Fort Worth Independent School District

043 Wedgwood 6Th Grade Center

2023-2024 Improvement Plan

Mission Statement

Creating equitable learning environments to ensure ALL students can reach their maximum potential.

Vision

Foster students' love for learning and support their social and emotional development.

Value Statement

At Wedgwood 6th Grade, we are focusing our values this year on cultivating an environment that fosters growth, nurtures community, and unlocks the boundless potential within each student. It is with immense dedication and unwavering commitment that our faculty and staff are devoted to realizing these core values and ensuring a holistic learning experience for all our students.

Our Core Values are: *Growth / Community / Potential*

Campus Goals: Positive School Culture and Effective Classroom Instruction

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Comprehensive Needs Assessment

Revised/Approved: August 7, 2023

Demographics

Demographics Summary

Looking for a middle school that prepares your child for college and career success while offering the uniqueness of a single grade level campus? Look no further than Wedgwood 6th Grade Center, the home of the Warriors and one of the best places to be in the Southwest Pyramid.

We offer advanced level courses, theatre arts, art, computer enrichment, and award-winning Band, Choir and Orchestra courses to position students for success. Additionally, our Accelerated Math course allows students to take 6th, 7th, and 8th grade Math and be on their way to taking Algebra 1 as a 7th grader earning high school credit.

Wedgwood 6th Grade Center is where every student and adult is empowered to reach their full potential, where fairness and belonging are prioritized, and where a sense of unity and belonging creates a vibrant and enriching learning experience for all. Together, we strive to build a brighter future for every member of our community.

While we are a small, single grade level campus, we are a big Wedgwood 6th family! We love our Southwest Pyramid and agree that Southwest is the Place to Be!

Student Population: 317

- Asian - 2.2%

- Black - 35.6%

- Hispanic - 51.7%

- Two or More - 4.1%

- White - 6.3%

Emergent Bilingual Students - 32.8%

- Languages Other than English and Spanish spoken by our students and families - 12 (ex. Burmese, Somali, Swahili, Lingala, Pashto)

Students receiving Special Education Services - 16.1%

Students receiving Dyslexia Services - 6%

Economically Disadvantaged - 91%

Due to an increasing number of charter schools in the area, the campus has seen a decrease in enrollment over the past 5 years. A District boundary change for the 2023-24 school year will also affect enrollment next year.

2018-19 - 434 students

2019-20 - 421 students

2020-21 - 351 students

2021-22 - 340 students

2022-23 - 316 students

2023-24 - 281 student projection due to boundary change

Demographics Strengths

Despite being a small campus, we have several activities and electives to keep students feeling connected to the campus community.

Our Clubs and Organizations consist of:

- American Heart Association Ambassadors

- Chess Club

- Fort Worth After School

- House Ambassadors

- Leadership Lab

- Mathletes

- Spelling Bee

- Student Council

- UIL Competitions

- Whiz Quiz

- Youth Voices 4 Change

Electives available to students include:

- Art

- Band - Alto Sax, Baritone, Bassoon, Clarinet, Flute, French Horn, Oboe, Percussion, Trombone, Trumpet, Tuba

- Choir - Tenor/Bass, Treble

- Computer Enrichment / Computer Technology

- Orchestra - Bass, Cellos, Violas, Violins

- Theatre Arts

We are very proud of our Fine Arts Programs this year for the following accomplishments:

Choir

6th grade All-City Honor Choir Auditions -

- 200 students in the district auditioned

- 13 Wedgwood 6th students made the All-City Honor Choir!!!

- The average number of students per campus was about 4

And...

- Our Tenor/Bass Choir scored a 1 "Superior" rating on their Pre-UIL stage performance

- Our Treble Choir scored a 2 "Excellent" rating

Orchestra

This year, FWISD is piloting a 6th grade Honor Orchestra

- Out of 14 students that tried out, 11 of our own MADE IT!

- We had the highest number of students out of any single program make the Honor Orchestra.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The campus has seen a decline in enrollment since 2018-19 when 434 students were enrolled to a 2023-24 projection of only 281 students.   **Root Cause:** With an increasing number of students opting to go to surrounding charter schools and a District boundary change, the campus has not created a plan of action to address strategies to reengage families before charter enrollment and at the beginning of the school year to find students who have not reported to campus.

Problem Statement 2 (Prioritized): Bil/ESL Support: EB students missed the Reading 2022 STAAR Target for percentage at Meets or above by 8% and Math 2022 STAAR Target for percentage at Meets or above by 22%. EB students were above the Academic Growth Score for Reading by 3% but missed the target for Academic Growth in Math by 11%.
Root Cause: The campus does not have consistent instructional practices across the campus to support all teachers in delivering quality Tier 1 instruction while incorporating best-practice strategies to support emergent bilingual students.

Student Learning

Student Learning Summary

The campus uses Beginning, Middle, and End-of-Year NWEA MAP data to provide us with a projection of student performance and growth for their STAAR assessments. Teachers and campus leadership use this information along with Interim assessments and campus-based assessments to engage in conversations with students about their academic performance and goal-setting.

From the NWEA MAP Resource - A Family Guide to MAP Growth...

How it works: MAP Growth is a computer-adaptive test. If your child answers a question correctly, the next question is more challenging. If they answer incorrectly, the next one is easier. This type of assessment challenges top performers without overwhelming students whose skills are below grade level.

What it measures: MAP Growth uses a RIT scale to accurately measure what students know, regardless of their grade level. It also measures growth over time, allowing you to track your child's progress throughout the school year and across multiple years. Once your child completes a MAP Growth test, they receive a RIT score.

Additionally at our campus, Reading and Math teachers engage in daily Professional Learning Community sessions to plan and practice lesson delivery, learn new best practices to support students, and study student data in order to make necessary adjustments for student learning.

Student Learning Strengths

Beginning of the year MAP data results for the 2022-23 school year:

Reading/Language Arts		Comparison Periods					Growth Evaluated Against					
		Fall 2021		Fall 2022		Growth	Grade Level Norms		Student Norms			
Grade (Fall 2022)	*Total Number of Growth Events‡*	*Mean RIT Score*	*Achievement Percentile*	*Mean RIT Score*	*Achievement Percentile*	*Observed Growth*	*Projected School Growth*	*School Conditional Growth Percentile*	*Number of Students With Growth Projections*	*Number of Students Who Met Their Growth Projection*	*Percentage of Students Who Met Growth Projection*	*Student Median Conditional Growth Percentile*
6	245	196.4	15	205.3	28	9	6.1	95	245	165	67	65
Asian	4	*		*		*			*			
Black	81	191.0	4	201.0	12	10	6.2	99	81	56	69	68
Hispanic	137	198.4	23	207.3	38	9	6.1	95	137	95	69	64

Reading/Language Arts		Comparison Periods				Growth	Growth Evaluated Against					
		Fall 2021		Fall 2022		Growth	Grade Level Norms		Student Norms			
Two or More	10	199.4	27	205.3	28	6	6.0	47	10	5	50	52
White	13	205.2	58	210.3	54	5	5.9	32	13	7	54	56

Math		Comparison Periods					Growth Evaluated Against					
		Fall 2021		Fall 2022		Growth	Grade Level Norms		Student Norms			
Grade (Fall 2022)	Total Number of Growth Events‡	Mean RIT Score	Achievement Percentile	Mean RIT Score	Achievement Percentile	Observed Growth	Projected School Growth	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	242	199.4	11	206.9	18	8	4.8	94	242	160	66	62
Asian	4	*		*					*			
Black	81	192.2	1	200.5	4	8	4.1	99	81	53	65	64
Hispanic	134	202.6	21	209.7	28	7	5.0	87	134	88	66	61
Two or More	10	201.1	16	208.8	25	8	4.9	94	10	7	70	55
White	13	208.0	48	214.2	50	6	5.5	65	13	8	62	58

Spring TEA Benchmark Online

Grade 6 Reading Benchmark		Percent Projected*		
Student Group	# of Testers	Approaches	Meets	Masters
All Students	308	46	17	4
Hispanic	157	46	18	4
African American	111	41	11	4
White	20	65	35	15
Asian	6	*		

Grade 6 Reading Benchmark		Percent Projected*		
Two or More	14	57	21	0
ED	279	46	17	4
EB	99	39	19	3
SE	42	10	7	2

Grade 6 Math Benchmark		Percent Projected*		
Student Group	# of Testers	Approaches	Meets	Masters
All Students	308	46	17	4
Hispanic	157	46	18	4
African American	111	41	11	4
White	20	65	35	15
Asian	6			
Two or More	13	77	31	0
ED	258	55	8	1
EB	93	48	10	0
SE	43	35	2	2

Grade 8 Math Benchmark		Percent Projected*		
Student Group	# of Testers	Approaches	Meets	Masters
All Students	18	78	39	0
Hispanic	14	71	29	0
African American	1			
White	3			
Asian				
Two or More				
ED	16	75	38	0
EB	8			
SE	0			

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): During the 2022-23 school year, the percentage of students at the Meets level for Reading and Math assessments is below 40% and the number of students at the Masters level is typically less than 5%. **Root Cause:** Campus instructional leaders need to provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for all students with emphasis on students with disabilities, English learners, and other student groups.

Problem Statement 2 (Prioritized): Bil/ESL Support: EB students missed the Reading 2022 STAAR Target for percentage at Meets or above by 8% and Math 2022 STAAR Target for percentage at Meets or above by 22%. EB students were above the Academic Growth Score for Reading by 3% but missed the target for Academic Growth in Math by 11%. **Root Cause:** The campus does not have consistent instructional practices across the campus to support all teachers in delivering quality Tier 1 instruction while incorporating best-practice strategies to support emergent bilingual students.

Problem Statement 3 (Prioritized): Special Education - Student Performance: Students were above the Reading 2022 STAAR Target for percentage at Meets or above by 6% but were below the Math 2022 STAAR Target for percentage at Meets or above by 9%. Students also met the Academic Growth Score for Reading at 19% but missed the target for Academic Growth in Math by 4%. **Root Cause:** The campus does not have consistent instructional practices across the campus to support all teachers in delivering quality Tier 1 instruction while incorporating best-practice strategies to support students through the special education program.

School Processes & Programs

School Processes & Programs Summary

The Principal improves campus leaders through regularly scheduled, job-embedded professional development consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles. Campus instructional leaders meet on a weekly basis to focus on student progress and formative data.

Teachers are provided with a Teacher Handbook at the beginning of the school year, and a review of key information is conducted in the middle of the year.

Leadership Teams for teachers to volunteer to be apart of in order to help make decisions for the campus. To be respectful of teachers time and commitment to supporting the campus, some committees are combined for monthly meetings especially if teachers serve on more than one committee.

- Instructional Leadership
- Student Support Team
- Site-Based Decision Making (SBDM) - staff vote on teachers who would like to serve on this team
- Camus Safety and Emergency Response Team
- Language Proficiency Assessment Committee (LPAC)
- Post-Secondary Team
- Ron Clark Culture Team

School Processes & Programs Strengths

The campus Reading and Math teachers meet daily with the Data Analyst, Instructional Coach, and Administrators as a Professional Learning Community (PLC). Science and Social Studies teachers engage in the PLC process every other week on Fridays to study student work, reflect on data, or learn about new best practices.

The campus has clear, written PLC Protocols with outlined expectations for each day.

The campus utilizes Canvas for:

- our Warriors Weekly Smore
- Lesson Plan submissions that follows one template for the campus with clear expectations
- Daily Advisory Lessons
- Meeting Information
- Resources (Campus and District)

Expectations and Look Fors by campus administration aligned to TTESS are shared in the Warriors Weekly Smore that is posted in Canvas and sent through Blackboard every Sunday. Campus Administrators follow the District proration guide to ensure all teachers receive walkthrough feedback and coaching regularly. The Campus Leadership Team also engages in bi-weekly calibration walks to observe campus trends and determine the focus for campus professional development.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 12 out of our 24 Teachers/Teacher Assistants were new to the campus for the 2022-23 school year. Due to having a small staff and few veteran teachers, mentors on campus are not always available to support new teachers regularly. The campus also only has 1 Instructional Coach with a defined number of teachers that she can support. **Root Cause:** The campus leadership team needs to implement targeted and personalized strategies to support and retain staff, particularly high-performing staff. The job-embedded professional development will provide teachers with the opportunity to learn best practices for adult learning, engage in deliberate modeling of strategies, and be supported through a ongoing cycle of observations and feedback.

Problem Statement 2 (Prioritized): Special Education: Discipline incidents through the 5th Six Weeks shows referrals are disproportionate for out-of-school suspensions with 65% being for Black students and 32% for Hispanic students. Additionally, the out of school suspension rate for students served by the special education program is 26%. Enrollment for the campus is 48% Hispanic and 39% Black. **Root Cause:** The campus does not have a system in place for all staff and students to address rewards and consequences, including restorative practices, and consistently implement the system with fidelity. The system will need to provide opportunities for all staff and students to be taught, practice, and reinforce behavioral expectations with a common language.

Perceptions

Perceptions Summary

Throughout the 2022-2023 school year, parents and guardians have been provided a variety of opportunities to be involved in the Wedgwood 6th Grade campus community and in the individual academic progress of their students. Some of these include: Open House, Meet the Teacher Night, Pyramid Night, Choir, Band, Orchestra, and Theater Performances, Coffee with Counselor, Donuts with Dad, Muffins with Mom, Parent Volunteers, Parent Portal, Individual Student Data Meetings, Site Based Decision Making Team, Special Services Parent Meetings, etc.

When student conflicts arise, the counselor and interventionist on campus have provided students with peer conflicts, restorative talks and restorative circles to allow students the opportunity to feel heard and understood. Students are given the opportunity to restore the relationship and move forward. Restorative Practice is being taught to our teaching staff as well for adaptation in the classroom. Although exact data is not available, RP is highly effective in decreasing conflict in most peer conflict situations.

To address the issue of bullying, information about student behavioral expectations and bullying was presented at the beginning of the year in combination with Safe and Supportive Schools. Students are encouraged to report bullying behaviors and ask trusted adults for assistance and support. Additionally, the counselor and interventionist utilize Restorative Practices to de-escalate and prevent peer conflicts restoring student relationships.Other situations require a different approach such as an individual student conversations, Cease and Desist Contracts, and No Bullying Contracts. Student Support Plans, FRC Referrals, and Parent-Teacher-Student Conferences are some of the discipline management techniques used on our campus and as listed in the FWISD Student Code of Conduct pp. 12-13.

Perceptions Strengths

The campus has several support staff positions on campus to assist parents and students:

- Family Engagement Specialist
- Counselor
- Diagnostician
- Speech Therapist
- Social Services Specialist
- Intervention Specialist
- FWISD Navigator
- Data Analyst
- Instructional Coach
- 3 University Instructor Tutors
- Campus Monitor

With 13 languages other than English spoken in the homes of our students, the campus tried to ensure that our non-English speaking families have access to campus information. Information is provided in multiple languages through a translation services, the Language Line or Catholic Charities support is utilized when phone calls or meetings need to be set up, and the Wedgwood 6th Parent Newsletter sent weekly is available in multiple language using Google translate for Smore.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Attendance through the 5th Six Weeks is at 92.0% for All Students, 93.3% for Hispanic students, 90.0% for African American students, and 92.8% for White students.   **Root Cause:** The campus does not have a well-defined attendance monitoring system to proactive support families and work with students to discuss the

importance of attendance and the effects on student learning.

Problem Statement 2 (Prioritized): Parents have expressed wanting additional resources to assist them with their children's school work at home and would like more conversations regarding their child's performance besides second semester data reviews.   **Root Cause:** The campus needs to create an inclusive and welcoming environment that engages all families in critical aspects of student learning, and systems should be put in place to engage families on a regular basis about their child's performance in a positive, constructive, and personalized way, including their child's college and career preparation and postsecondary success.

Problem Statement 3: The campus has seen a decline in enrollment since 2018-19 when 434 students were enrolled to a 2023-24 projection of only 281 students.   **Root Cause:** With an increasing number of students opting to go to surrounding charter schools and a District boundary change, the campus has not created a plan of action to address strategies to reengage families before charter enrollment and at the beginning of the school year to find students who have not reported to campus.

Priority Problem Statements

Problem Statement 1: During the 2022-23 school year, the percentage of students at the Meets level for Reading and Math assessments is below 40% and the number of students at the Masters level is typically less than 5%.

Root Cause 1: Campus instructional leaders need to provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for all students with emphasis on students with disabilities, English learners, and other student groups.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Parents have expressed wanting additional resources to assist them with their children's school work at home and would like more conversations regarding their child's performance besides second semester data reviews.

Root Cause 2: The campus needs to create an inclusive and welcoming environment that engages all families in critical aspects of student learning, and systems should be put in place to engage families on a regular basis about their child's performance in a positive, constructive, and personalized way, including their child's college and career preparation and postsecondary success.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Attendance through the 5th Six Weeks is at 92.0% for All Students, 93.3% for Hispanic students, 90.0% for African American students, and 92.8% for White students.

Root Cause 3: The campus does not have a well-defined attendance monitoring system to proactive support families and work with students to discuss the importance of attendance and the effects on student learning.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Bil/ESL Support: EB students missed the Reading 2022 STAAR Target for percentage at Meets or above by 8% and Math 2022 STAAR Target for percentage at Meets or above by 22%. EB students were above the Academic Growth Score for Reading by 3% but missed the target for Academic Growth in Math by 11%.

Root Cause 4: The campus does not have consistent instructional practices across the campus to support all teachers in delivering quality Tier 1 instruction while incorporating best-practice strategies to support emergent bilingual students.

Problem Statement 4 Areas: Demographics - Student Learning

Problem Statement 5: Special Education: Discipline incidents through the 5th Six Weeks shows referrals are disproportionate for out-of-school suspensions with 65% being for Black students and 32% for Hispanic students. Additionally, the out of school suspension rate for students served by the special education program is 26%. Enrollment for the campus is 48% Hispanic and 39% Black.

Root Cause 5: The campus does not have a system in place for all staff and students to address rewards and consequences, including restorative practices, and consistently implement the system with fidelity. The system will need to provide opportunities for all staff and students to be taught, practice, and reinforce behavioral expectations with a common language.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Special Education - Student Performance: Students were above the Reading 2022 STAAR Target for percentage at Meets or above by 6% but were below the Math 2022 STAAR Target for percentage at Meets or above by 9%. Students also met the Academic Growth Score for Reading at 19% but missed the target for Academic Growth in

Math by 4%.

Root Cause 6: The campus does not have consistent instructional practices across the campus to support all teachers in delivering quality Tier 1 instruction while incorporating best-practice strategies to support students through the special education program.

Problem Statement 6 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

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
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

District Goals

District Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 1: Increase the percentage of Grade 6 students who meet or exceed projected growth on MAP Growth Reading from 47% to 52% by May 2024.

Increase the percentage of Hispanic students who meet or exceed projected growth on MAP Growth Reading from 46% to 51% by May 2024.

Evaluation Data Sources: NWEA MAP

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students through developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

Strategy's Expected Result/Impact: Performance objectives will be met - meet or exceed identified Lexia PowerUp usage minutes, NWEA MAP Growth

Staff Responsible for Monitoring: ILT

TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Ensure that 100% of required teachers/staff enroll, attend, and progress through foundational and follow-up professional learning provided by the Literacy department or through campus support.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers, Campus Instructional Coach, Campus Data Leader, Campus Administrators **Provider / Presenter / Person Responsible:** Literacy Department; Vendor **Date(s) / Timeframe:** Ongoing **Collaborating Departments:** Literacy Department **Delivery Method:** Face-to-Face				

Action Step 2 Details	Reviews			
Action Step 2: Monitor the weekly implementation of Lexia PowerUp usage by teachers and students to ensure that at least 50% of students have progressed into Intermediate or Advanced levels for Word Study, Grammar, and Comprehension.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers and Students **Provider / Presenter / Person Responsible:** Teachers, Leadership Team, Vendor **Date(s) / Timeframe:** May 2024 **Collaborating Departments:** Literacy Department **Delivery Method:** Face-to-Face; Online platform **Funding Sources:** Instructional Materials to be used with students - SCE (199 PIC 24) - 199-11-6399-001-043-24-273-000000- - $2,000, Resources to support students in small group tutoring - SPED (199 PIC 23) - - $2,259				

0% **No Progress**   100% **Accomplished**   → **Continue/Modify**   ✕ **Discontinue**

Strategy 2: Improve the quality of Tier 1 instruction through PLCs in all content areas to include culturally responsive and linguistically accommodating instruction with standards-aligned planning, lesson planning/delivery, and performance data.

Strategy's Expected Result/Impact: The ILT will meet performance objectives, monitor CIP and TIP implementation, and hold task owners accountable for execution of the work.

Staff Responsible for Monitoring: ILT

TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Develop a PLC calendar with allocated time to develop engaging and rigorous lessons based on student needs with district-approved resources and data. **Intended Audience:** Teachers, Campus Instructional Coach, Campus Data Leader, Campus Administrators **Provider / Presenter / Person Responsible:** Instructional Leadership Team **Date(s) / Timeframe:** August 2023 - May 2024 **Collaborating Departments:** Literacy Department **Delivery Method:** Face-to-Face **Funding Sources:** Campus Data Leader - Title I (211) - 211-13-6119-04N-043-30-510-000000-24F10 - $78,000, Instructional materials aligned to support small group learning - Gifted & Talented (199 PIC 21) - - $350	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Action Step 2 Details	Reviews			
Action Step 2: Ensure that at least 70% of Reading PLC time is focused on lesson internalization, planning, and practice for myPerspectives/SAVVAS lessons. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Campus Instructional Coach, Campus Data Leader, Campus Administrator **Date(s) / Timeframe:** May 2024 **Collaborating Departments:** Literacy Department **Delivery Method:** Face-to-Face	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: During the 2022-23 school year, the percentage of students at the Meets level for Reading and Math assessments is below 40% and the number of students at the Masters level is typically less than 5%.   **Root Cause**: Campus instructional leaders need to provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for all students with emphasis on students with disabilities, English learners, and other student groups.

District Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 1: Increase the percentage of Grade 6 students who meet or exceed projected growth on MAP Growth Mathematics from 41% to 50% by May 2024.

Increase the percentage of African American students who meet or exceed projected growth on MAP Growth Mathematics from 37% to 42% by May 2024.

> **Evaluation Data Sources:** NWEA MAP

Strategy 1: Improve Tier 1 Math instruction using Carnegie Math to focus on the Develop component of instruction by utilizing FWISD PLC, Instructional, Math and Literacy Frameworks to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

> **Strategy's Expected Result/Impact:** Performance objectives will be met - meet or exceed identified Lexia PowerUp usage minutes, NWEA MAP Growth

> **Staff Responsible for Monitoring:** ILT

> **TEA Priorities:**
> Improve low-performing schools
> - **ESF Levers:**
> Lever 3: Positive School Culture, Lever 5: Effective Instruction

> **Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Ensure that 100% of required teachers/staff enroll, attend, and progress through foundational and follow-up professional learning for math through Carnegie and the campus.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers, Campus Instructional Coach, Campus Data Leader, Campus Administrator **Provider / Presenter / Person Responsible:** Math Department; Vendor **Date(s) / Timeframe:** Ongoing **Collaborating Departments:** Math Department **Delivery Method:** Face-to-Face				

Action Step 2 Details	Reviews			
Action Step 2: Monitor the weekly implementation of MATHia usage by teachers and students to ensure that students are progressing with session reports.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** Teachers, Leadership Team, Vendor **Date(s) / Timeframe:** May 2024 **Collaborating Departments:** Math Department **Delivery Method:** Face-to-Face; Online platform **Funding Sources:** Instructional materials to support implementation - SPED (199 PIC 23) - - $2,100, Supplies - CTE (199 PIC 22) - - $2,000				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Strategy 2: Improve the quality of Tier 1 instruction through PLCs in all content areas to include culturally responsive and linguistically accommodating instruction with standards-aligned planning, lesson planning/delivery, and performance data.

Strategy's Expected Result/Impact: The ILT will meet performance objectives, monitor CIP and TIP implementation, and hold task owners accountable for execution of the work.

Staff Responsible for Monitoring: ILT

TEA Priorities:
Recruit, support, retain teachers and principals, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Develop a PLC calendar with allocated time to develop engaging and rigorous lessons based on student needs with district-approved resources and data.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers, Campus Instructional Coach, Campus Data Leader, Campus Administrators **Provider / Presenter / Person Responsible:** Instructional Leadership Team **Date(s) / Timeframe:** August 2023 - May 2024 **Collaborating Departments:** Math Department **Delivery Method:** Face-to-Face				

Action Step 2 Details	Reviews			
Action Step 2: Ensure that at least 70% of Math PLCs focus on lesson internalization, planning, and practice for Carnegie fidelity.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers, Instructional Leadership Team **Provider / Presenter / Person Responsible:** Campus Instructional Coach, Campus Data Leader, Administrators **Date(s) / Timeframe:** May 2024 **Collaborating Departments:** Math Department **Delivery Method:** Face-to-Face				

0% **No Progress**   100% **Accomplished**   → **Continue/Modify**   ✕ **Discontinue**

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: During the 2022-23 school year, the percentage of students at the Meets level for Reading and Math assessments is below 40% and the number of students at the Masters level is typically less than 5%. **Root Cause**: Campus instructional leaders need to provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for all students with emphasis on students with disabilities, English learners, and other student groups.

District Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 1: Increase the percentage of 6th grade students scoring at MEETS or above on STAAR Reading from 26% to 31% by May 2024.

Increase the percentage of Hispanic students scoring at MEETS or above on STAAR Reading from 26% to 31% by May 2024.

High Priority

Evaluation Data Sources: Interim campus/district assessments, STAAR

Strategy 1: Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, formative and summative assessments, from the Curriculum Framework in all courses for all students.

Strategy's Expected Result/Impact: Lessons and student work observed are aligned to the appropriate level of rigor for the standard. Coaching conversations documented in STRIVE and NTC reports will demonstrate job embedded instructional coaching focused on Tier 1 instruction and equity.

Staff Responsible for Monitoring: ILT

TEA Priorities:
Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Demographics 2 - Student Learning 1, 2, 3 - School Processes & Programs 2

Action Step 1 Details	Reviews			
Action Step 1: Purchase resources for teachers to use with students. Teachers will also receive professional development on best practices on how to effectively integrate resources in the classroom.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** Instructional Leadership Team; Vendor **Date(s) / Timeframe:** August 2023 - February 2024 **Collaborating Departments:** Literacy Department **Delivery Method:** Face-to-Face **Funding Sources:** Supplies for instruction - Gifted & Talented (199 PIC 21) - - $357				

Action Step 2 Details	Reviews			
Action Step 2: Develop a calibration walk and observation cycle with feedback for Reading instruction aligned to myPerspectives/SAVVAS content, and track weekly walkthroughs in Eduphoria Strive.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers, Instructional Leadership Team **Provider / Presenter / Person Responsible:** Campus Instructional Coach, Campus Data Leader, Administrators **Date(s) / Timeframe:** Ongoing **Collaborating Departments:** Literacy Department **Delivery Method:** Face-to-Face				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Bil/ESL Support: EB students missed the Reading 2022 STAAR Target for percentage at Meets or above by 8% and Math 2022 STAAR Target for percentage at Meets or above by 22%. EB students were above the Academic Growth Score for Reading by 3% but missed the target for Academic Growth in Math by 11%. **Root Cause**: The campus does not have consistent instructional practices across the campus to support all teachers in delivering quality Tier 1 instruction while incorporating best-practice strategies to support emergent bilingual students.

Student Learning
Problem Statement 1: During the 2022-23 school year, the percentage of students at the Meets level for Reading and Math assessments is below 40% and the number of students at the Masters level is typically less than 5%. **Root Cause**: Campus instructional leaders need to provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for all students with emphasis on students with disabilities, English learners, and other student groups.
Problem Statement 2: Bil/ESL Support: EB students missed the Reading 2022 STAAR Target for percentage at Meets or above by 8% and Math 2022 STAAR Target for percentage at Meets or above by 22%. EB students were above the Academic Growth Score for Reading by 3% but missed the target for Academic Growth in Math by 11%. **Root Cause**: The campus does not have consistent instructional practices across the campus to support all teachers in delivering quality Tier 1 instruction while incorporating best-practice strategies to support emergent bilingual students.
Problem Statement 3: Special Education - Student Performance: Students were above the Reading 2022 STAAR Target for percentage at Meets or above by 6% but were below the Math 2022 STAAR Target for percentage at Meets or above by 9%. Students also met the Academic Growth Score for Reading at 19% but missed the target for Academic Growth in Math by 4%. **Root Cause**: The campus does not have consistent instructional practices across the campus to support all teachers in delivering quality Tier 1 instruction while incorporating best-practice strategies to support students through the special education program.

School Processes & Programs
Problem Statement 2: Special Education: Discipline incidents through the 5th Six Weeks shows referrals are disproportionate for out-of-school suspensions with 65% being for Black students and 32% for Hispanic students. Additionally, the out of school suspension rate for students served by the special education program is 26%. Enrollment for the campus is 48% Hispanic and 39% Black. **Root Cause**: The campus does not have a system in place for all staff and students to address rewards and consequences, including restorative practices, and consistently implement the system with fidelity. The system will need to provide opportunities for all staff and students to be taught, practice, and reinforce behavioral expectations with a common language.

District Goal 3: CCMR
Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 2: Increase the percentage of 6th grade students scoring at MEETS or above on STAAR Math from 19% to 24% by May 2024.

Increase the percentage of African American students scoring at MEETS or above on STAAR Math from 8% to 13% by May 2024.

Evaluation Data Sources: Interim campus/district assessments, STAAR

Strategy 1: Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, formative and summative assessments, from the Curriculum Framework in all courses for all students.

Strategy's Expected Result/Impact: Lessons and student work observed are aligned to the appropriate level of rigor for the standard. Coaching conversations documented in STRIVE and NTC reports will demonstrate job embedded instructional coaching focused on Tier 1 instruction and equity.

Staff Responsible for Monitoring: ILT

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction

Problem Statements: Demographics 2 - Student Learning 1, 2, 3 - School Processes & Programs 2

Action Step 1 Details	Reviews			
Action Step 1: Purchase resources for teachers to use with students. Teachers will receive professional development on best practices on how to effectively integrate resources in the classroom.	**Formative**			**Summative**
Intended Audience: Teachers; Instructional Leadership Team	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Instructional Leadership Team; Vendor				
Date(s) / Timeframe: August 2023 - February 2024				
Collaborating Departments: Math Department				
Delivery Method: Face-to-Face				
Funding Sources: Supplies to support instruction - SCE (199 PIC 24) - 199-11-6396-001-043-24-273-000000- - $2,318				

Action Step 2 Details	Reviews			
Action Step 2: Develop a calibration walk and observation cycle with feedback for Math instruction aligned to Carnegie and MATHia content, and track weekly walkthroughs in Eduphoria Strive.	**Formative**			**Summative**
Intended Audience: Teachers, Leadership Team	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Campus Instructional Coach, Campus Data Leader, Administrators				
Date(s) / Timeframe: May 2024				
Collaborating Departments: Math Department				
Delivery Method: Face-to-Face				

Action Step 3 Details	Reviews			
Action Step 3: Provide extended day learning opportunities for students.	**Formative**			**Summative**
Intended Audience: Students and Teachers	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Teachers				
Date(s) / Timeframe: October 2023 - May 2024				
Delivery Method: Face-to-Face				
Funding Sources: Materials for tutoring - CTE (199 PIC 22) - - $812				

0% No Progress	100% Accomplished	➡ Continue/Modify	✕ Discontinue

School Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Bil/ESL Support: EB students missed the Reading 2022 STAAR Target for percentage at Meets or above by 8% and Math 2022 STAAR Target for percentage at Meets or above by 22%. EB students were above the Academic Growth Score for Reading by 3% but missed the target for Academic Growth in Math by 11%. **Root Cause**: The campus does not have consistent instructional practices across the campus to support all teachers in delivering quality Tier 1 instruction while incorporating best-practice strategies to support emergent bilingual students.

Student Learning
Problem Statement 1: During the 2022-23 school year, the percentage of students at the Meets level for Reading and Math assessments is below 40% and the number of students at the Masters level is typically less than 5%. **Root Cause**: Campus instructional leaders need to provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for all students with emphasis on students with disabilities, English learners, and other student groups.
Problem Statement 2: Bil/ESL Support: EB students missed the Reading 2022 STAAR Target for percentage at Meets or above by 8% and Math 2022 STAAR Target for percentage at Meets or above by 22%. EB students were above the Academic Growth Score for Reading by 3% but missed the target for Academic Growth in Math by 11%. **Root Cause**: The campus does not have consistent instructional practices across the campus to support all teachers in delivering quality Tier 1 instruction while incorporating best-practice strategies to support emergent bilingual students.

Student Learning

Problem Statement 3: Special Education - Student Performance: Students were above the Reading 2022 STAAR Target for percentage at Meets or above by 6% but were below the Math 2022 STAAR Target for percentage at Meets or above by 9%. Students also met the Academic Growth Score for Reading at 19% but missed the target for Academic Growth in Math by 4%.   **Root Cause**: The campus does not have consistent instructional practices across the campus to support all teachers in delivering quality Tier 1 instruction while incorporating best-practice strategies to support students through the special education program.

School Processes & Programs

Problem Statement 2: Special Education: Discipline incidents through the 5th Six Weeks shows referrals are disproportionate for out-of-school suspensions with 65% being for Black students and 32% for Hispanic students. Additionally, the out of school suspension rate for students served by the special education program is 26%. Enrollment for the campus is 48% Hispanic and 39% Black.   **Root Cause**: The campus does not have a system in place for all staff and students to address rewards and consequences, including restorative practices, and consistently implement the system with fidelity. The system will need to provide opportunities for all staff and students to be taught, practice, and reinforce behavioral expectations with a common language.

District Goal 4: Learning Environment (based on the BOE constraints)
Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 36% to 31% by May 2024.

Decrease the number and percentage of African American students who have excessive absences (1 or more courses below 90% attendance) from 17.9% to 12% by May 2024.

Evaluation Data Sources: Attendance

Strategy 1: Align and leverage programs, resources, and systems of support to improve daily attendance, improve response to discipline, increase parent/school engagement, and improve outcomes on community/student/staff surveys.

Strategy's Expected Result/Impact: Performance objectives met

Staff Responsible for Monitoring: ILT

TEA Priorities:
Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 2 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Provide incentives for students and staff to improve attendance.	**Formative**			**Summative**
Intended Audience: Students, Staff, Parents/Families	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Staff				
Date(s) / Timeframe: October 2023 - May 2024				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

School Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Special Education: Discipline incidents through the 5th Six Weeks shows referrals are disproportionate for out-of-school suspensions with 65% being for Black students and 32% for Hispanic students. Additionally, the out of school suspension rate for students served by the special education program is 26%. Enrollment for the campus is 48% Hispanic and 39% Black.   **Root Cause**: The campus does not have a system in place for all staff and students to address rewards and consequences, including restorative practices, and consistently implement the system with fidelity. The system will need to provide opportunities for all staff and students to be taught, practice, and reinforce behavioral expectations with a common language.

Perceptions
Problem Statement 1: Attendance through the 5th Six Weeks is at 92.0% for All Students, 93.3% for Hispanic students, 90.0% for African American students, and 92.8% for White students.   **Root Cause**: The campus does not have a well-defined attendance monitoring system to proactive support families and work with students to discuss the importance of attendance and the effects on student learning.

District Goal 4: Learning Environment (based on the BOE constraints)
Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 2: Decrease the overall number of discipline referrals by school personnel from 135 to 100 by May 2024.

Decrease the umber of discipline referrals by school personnel for African American students from 84 to 60 by May 2024.

Evaluation Data Sources: FOCUS discipline data, ADQ Cycle Reports

Strategy 1: Cultivate safe, supportive and equitable learning environments grounded in the learner and culture descriptors as defined by the FWISD Instructional Framework. Principal will monitor CIP and TIP implementation and hold task owners accountable for execution of the work.

Strategy's Expected Result/Impact: Performance objectives met

Staff Responsible for Monitoring: ILT

TEA Priorities:
Improve low-performing schools
 - ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 2 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Campus leaders will work with teachers to develop campus-wide systems based on attending the Ron Clark Academy/	**Formative**			**Summative**
Intended Audience: Teachers; Leadership Team **Provider / Presenter / Person Responsible:** Ron Clark Campus Team; Vendor - Ron Clark Academy **Date(s) / Timeframe:** August 2023 - July 2024 **Delivery Method:** Face-to-Face	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Create visuals to display around campus. Develop systems that will be uniform across the campus to address the new practices and polices aligned to our campus Mission, Vision, Values, and Goals.	**Formative**			**Summative**
Intended Audience: Teachers, Staff, Leadership Team	Nov	Jan	Mar	June

Provider / Presenter / Person Responsible: Ron Clark Campus Team; Instructional Leadership Team
Date(s) / Timeframe: August 2023 - May 2024
Delivery Method: Face-to-Face

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

School Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Special Education: Discipline incidents through the 5th Six Weeks shows referrals are disproportionate for out-of-school suspensions with 65% being for Black students and 32% for Hispanic students. Additionally, the out of school suspension rate for students served by the special education program is 26%. Enrollment for the campus is 48% Hispanic and 39% Black.   **Root Cause**: The campus does not have a system in place for all staff and students to address rewards and consequences, including restorative practices, and consistently implement the system with fidelity. The system will need to provide opportunities for all staff and students to be taught, practice, and reinforce behavioral expectations with a common language.

Perceptions
Problem Statement 1: Attendance through the 5th Six Weeks is at 92.0% for All Students, 93.3% for Hispanic students, 90.0% for African American students, and 92.8% for White students.   **Root Cause**: The campus does not have a well-defined attendance monitoring system to proactive support families and work with students to discuss the importance of attendance and the effects on student learning.

District Goal 4: Learning Environment (based on the BOE constraints)
Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 3: Decrease the number of out of school suspensions for African American students from 13.5% to 10% by May 2024.

    Evaluation Data Sources: Attendance, Grades, Discipline Referrals

Strategy 1: Cultivate safe, supportive, and equitable learning environments grounded in the learner and culture descriptors as defined by the FWISD Instructional Framework.

    Strategy's Expected Result/Impact: Performance Objectives Met

    Staff Responsible for Monitoring: ILT

    TEA Priorities:
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture, Lever 5: Effective Instruction

    Problem Statements: School Processes & Programs 2 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Provide professional development to teachers/staff to learn and practice how to cultivate safe, supportive, and equitable learning environments.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers/Staff, Campus Instructional Coach, Administrators **Provider / Presenter / Person Responsible:** Student Services Department; Restorative Practices Department; Vendor **Date(s) / Timeframe:** August 2023 - May 2024 **Collaborating Departments:** Equity and Excellence Department **Delivery Method:** Face-to-Face				

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

School Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 2: Special Education: Discipline incidents through the 5th Six Weeks shows referrals are disproportionate for out-of-school suspensions with 65% being for Black students and 32% for Hispanic students. Additionally, the out of school suspension rate for students served by the special education program is 26%. Enrollment for the campus is 48% Hispanic and 39% Black. **Root Cause**: The campus does not have a system in place for all staff and students to address rewards and consequences, including restorative practices, and consistently implement the system with fidelity. The system will need to provide opportunities for all staff and students to be taught, practice, and reinforce behavioral expectations with a common language.

Perceptions
Problem Statement 1: Attendance through the 5th Six Weeks is at 92.0% for All Students, 93.3% for Hispanic students, 90.0% for African American students, and 92.8% for White students.   **Root Cause**: The campus does not have a well-defined attendance monitoring system to proactive support families and work with students to discuss the importance of attendance and the effects on student learning.

District Goal 4: Learning Environment (based on the BOE constraints)
Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 4: Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 10 to 20 by May 2024.

    Evaluation Data Sources: Student and Parent Surveys, Sign-in Sheets, Volunteers

Strategy 1: Create an inclusive and welcoming environment that engages all families in critical aspects of student learning by ensuring equity in personalizing the supports for addressing social, emotional, and academic needs in addition to college and career preparation and postsecondary success.

    Strategy's Expected Result/Impact: Performance objectives met

    Staff Responsible for Monitoring: ILT, Family Engagement Specialist, Support Staff

    TEA Priorities:
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture

    Problem Statements: Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: Create and share a calendar of events designed to engage parents and students.	**Formative**			**Summative**
Intended Audience: Parents/Families	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Administrators; Family Engagement Specialist				
Date(s) / Timeframe: August 2023 - May 2024				
Collaborating Departments: Parent and Family Engagement				
Delivery Method: Face-to-Face; Online platforms				

Action Step 2 Details	Reviews			
Action Step 2: Host a series of workshops throughout the year to support parents with reading and understanding data reports (report cards, attendance, MAP, STAAR, Lexia PowerUP, MATHia, etc). Help parents with resources to support students at home.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Family Engagement Specialist, Staff, and Parents/Families **Provider / Presenter / Person Responsible:** Campus Data Leader; Family Engagement Specialist; Teachers; Administrators **Date(s) / Timeframe:** August 2023 - May 2024 **Collaborating Departments:** Parent and Family Engagement **Delivery Method:** Face-to-Face **Funding Sources:** Parent Night Events - Parent Engagement - 211-61-6399-04L-043-30-510-000000-24F10 - $500, Parent Night Snacks - Parent Engagement - 211-61-6499-04L-043-30-510-000000-24F10 - $1,150				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

School Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 2: Parents have expressed wanting additional resources to assist them with their children's school work at home and would like more conversations regarding their child's performance besides second semester data reviews. **Root Cause**: The campus needs to create an inclusive and welcoming environment that engages all families in critical aspects of student learning, and systems should be put in place to engage families on a regular basis about their child's performance in a positive, constructive, and personalized way, including their child's college and career preparation and postsecondary success.

Campus Funding Summary

				Title I (211)			
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	1	2	1	Campus Data Leader	Data Analyst	211-13-6119-04N-043-30-510-000000-24F10	$78,000.00
						Sub-Total	$78,000.00
						Budgeted Fund Source Amount	$75,731.80
						+/- Difference	-$2,268.20

				SCE (199 PIC 24)			
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	1	1	2	Instructional Materials to be used with students	Supplies and materials for instructional use	199-11-6399-001-043-24-273-000000-	$2,000.00
3	2	1	1	Supplies to support instruction	Technology for instructional use	199-11-6396-001-043-24-273-000000-	$2,318.00
						Sub-Total	$4,318.00
						Budgeted Fund Source Amount	$4,318.00
						+/- Difference	$0.00

				Parent Engagement			
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
4	4	1	2	Parent Night Snacks	Snacks for Parents to promote participation	211-61-6499-04L-043-30-510-000000-24F10	$1,150.00
4	4	1	2	Parent Night Events	Supplies and materials for parental involvement	211-61-6399-04L-043-30-510-000000-24F10	$500.00
						Sub-Total	$1,650.00
						Budgeted Fund Source Amount	$1,650.00
						+/- Difference	$0.00

Gifted & Talented (199 PIC 21)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	2	1	Instructional materials aligned to support small group learning	GENERAL SUPPLIES		$350.00
3	1	1	1	Supplies for instruction	GENERAL SUPPLIES		$357.00
						Sub-Total	$707.00
					Budgeted Fund Source Amount		$707.00
					+/- Difference		$0.00

CTE (199 PIC 22)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	1	1	2	Supplies	GENERAL SUPPLIES		$2,000.00
3	2	1	3	Materials for tutoring	TECHNOLOGY < $5000		$812.00
						Sub-Total	$2,812.00
					Budgeted Fund Source Amount		$2,812.00
					+/- Difference		$0.00

SPED (199 PIC 23)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	2	Resources to support students in small group tutoring	INSTRUCTIONAL MATERIALS		$2,259.00
2	1	1	2	Instructional materials to support implementation	INSTRUCTIONAL MATERIALS		$2,100.00
						Sub-Total	$4,359.00
					Budgeted Fund Source Amount		$4,359.00
					+/- Difference		$0.00
					Grand Total Budgeted		$89,577.80
					Grand Total Spent		$91,846.00
					+/- Difference		-$2,268.20

Addendums

Wedgwood 6th Grade Center
2023-2024 School-Parent Compact

Wedgwood 6th Grade is funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA). Under this act, Wedgwood 6th Grade and the parents of the students participating in activities, services, and programs funded by Title I, agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement. The school and parents will build and develop a partnership that will help children achieve the State's high standards. Title I law requires schools that receive federal financial support to sign a compact with parents indicating their support of the school academic program, and building procedures. This school-parent compact will be in effect during the 2023– 2024 school year.

Wedgwood 6th Grade is your school, a reflection of your community and its standards. Student behaviors, their willingness to learn and self improve are essential to the highest level of academic achievment. The staff of Wedgwood 6th Grade are committed to providing the highest quality education for all students with your assistance.

Please read the information below and pledge your support by signing. Thank you.

Teacher and School Responsibilities

Wedgwood 6th Grade will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables all students to meet the State's academic achievement standards.
2. Hold parent and teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
3. Provide parents with frequent reports on their child's progress through progress reports, note home and use of the District's Parent Portal system.
4. Provide parents reasonable access to staff by providing each parent with a course syllabus at the beginning of the year with:
   - Conference times
   - Tutoring schedules
5. Provide parents with different opportunities throughout the year to volunteer and participate in their child's class, to observe classroom activities, and be involved in campus activites.

Teacher Signature: _____   Date: _____

Principal Signature: _*Dr. Cheryl Johnson*_   Date: __08-08-2023____

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- o Monitor my child's attendance.
- o Make sure homework is completed and turned in on time.
- o Volunteer at my child's campus when and if I can.
- o Participate, as appropriate, in decisions relating to my child's education.
- o Promote positive use of my child's extracurricular time.
- o Monitor the use of social media, which could impact school behaviors.
- o Stay informed about my child's education by communicating with the school and promptly reading all notices from the school or the district received either by my child or by mail and responding appropriately.

Parent Signature: _____   Date: _____

Student Responsiblities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards.

- o Do my homework every day and ask for help when needed.
- o Work on MATHia, Lexia PowerUP, or read at least 30 minutes every day outside of school time.
- o Give to my parents or guardian all notices and information received by me from my school.
- o Participate in at least one school-related event or organization.

Student Signature: _____   Date: _____

TITLE 1 FAMILY ENGAGEMENT POLICY

Statement of Purpose

The purpose of Wedgwood 6ᵗʰ Grade Center's parent and family engagement policy is to create a positive learning environment that is supportive and collaborative for all students, parents, and the community. Therefore, parental engagement activities are scheduled throughout the school year to foster this collaboration. Many of these activities will focus on the improvement of student achievement socially and academically. As a result, learning strategies will be shared with parents in order to improve student achievement and address the needs of all students.

Developing the Policy

The Parent and Family Engagement Policy is developed and reviewed annually by the Site Based Decision Making Team (SBDM). This team consists of a group of parents and campus staff that meet to plan, implement, and review the policy. Meetings are conducted on the school campus at a convenient time for parents.

Annual Meeting

In order to ensure parent participation during the annual meeting, this meeting will be conducted as a part of our yearly Open House event. During this meeting, school test data, parental and family engagement activities, school curriculum and school procedures will be shared. In addition, families will be given an opportunity to make suggestions regarding improving participation in parental and family activities.

School-Parent Compact

A School-Parent Compact for each student will be issued during the Title 1 Parent Meeting. Some meetings may be conducted virtually so parents/guardians can read the document and reach out to their child's teacher if they have questions. Parents/Guardians and students will be asked to sign the documents electronically and submit the document through the Period 2 teacher's Canvas course or turned in physically. All compacts will be maintained in the teacher's Canvas during the school year and available to parents on the campus website.

Programs and the School Community

During each parental and family engagement activity, surveys will be issued to the parents to determine the overall effectiveness of that activity. Parents will also be given an opportunity to place their suggestions in writing. The analysis of these surveys and written suggestions will assist the parent committee in planning future activities.

Staff-Parent Communication

Parental and family communication will be documented via parental and communication logs. Parents will be consistently notified regarding their child's progress at school via the Parent Portal and/or phone calls home. Students who display a lack of academic progress or behavior concerns will be notified more frequently. ParentLink and flyers will deliver information regarding special scheduled conferences or events. In addition, teachers will return parent phone calls or process parent information requests in a timely manner.

Evaluation

The Parent Engagement Program will be evaluated by a group of parents and school staff at one of the two required meetings.

Funding

All Title I schools are allocated funding to support parental and family engagement activities. Funds can be used in any way that is allowable under EDGAR regulations, to support activities at the schools. Activities should be guided by addressing identified needs in the campus needs assessment. To learn strategies to address needs identified in comprehensive needs assessment or to identify needs the campuses can refer to Family Communications Departments. To align identified strategies with EDGAR, the Federal Programs Department is available for assistance. Resources on allowable activities can be found in the Grants and Development Website under Federal Programs.

To learn more about allowable costs under Title I, please refer to the "Allowable and Non Allowable Title I expenditures" resource that can be located in the Grants and Development Website, under Federal Programs.