

Fort Worth Independent School District

060 Wedgwood Middle School

2023-2024 Improvement Plan

Accountability Rating: Not Rated



Mission Statement

"Transforming Norms to EXCEED Expectations"

Vision

Climate & Culture

Vision/Values:

* Staff and students for the 2023-2024 school year will be taught, practice, and continuously reinforce established vision and values of the campus by having them embedded within the announcements, staff communication, student-led campus projects as well as display's around the campus.

* The Campus Morale Committee for the 2023-2024 school year will employ student and teacher incentives (i.e. teacher of the month, and etc.) that excite and establish the positivity and JOY of the climate/culture of the campus.

Data-driven Instruction

Aligned PLC's:

- * Campus instructional leaders for the 2023-2024 school year will review lesson plans weekly within PLC's for alignment to the standards to deliver a robust level of rigor.

Student growth:

- * Teachers for the 2023-2024 school year will utilize weekly common assessment data to plan/deliver corrective instruction action planning to analyze data, identify trends in student misconceptions, and determine the root cause as to why students may not have learned the concept, and create plans to reteach.

Core Values

Achievement

Community

Courtesy

Leadership

Responsibility

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Comprehensive Needs Assessment

Revised/Approved: April 18, 2023

Demographics

Demographics Summary

The Fort Worth ISD student enrollment serves over 72,000+ students. The recent population of the Wedgwood MS area consist of: 48,394 residents, which 52.6 are Hispanic, 29% AA, 13.8% White, and the remainder other. Wedgwood Middle School is a Title 1 campus that is comprised of 90 staff members that serve over 500+ students in grades 7-8. The student enrollment for each grade level and demographic are below.

As of 10/13/2023 our data shows that:

Total 529 Female 261 Male 268 Asian 15 Black/African American 185 Hispanic 268 Multiple 19 Pacific Islander 2 White 40 ELL 164 SPED 69

241 7th graders with 182 that are economically disadvantaged and 288 8th graders with 207 that are economically disadvantaged

Our staff is diverse in terms of years of experience as well as race/ethnicity. Due to change in administration there was an increase in staff turn over the summer of the 2023-2024 school year causing the 100% staff retention rate to drop to a 60% retention rate leaving the campus with many vacancies and several long term subs to start the school year. The current number of long term subs as of 10/13/2023 are 8 plus 1 vacancy that is unfilled daily (1 7th grade Social Studies, 1 8th grade Social Studies, 1 7th grade Math, 1 8th grade English, 1 8th grade Science/Biology, 1 7th grade Science, 1 Special Education RISE, 1 OCI/ISS, unfilled Spanish).

Demographics Strengths

Our student mobility rate is low. Our campus offers monthly food drives that provides essential resources to our community. Our campus website provides opportunities for families to connect with the campus and keep them updated on their student's education. We are proud to have a diverse student population.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student enrollment at Wedgwood Middle School has declined from 657 students in 2022-2023 to 529 students in 2023-2024. **Root Cause:** Wedgwood Middle School has not prioritized recruitment and marketing to keep students in our pyramid for whom Wedgwood is their home campus and need to work on getting the community involved in our campus more.

Problem Statement 2 (Prioritized): During the 2022-2023 school year there were 137 total incidents and 99 of them were from African American students, 34 were from Hispanic students, 1 from mulitple, and 3 from white. The highest reason for incidents was Fighting/Assault (37), the second highest reason was disrespectful/insubordinate (35), and the third highest reason was persistent misbehavior (32). **Root Cause:** Lack of classroom management being implemented with fidelity by teachers with the highest number of classroom referrals and an inconsistent set of standards being set by campus personnel on the campus.

Problem Statement 3 (Prioritized): During the 22-23 school year Wedgwood Middle School has a 39% rate over all of chronically absent students with African American students

having a 49% rate over all of chronically absent students and Hispanic with a 31% rate over all of chronically absent students. **Root Cause:** There was a lack of a consistent process for monitoring and communicating the importance of attendance to students and families.

Student Learning

Student Learning Summary

MAP Growth 2022-2023

Mathematics

7th-53%

8th-45%

Reading

7th-64%

8th-58%

Subject	Grade	Approaches	Meets	Masters
Math	7	28%	8%	0%
Math	8	59%	18%	4%
Reading	7	56%	25%	6%
Reading	8	56%	25%	3%
Social Studies	8	40%	14%	3%
Science	8	39%	10%	1%

Student Learning Strengths

Biology EOC

100% of students met Approaches

94% of students met Meets

25% of students met Biology

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): During the 2022-2023 school year only 35% of AA students in 7th grade met the projected growth from BOY to MOY on the Reading assessment and did not meet the NWEA 50% target for the mid-year MAP growth. **Root Cause:** Lack of instructional rigor in reading instruction and a lack of utilizing the learning continuum during instruction, especially for our AA students.

Problem Statement 2 (Prioritized): During the 2022-2023 school year only 35% of AA students in 7th grade met the projected growth from BOY to MOY on the Math assessment and did not meet the NWEA 50% target for the mid-year MAP growth. **Root Cause:** Lack of instructional rigor in math instruction and a lack of utilizing the learning continuum (i.e. Carnegie) during instruction, especially for our AA students.

School Processes & Programs

School Processes & Programs Summary

School Processes & Programs Summary:

The campus focus on academic success is addressed by the following: Tier 1 Instruction; Teachers are expected to scaffold and differentiate instruction; Teachers adhere to the FWISD scope and sequence, curriculum, and resources with fidelity; Daily lesson plans are developed to address all student needs; PLC meet daily to review student data, teacher pedagogy, and modeling.

Teachers utilize assessment data to monitor and adjust instruction to address learning gaps and extend learning. Teachers address misconceptions and reteach for student mastery.

School Processes & Programs Strengths

School Processes & Programs Summary:

The campus focus on academic success is addressed by the following: Tier 1 Instruction; Teachers are expected to scaffold and differentiate instruction; Teachers adhere to the FWISD scope and sequence, curriculum, and resources with fidelity; Daily lesson plans are developed to address all student needs; PLC meet daily to review student data, teacher pedagogy, and modeling.

Teachers utilize assessment data to monitor and adjust instruction to address learning gaps and extend learning. Teachers address misconceptions and reteach for student mastery.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): In 22-23 school year student attendance was only at 90%. **Root Cause:** Lack of an accurate system to track/update attendance hindering consistent communication between home and school.

Problem Statement 2 (Prioritized): In 22-23 PBIS strategies were not employed effectively in order to increase positive interactions with staff to increase student attendance and reduce student discipline infractions. **Root Cause:** Lack of (openings) campus personnel to employ systems to ensure that attendance and discipline process is being implemented consistently.

Perceptions

Perceptions Summary

Our campus host parent meetings to provide an opportunity to get their feedback regarding the campus. Student focus groups are held to hear student voice and to engage them in decision making for ownership of their campus. Our Family Engagement Specialist engages parents in the monthly Food Give-Away.

Perceptions Strengths

Our campus host parent meetings to provide an opportunity to get their feedback regarding the campus. Student focus groups are held to hear student voice and to engage them in decision making for ownership of their campus. Our Family Engagement Specialist engages parents in the monthly Food Give-Away.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Out of focused parental group, perception of lack of student safety is a result of system of active monitoring. **Root Cause:** Lack of an implementation of system(s) for all staff to active monitor with intentionality and fidelity.

Problem Statement 2 (Prioritized): In 22-23 the PTO was not established to engage parents and all stakeholders that represent the campus demographics. **Root Cause:** The need to identify dedicated stakeholders to commit to building the PTO.

Priority Problem Statements

Problem Statement 1: During the 2022-2023 school year only 35% of AA students in 7th grade met the projected growth from BOY to MOY on the Reading assessment and did not meet the NWEA 50% target for the mid-year MAP growth.

Root Cause 1: Lack of instructional rigor in reading instruction and a lack of utilizing the learning continuum during instruction, especially for our AA students.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: During the 2022-2023 school year only 35% of AA students in 7th grade met the projected growth from BOY to MOY on the Math assessment and did not meet the NWEA 50% target for the mid-year MAP growth.

Root Cause 2: Lack of instructional rigor in math instruction and a lack of utilizing the learning continuum (i.e. Carnegie) during instruction, especially for our AA students.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: In 22-23 school year student attendance was only at 90%.

Root Cause 3: Lack of an accurate system to track/update attendance hindering consistent communication between home and school.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: During the 2022-2023 school year there were 137 total incidents and 99 of them were from African American students, 34 were from Hispanic students, 1 from mulitple, and 3 from white. The highest reason for incidents was Fighting/Assault (37), the second highest reason was disrespectful/insubordinate (35), and the third highest reason was persistent misbehavior (32).

Root Cause 4: Lack of classroom management being implemented with fidelity by teachers with the highest number of classroom referrals and an inconsistent set of standards being set by campus personnel on the campus.

Problem Statement 4 Areas: Demographics

Problem Statement 5: During the 22-23 school year Wedgwood Middle School has a 39% rate over all of chronically absent students with African American students having a 49% rate over all of chronically absent students and Hispanic with a 31% rate over all of chronically absent students.

Root Cause 5: There was a lack of a consistent process for monitoring and communicating the importance of attendance to students and families.

Problem Statement 5 Areas: Demographics

Problem Statement 6: In 22-23 PBIS strategies were not employed effectively in order to increase positive interactions with staff to increase student attendance and reduce student discipline infractions.

Root Cause 6: Lack of (openings) campus personnel to employ systems to ensure that attendance and discipline process is being implemented consistently.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: In 22-23 the PTO was not established to engage parents and all stakeholders that represent the campus demographics.

Root Cause 7: The need to identify dedicated stakeholders to commit to building the PTO.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Out of focused parental group, perception of lack of student safety is a result of system of active monitoring.

Root Cause 8: Lack of an implementation of system(s) for all staff to active monitor with intentionality and fidelity.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Effective Schools Framework data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data

- Campus department and/or faculty meeting discussions and data
- T-TESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Communications 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 6-8 students who meet or exceed projected growth on MAP Growth Reading from 55 % to 70 % by May 2024.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 35 % to 50 % by May 2024.

Evaluation Data Sources: MAP Growth, Benchmark, PLC's, STAAR

Strategy 1: Development of the ILT capacity by distributive leadership in implementing protocols in the areas of school culture, instructional planning, observation and feedback.

Strategy's Expected Result/Impact: Instruction, student work, and student voice aligned to the rigor of the grade level.

90% of teacher flexibility in use of Tier 1 instructional best practices to meet students' learning needs (one instructional strategy/practice may not work for all students), that align with the CF.

90% coaching conversations in STRIVE will focus on equity and Tier 1 instruction.

95% of professional development calendars for teachers will provide introductory and ongoing content-focused, culturally responsive and Tier 1 focused instruction.

Staff Responsible for Monitoring: Administration, teachers, Instructional Coaches

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Additional Targeted Support Strategy

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: By August 31, develop a system/cycle of PD, observation, and feedback of Literacy instruction aligned to FWISD Literacy trainings and FWISD Instructional framework by mid September. Intended Audience: ELA teachers Provider / Presenter / Person Responsible: Principal, AP, CIC, ELA Department Lead Date(s) / Timeframe: August 2023-2024 Collaborating Departments: ELA Department Delivery Method: In-person and virtual Funding Sources: - Title I (211) - 211-11-6329-04N-060-30-510-000000-24F10 - \$5,000, - Title I (211) - 211-11-6112-0PD-060-30-510-000000-24F10 - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Students will utilize diagnostic and adaptive instructional program (i.e. i-Ready) that are aligned to student's IEP for academic achievement (growth). Intended Audience: Teachers and Special Education population Provider / Presenter / Person Responsible: Administration and Sped teachers Date(s) / Timeframe: August 2023 to June of 2024 Collaborating Departments: Special Education Delivery Method: In-person Funding Source: SPED (199 PIC 23) Funding Sources: Instruction Materials for SPED Dept - SPED (199 PIC 23) - - \$7,170	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: During the 2022-2023 school year only 35% of AA students in 7th grade met the projected growth from BOY to MOY on the Reading assessment and did not meet the NWEA 50% target for the mid-year MAP growth. Root Cause: Lack of instructional rigor in reading instruction and a lack of utilizing the learning continuum during instruction, especially for our AA students.

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 2: Increase the percentage of students who score at meets or above in English 1 from 83% to 95 % by May 2024.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 90 % to 95 % by May 2024.

Evaluation Data Sources: MAP Growth, Benchmark, PLC's, STAAR

Strategy 1: 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 implementation and hold task owners accountable for execution of the work.

Staff Responsible for Monitoring: ILT

Title I:

2.4, 2.5, 2.6





- 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, CIC, Admin Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: August 2023 - May 2024 Collaborating Departments: Literacy Department Delivery Method: Face-to-Face		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
				 Discontinue	

School Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: During the 2022-2023 school year only 35% of AA students in 7th grade met the projected growth from BOY to MOY on the Reading assessment and did not meet the NWEA 50% target for the mid-year MAP growth. **Root Cause:** Lack of instructional rigor in reading instruction and a lack of utilizing the learning continuum during instruction, especially for our AA students.

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 6-8 students who meet or exceed projected growth on MAP Growth Mathematics from 35 % to 70 % by May 2024.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 35 % to 70 % by May 2024.

Evaluation Data Sources: MAP Growth, Benchmark, PLC's, STAAR

Strategy 1: Development of the ILT capacity by distributive leadership in implementing protocols in the areas of school culture, instructional planning, observation and feedback.

Strategy's Expected Result/Impact: Instruction, student work, and student voice aligned to the rigor of the grade level.

90% of teacher flexibility in use of Tier 1 instructional best practices to meet students' learning needs (one instructional strategy/practice may not work for all students), that align with the CF.

90% coaching conversations in STRIVE will focus on equity and Tier 1 instruction.

95% of professional development calendars for teachers will provide introductory and ongoing content-focused (i.e. Carnegie), culturally responsive and Tier 1 focused instruction.

Staff Responsible for Monitoring: Administration, teachers, Instructional Coaches

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Ensure that 100% of required teachers/staff participate in all Math trainings (i.e. Carnegie). Intended Audience: Math teachers Provider / Presenter / Person Responsible: Vendor, CIC, admin, Math department Date(s) / Timeframe: May 2024 Collaborating Departments: Math Department Delivery Method: In-person and virtual	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: By August 31, develop a system/cycle of walkthroughs and feedback of math instruction aligned to Carnegie trainings, FWISD Instructional framework, and Math Framework, and share with Math department by mid September. Intended Audience: Math teachers Provider / Presenter / Person Responsible: Principal, AP, Math Department Lead Date(s) / Timeframe: August 2023-2024 Collaborating Departments: Math Department Delivery Method: In-person and virtual Funding Sources: - Title I (211) - 211-13-6119-04N-060-30-510-000000-24F10 - \$79,751, - Title I (211) - 211-11-6396-04N-060-30-510-000000-24F10 - \$5,000, - Title I (211) - 211-11-6399-04N-060-30-510-000000-24F10 - \$2,934.79	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Purchase class sets of TI-Nspire CX handhelds to support student learning with calculations. Intended Audience: Math Department Provider / Presenter / Person Responsible: AP and Math Department Leader Date(s) / Timeframe: August 2023 - October 2023 Collaborating Departments: Math department Delivery Method: In-person Funding Sources: - SCE (199 PIC 24) - 199-11-6396-001-060-24-273-000000- - \$8,925	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

School Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: During the 2022-2023 school year only 35% of AA students in 7th grade met the projected growth from BOY to MOY on the Math assessment and did not meet the NWEA 50% target for the mid-year MAP growth. **Root Cause:** Lack of instructional rigor in math instruction and a lack of utilizing the learning continuum (i.e. Carnegie) during instruction, especially for our AA students.

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 2: Increase the percentage of students who score at MEETS or above in Algebra 1 from 90 % to _100_% by May 2024. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 90_% to 95_% by May 2024.

Evaluation Data Sources: MAP Growth, Benchmark, PLC's, STAAR

Strategy 1: Implement a PLC system to support the delivery an inclusive, rigorous and on-grade level Tier 1 instruction with monitoring and adjustments/scaffolds.

Strategy's Expected Result/Impact: Instruction, student work, and student voice aligned to the rigor of the grade level.

90% of teacher flexibility in use of Tier 1 instructional best practices to meet students' learning needs (one instructional strategy/practice may not work for all students), that align with the CF.

90% coaching conversations in STRIVE will focus on equity and Tier 1 instruction.

Staff Responsible for Monitoring: Administration, teachers, Instructional Coaches

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Ensure that 100% of required teachers/staff participate in all Springboard trainings. Intended Audience: Admin, Math teachers Provider / Presenter / Person Responsible: Vendor, CIC, admin, Math department Date(s) / Timeframe: May 2024 Collaborating Departments: Math Department Delivery Method: In-person and virtual	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: During the 2022-2023 school year only 35% of AA students in 7th grade met the projected growth from BOY to MOY on the Math assessment and did not meet the NWEA 50% target for the mid-year MAP growth. Root Cause: Lack of instructional rigor in math instruction and a lack of utilizing the learning continuum (i.e. Carnegie) during instruction, especially for our AA students.

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 6-8 grade students scoring at MEETS or above on STAAR Reading from 40 % to 50 % by May 2024.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 35 % to 50 % by May 2024.

Evaluation Data Sources: MAP Growth, Benchmark, PLC's, 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 will demonstrate job embedded instructional coaching focused on Tier 1 instruction and equity.

Staff Responsible for Monitoring: Administration, teachers, Instructional Coaches

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Targeted Support Strategy

Problem Statements: Student Learning 1

Action Step 1 Details		Reviews			
Action Step 1: Teachers will receive professional development on best practices on how to effectively integrate resources in the classroom to increase depth of knowledge for instruction. Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT; CIC Date(s) / Timeframe: August 2023 - May 2024 Collaborating Departments: Literacy Department Delivery Method: Face-to-Face		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Ensure that CTE schedules PLC time to increase the rigor as well as to monitor the progression of the CTE program. Intended Audience: CTE Teachers and students Provider / Presenter / Person Responsible: Administration and CTE teachers Date(s) / Timeframe: August 2023-2024 Collaborating Departments: CTE Department Delivery Method: In-person Funding Source: CTE (199 PIC 22) - Purchase hands-on resources (i. e. technology) that align to the CTE curriculum for students engagement and interaction. Funding Sources: - Title I (211) - 211-11-6396-04N-060-30-510-000000-24F10 - \$12,089	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 2022-2023 school year only 35% of AA students in 7th grade met the projected growth from BOY to MOY on the Reading assessment and did not meet the NWEA 50% target for the mid-year MAP growth. Root Cause: Lack of instructional rigor in reading instruction and a lack of utilizing the learning continuum during instruction, especially for our AA students.

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 6-8 grade students scoring at MEETS or above on STAAR Math from 10 % to 40 % by May 2024.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 10% to 20 % by May 2024.

Evaluation Data Sources: MAP Growth, Benchmark, PLC's, STAAR

Strategy 1: Implement a PLC system to support the delivery an inclusive, rigorous and on-grade level Tier 1 instruction with monitoring and adjustments/scaffolds.

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 CIC reports will demonstrate job embedded instructional coaching focused on Tier 1 instruction and equity.

Staff Responsible for Monitoring: Administration, teachers, Instructional Coaches

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 2

Action Step 1 Details		Reviews			
Action Step 1: By August 31, develop a system/cycle of walkthroughs and feedback of math instruction aligned to Carnegie trainings, FWISD Instructional framework, and Math Framework, and share with Math department by mid September. Intended Audience: Math teachers Provider / Presenter / Person Responsible: Principal, AP, Math Department Lead Date(s) / Timeframe: August 2023-2024 Collaborating Departments: Math Department Delivery Method: In-person and virtual		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

School Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: During the 2022-2023 school year only 35% of AA students in 7th grade met the projected growth from BOY to MOY on the Math assessment and did not meet the NWEA 50% target for the mid-year MAP growth. **Root Cause:** Lack of instructional rigor in math instruction and a lack of utilizing the learning continuum (i.e. Carnegie) during instruction, especially for our AA students.

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 percentage of students who are chronically absent from 29.3 % to 10 % by May 2024.

Decrease the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 43.1 % to 20 % by May 2024.

Evaluation Data Sources: Student survey, Mobility data, Enrollment trends, Discipline records

Strategy 1: Build communities (i.e. classroom) that foster students and teachers/staff relationships where interactions, learning communities, and environments are inclusive.

Strategy's Expected Result/Impact: Weekly Focus data will incrementally indicate a decrease in chronically absenteeism until the percentage is at 10% as a result of daily/weekly communication with students and families.

Staff Responsible for Monitoring: Attendance Clerk, Stay-in School Coordinator, Assistant Principal, Parent Liaison, Counselors, Teachers

Title I:

2.4, 2.5, 4.1, 4.2

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math





- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

- Targeted Support Strategy

Problem Statements: School Processes & Programs 1

Action Step 1 Details		Reviews			
Action Step 1: Implement with fidelity (beginning 1st week teachers return) weekly focus data meeting that will incrementally indicate a decrease in chronically absenteeism until the percentage is at 10% as a result of daily/weekly communication with students and families. Intended Audience: Students, Parents, Attendance Team Provider / Presenter / Person Responsible: Attendance Clerk, Stay-in School Coordinator, Assistant Principal, Parent Liaison Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Attendance Clerk, Stay-in School Coordinator, Assistant Principal, Parent Liaison, Counselors, Teachers Delivery Method: In-person, virtual Funding Sources: - Title I (211) - 211-11-6129-04N-060-30-510-000000-24F10 - \$22,105		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Continue to build the capacity of the Student Support Team (MTSS) for students making limited academic and/or SEL progress by via coaching and calibration opportunities. Intended Audience: Teachers, Student Support Team Provider / Presenter / Person Responsible: SST, Administration, Attendance Clerk, Counselors, Intervention Specialist Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: SST, Campus Leadership Team, Counseling Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: In 22-23 school year student attendance was only at 90%. Root Cause: Lack of an accurate system to track/update attendance hindering consistent communication between home and school.

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 40% to 20% by May 2024.

Decrease the number of discipline referrals by school personnel for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 50% to 25% by May 2024.

Evaluation Data Sources: SEL survey (BOY/MOY/EOY), Student focus groups

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.

Principal will monitor CIP implementation and hold task owners accountable for execution of the work.

Staff Responsible for Monitoring: Administration, Teachers, Counselors, and Intervention Specialist

Title I:

2.4, 2.5, 4.1

- TEA Priorities:





Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

- Results Driven Accountability

Problem Statements: Demographics 2

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. Intended Audience: Teachers/Staff, CIC, Admin Provider / Presenter / Person Responsible: Vendor, Restorative Practice Specialist, SST Date(s) / Timeframe: August 2023 - May 2024 Collaborating Departments: SST and Restorative Practice Team Delivery Method: In-person		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

School Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: During the 2022-2023 school year there were 137 total incidents and 99 of them were from African American students, 34 were from Hispanic students, 1 from mulitple, and 3 from white. The highest reason for incidents was Fighting/Assault (37), the second highest reason was disrespectful/insubordinate (35), and the third highest reason was persistent misbehavior (32). **Root Cause:** Lack of classroom management being implemented with fidelity by teachers with the highest number of classroom referrals and an inconsistent set of standards being set by campus personnel on the campus.

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 in and out of school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 0.2 to 0 by May 2024.

Evaluation Data Sources: Discipline records, Student survey, Mobility data, Enrollment trends





Strategy 1: Build communities (i.e. classroom) that foster students and teachers/staff relationships where interactions, learning communities, and environments are inclusive.

Strategy's Expected Result/Impact: Weekly Focus data will incrementally indicate a decrease in the number of suspensions until the percentage is below 0.2% as a result of utilizing various methods of restorative practices.

Staff Responsible for Monitoring: Administration, Parent Liaison, Counselors, Teachers, Stay-in School Coordinator

Title I:
2.4, 2.5, 2.6, 4.2

Problem Statements: Demographics 2

Action Step 1 Details		Reviews			
Action Step 1: Staff will work with focus groups beginning at the end of August based on student discipline data. Students will be provided individualized skills based on their needs in order to reduce the number of referrals they had the previous year. The following systems will be utilized: Branching Minds (MTSS/RTI/PBIS) and Restorative Practice. Intended Audience: Identified students and Restorative Practices Team Provider / Presenter / Person Responsible: Assistant Principal, Intervention Specialist, Campus Restorative Team (i.e. counselors) Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Representatives from student teams Delivery Method: In-person		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

School Performance Objective 3 Problem Statements:

Demographics

Problem Statement 2: During the 2022-2023 school year there were 137 total incidents and 99 of them were from African American students, 34 were from Hispanic students, 1 from mulitple, and 3 from white. The highest reason for incidents was Fighting/Assault (37), the second highest reason was disrespectful/insubordinate (35), and the third highest reason was persistent misbehavior (32). **Root Cause:** Lack of classroom management being implemented with fidelity by teachers with the highest number of classroom referrals and an inconsistent set of standards being set by campus personnel on the campus.

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 40% to 75% by May 2024.

Evaluation Data Sources: Student survey, Mobility data, Enrollment trends

Strategy 1: Build communities (i.e. classroom) that foster students and teachers/staff relationships where interactions, learning communities, and environments are inclusive.

Strategy's Expected Result/Impact: Build communities (i.e. classroom) that foster students and teachers/staff relationships where interactions, learning communities, and environments are inclusive.

Staff Responsible for Monitoring: Family Engagement Specialist, Administration, Counselors, Teachers

Title I:

2.4, 2.5, 4.1

- TEA Priorities:





Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 1

Action Step 1 Details		Reviews			
Action Step 1: A calendar will be created the 1st week teachers return to provide monthly and quarterly community opportunities to support families (marginalized) within our community/pyramid (i.e. Free Food Give-Away, Parent Trainings). Intended Audience: Parents and Wedgwood Community Provider / Presenter / Person Responsible: Parent Liaison, Administration, Counselors Date(s) / Timeframe: August 2023 - May 2024 Collaborating Departments: Attendance, Parent Engagement Delivery Method: In-person Funding Sources: - Title I (211) - 211-61-6129-04L-060-30-510-000000-24F10 - \$32,604		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: We will host a Academic Night each 6 week (after report cards come out) to provide information regarding campus academic initiatives and incentives that we are implementing to engage students and families. Intended Audience: Parents, students, Wedgwood Staff Provider / Presenter / Person Responsible: Parent Liaison, Administration, Counselors, Teachers Date(s) / Timeframe: August 2022 - May 2023 Collaborating Departments: Attendance, Parent Engagement Delivery Method: In-person Funding Sources: - Parent Engagement - 211-61-6499-04L-060-30-510-000000-24F10 - \$3,618	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

School Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 1: In 22-23 school year student attendance was only at 90%. Root Cause: Lack of an accurate system to track/update attendance hindering consistent communication between home and school.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Austin Trezcher	Data Analyst		
Michelle Garza	Title 1 Assistant		
Sylvia Patak	Family Engagement Specialist		

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Robbie Davis	Principal
Administrator	Sara Woodson	AP
Classroom Teacher 2	Nancy Carpenter	Teacher
Professional District-Level Staff	Dimitria Campbell	Instructional Coach
Community Representative	Sylvia Patak	Family Engagement Specialist
District-level Professional	Malcolm Johnson	District Personnel
Non-classroom Professional	Paulina Guzzardo	Intervention Specialist
Classroom Teacher 3	Melba Hernandez	Teacher
Administrator	Trezcher Austin	DA
Classroom Teacher 4	Christie Gibson	DERC - Teacher
Parent 1	Edith Breton	Parent
Non-classroom Professional	Lisa Lee	Counselor
Parent 2	Brittany Drake	Parent
Professional Non-Teaching Staff	Luz Almendarez	Secretary

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1		Reading materials for classroom use	211-11-6329-04N-060-30-510-000000-24F10	\$5,000.00
1	1	1	1		Subs for professional development	211-11-6112-0PD-060-30-510-000000-24F10	\$5,000.00
2	1	1	2		Data Analyst	211-13-6119-04N-060-30-510-000000-24F10	\$79,751.00
2	1	1	2		Technology for instructional use	211-11-6396-04N-060-30-510-000000-24F10	\$5,000.00
2	1	1	2		Supplies and materials for instructional use	211-11-6399-04N-060-30-510-000000-24F10	\$2,934.79
3	1	1	2		Technology for instructional use	211-11-6396-04N-060-30-510-000000-24F10	\$12,089.00
4	1	1	1		Teacher Assistant	211-11-6129-04N-060-30-510-000000-24F10	\$22,105.00
4	4	1	1		Family Engagement Specialist	211-61-6129-04L-060-30-510-000000-24F10	\$32,604.00
Sub-Total							\$164,483.79
Budgeted Fund Source Amount							\$164,467.79
+/- Difference							-\$16.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	1	1	3		Technology for instructional use	199-11-6396-001-060-24-273-000000-	\$8,925.00
Sub-Total							\$8,925.00
Budgeted Fund Source Amount							\$8,925.00
+/- Difference							\$0.00

Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	2		Snacks for Parents to promote participation	211-61-6499-04L-060-30-510-000000-24F10	\$3,618.00
Sub-Total							\$3,618.00
Budgeted Fund Source Amount							\$3,618.00
+/- Difference							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							\$0.00
Sub-Total							\$0.00
Budgeted Fund Source Amount							\$1,121.00
+/- Difference							\$1,121.00
CTE (199 PIC 22)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							\$0.00
Sub-Total							\$0.00
Budgeted Fund Source Amount							\$9,794.00
+/- Difference							\$9,794.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	2	Instruction Materials for SPED Dept	INSTRUCTIONAL MATERIALS		\$7,170.00
Sub-Total							\$7,170.00
Budgeted Fund Source Amount							\$7,170.00
+/- Difference							\$0.00
Grand Total Budgeted							\$195,095.79

SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Grand Total Spent							\$184,196.79
+/- Difference							\$10,899.00