 Details	Reviews			
Strategy 1: Continue with the implementation of the campus-wide book study on collective efficacy to hone in on the belief concept of the students enrolled into MR Wood Center for Learning and the JJAEP. Strategy's Expected Result/Impact: Expected Impact: Increase the restorative practice and process on campus while addressing student behaviors and/or concerns. Our goal is to change the mindsets of students while they are in our care so that they can become better student citizens when they return to their home campuses. Staff Responsible for Monitoring: Dr. Nicole Turner, Lead Counselor Darrell Nickson, SPED Department Chair Dr. Cozette Church Gaston, Principal Leticia Kenney, JJAEP ELAR Teacher Katrina Buchanan, CTE Teacher TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Dec	Feb	June

Strategy 2 Details	Reviews			
Strategy 2: Facilitate professional development sessions centered around the following instructional strategies and practices: Clarity of Focus and the Fundamental Five. Strategy's Expected Result/Impact: Strategy's Expected Result/Impact: Expected Impact: Improve teaching and learning on the campus for increased student academic performance and growth Staff Responsible for Monitoring: Staff Responsible for Monitoring: Katrina Buchanan, Department Chair Dr. Cozette Church Gaston, Principal Lester Johnson, Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning - Targeted Support Strategy	Formative			Summative
	Oct	Dec	Feb	June
Strategy 3 Details	Reviews			
Strategy 3: Implement a Safety and Security Committee to meet weekly in effort to identify any safety and security issues on campus that need to be addressed, tightened, or celebrated. Strategy's Expected Result/Impact: Expected Impact: Maintain a safe teaching and learning environment on the campus. Staff Responsible for Monitoring: Staff Responsible for Monitoring: Darrell Nickson, Department Chair Wilson Williams, Lead Campus Control Lester Johnson, Assistant Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Oct	Dec	Feb	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 4: FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community

Performance Objective 1: To increase fluid communication with a 75% approval rating by the end of the 2024 - 2025 academic school year, MR Wood Center for Learning will enhance communication efforts through technological innovation such as Schoology and Microsoft Teams to increase parental and student awareness of the campus' programs and operations

High Priority

Indicators of Success: Campus-based Parent Surveys Results and Parent Climate MOY Climate Survey administered by the District.

Strategy 1 Details	Reviews			
Strategy 1: Routinely communicate with parents of enrolled students, teachers and staff, and community partners by using Schoology and Microsoft Teams (Monthly Virtual Meetings). Strategy's Expected Result/Impact: Strategy's Expected Result/Impact: Expected Impact: To increase communication on campus and off campus with stakeholders. Staff Responsible for Monitoring: Staff Responsible for Monitoring: Dr. Cozette Gaston, Principal (MicroSoft Teams) Teachers (Schoology) Counselors (Schoology and MicroSoft Teams) TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Dec	Feb	June

Strategy 2 Details	Reviews			
Strategy 2: Campus leaders will increase parental awareness on how Gifted and Talented (GT) students are serviced at the DAEP through on-going communication. Strategy's Expected Result/Impact: Formative: During monthly Virtual Parent Meetings, the DAEP will increase parental awareness on how GT students are serviced at the DAEP by communicating monthly through parent newsletters and virtual parent sessions via MicroSoft TEAMS or Zoom. Staff Responsible for Monitoring: Francesca Williams, Lead Counselor TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning - Targeted Support Strategy	Formative			Summative
	Oct	Dec	Feb	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

Goal 5: FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement

Performance Objective 1: By May 2025, MR Wood Center for Learning will increase the percentage of off-track students' academic recovery rate for students experiencing grade deficiencies and students experiencing HS course credit is' issues by 20% through the use of Edgenuity.

High Priority
Indicators of Success: Edgenuity's Course Completion, Grade Reports, Student Survey Results, and Parent Survey Results

Strategy 1 Details		Reviews			
Strategy 1: Provide campus-wide training on Edgenuity during in-service dates focusing on credit recovery and assignment repair. Strategy's Expected Result/Impact: Expected Impact: Assist students with recovering course credit while under the care of DAEP and JJAEP. Also, assist students with recovering failing grades through assignment repair so that they can experience success when they return to their home campus. The aforementioned will hopefully increase motivation and reduce the recidivism rate. Staff Responsible for Monitoring: Francesca Williams, Lead Counselor Natasha Bess, Counselor TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: SCE - 199 General Fund SCE		Formative			Summative
		Oct	Dec	Feb	June

0%

No Progress

100%

Accomplished

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Continue/Modify

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RDA Strategies

Goal	Performance Objective	Strategy	Description
1	1	1	As students enter and exit the facility, they will be assessed using TSI data for both Reading and Math.
1	1	2	Conduct regular weekly walk-throughs (5 Per Week,,, each administrator) to provide regular feedback to teachers in effort to improve the teaching and learning process.- Walkthroughs will be conducted using an electronic MicroSoft Forms walkthrough form.
1	2	1	Teachers will report students who have not attended class for 3 consecutive days to the administrative team and Student Attendance Specialist (SAS). The SAS will begin the tiered intervention process for truancy strategies.
1	2	2	Meet with the Attendance Committee weekly (1st two months and then bi-weekly) to identify students who are frequently absent and to identify strategies (Student Campus-Wide Acknowledgement, Shout Out Wall, Early Release, Pizza on the Patio, Movie Moment Fridays, etc.) and or incentives to improve overall student attendance.
2	1	1	Revisit and consistently implement the Behavior Observation Tool that will be utilized to routinely assess progress on the campus and in classrooms. This will allow us to identify programmatic areas of need, identify strengths, and improves the rate of responsiveness.
2	2	1	Implement weekly safety and security meetings with identified staff to assess and address discipline issues that threaten the safety of the campus

Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
1	1	1	As students enter and exit the facility, they will be assessed using TSI data for both Reading and Math.
1	1	2	Conduct regular weekly walk-throughs (5 Per Week,,, each administrator) to provide regular feedback to teachers in effort to improve the teaching and learning process.- Walkthroughs will be conducted using an electronic MicroSoft Forms walkthrough form.
1	2	1	Teachers will report students who have not attended class for 3 consecutive days to the administrative team and Student Attendance Specialist (SAS). The SAS will begin the tiered intervention process for truancy strategies.
1	2	2	Meet with the Attendance Committee weekly (1st two months and then bi-weekly) to identify students who are frequently absent and to identify strategies (Student Campus-Wide Acknowledgement, Shout Out Wall, Early Release, Pizza on the Patio, Movie Moment Fridays, etc.) and or incentives to improve overall student attendance.
2	1	1	Revisit and consistently implement the Behavior Observation Tool that will be utilized to routinely assess progress on the campus and in classrooms. This will allow us to identify programmatic areas of need, identify strengths, and improves the rate of responsiveness.
2	1	2	Implement student and parent surveys consistently and monthly regarding campus safety.
2	2	1	Implement weekly safety and security meetings with identified staff to assess and address discipline issues that threaten the safety of the campus
3	1	1	Continue with the implementation of the campus-wide book study on collective efficacy to hone in on the belief concept of the students enrolled into MR Wood Center for Learning and the JJAEP.
3	1	2	Facilitate professional development sessions centered around the following instructional strategies and practices: Clarity of Focus and the Fundamental Five.
3	1	3	Implement a Safety and Security Committee to meet weekly in effort to identify any safety and security issues on campus that need to be addressed, tightened, or celebrated.
4	1	2	Campus leaders will increase parental awareness on how Gifted and Talented (GT) students are serviced at the DAEP through on-going communication.
5	1	1	Provide campus-wide training on Edgenuity during in-service dates focusing on credit recovery and assignment repair.

Additional Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
3	1	3	Implement a Safety and Security Committee to meet weekly in effort to identify any safety and security issues on campus that need to be addressed, tightened, or celebrated.
5	1	1	Provide campus-wide training on Edgenuity during in-service dates focusing on credit recovery and assignment repair.

State Compensatory

Budget for MR Wood Center for Learning

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Funds will be used to pay for students who are at-risk of not graduating on time (Credit Recovery) services and Summer School (Tier II Instruction and Support). At this time, no funds have been allocated to the DAEP from the District.

Campus Funding Summary

199 General Fund SCE					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	SCE		\$0.00
Sub-Total					\$0.00

Addendums

LOC_DESCR	Location	POS #	POSN_DESCR	MAX HEADC	VACANT	LAST_NAME_SRCH	FIRST_NAME_S	JOB CODE	FTE	Column1	PIC	STATUS	.IDAY_SCHED
FERNDELL HE 038	FERNDELL HENRY	00010990	TEACHER HS ELA	1	0	OLIVER	REBECCA	T00275	1	199.11.1000.00.038.2024.28	28	A	187SEP

~~_ADMIN_PLCY_NB~~

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