

# Fort Worth Independent School District 2019-2020 Campus Improvement Plan

**Campus Name:** 060 - Wedgwood MS

**Principal:** Burrell, Robert

**Executive Director:** Deborah Traylor

## Fort Worth ISD Mission Statement

*Preparing ALL students for success in college, career, and community leadership.*

### Vision

*Igniting in Every Child a Passion for Learning*

### Student Outcome Goals

**Early Literacy** - Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from 30% to 43% by 2019.

**Middle Grade Math** - Percent of students who meet or exceed standard on STAAR Algebra I EOC exam by the end of grade 9 will increase from 77% to 87% by 2019.

**College and Career Readiness** - Percent of graduates who have met the criteria for Post-Secondary Readiness, as measured by a college-ready qualifying score on AP, SAT, ACT, TSI or industry preparation, will increase from 53% to 66% by 2019.

### School Profile

#### Student Enrollment by Program

Attendance Rate: 93.8  
Special Education: 12.6  
Dual Language/ESL: 13.5  
Gifted and Talented: 14.9

Career and Technology: 46.1  
Percentage of at-risk students: 83.4  
Percentage of English Language (EL) students: 15.5  
Percentage of economically disadvantage students: 76.8

### 2019-2020 Campus Site-Based Committee

| Name                | Role                                  |
|---------------------|---------------------------------------|
| Kendra Sanders      | Campus Non-Teacher Professional       |
| Tim Hill            | Teacher                               |
| Andrew Dunn         | Teacher                               |
| Kyle Rowe           | Business Representative               |
| Nancy Carpenter     | Teacher                               |
| Rebekah Powell      | Teacher                               |
| Kristy Winston      | Teacher                               |
| Dimitria Campbell   | District Level Staff                  |
| Carol Lee           | Community Representative              |
| Sylvia Patak        | Community Representative              |
| Michael Dawson      | Additional Representative Appointment |
| Felicia Bell-Howard | Parent                                |
| Rachel Johnson      | Parent                                |
| Daina Roberts       | District Level Staff                  |

### Accountability Summary

Visit [Txschools.org](http://Txschools.org) for an overview of the State Accountability Systems and school profile for Wedgwood MS. The 85th Texas Legislation passed House Bill (HB) 22, establishing three domains for measuring performance of campuses:

Beginning with 2019-2020, campuses will receive a rating of **A-F** for overall performance, as well as performance in each domain.

[Click here for the TEA Accountability Resource Page](#)

| State Accountability Ratings by Domain  | Overall Performance Accountability Rating |
|---|---|
| Domain 1: <b>Student Achievement</b> 65 | 71 - Met Standard                         |
| Domain 2: <b>School Progress</b> 72     |   |
| Domain 3: <b>Closing The Gaps</b> 68    |   |

### Campus Distinction Designations

|  |   |
|--|---|
| Academic Achievement in Mathematics: 0                   | Postsecondary Readiness: 0                      |
| Academic Achievement in Science: 0                       | Top 25 Percent: Comparative Closing the Gaps: 0 |
| Academic Achievement in English Language Arts/Reading: 0 |   |
| Top 25 Percent: Comparative Academic Growth: 0           |   |

### Campus Assurances and Certification for the 2019-2020 School Year

I certify acceptance and compliance with all provisions set forth by:

**Yes** the Fort Worth ISD School Board;

**Yes** the Texas Education Code;

**Yes** Title I, Part A; and

**Yes** Turnaround Plans

[Click here to see the full Guide to Campus Assurances](#)

When you select "Yes," you are certifying that you have access to or have received the document that outlines all of the requirements discussed above. Additionally, you are indicating your assurance that these requirements will be implemented on your campus by yourself, your designee, or your leadership team.

# Comprehensive Needs Assessment Summary for 2019-2020

| Area Reviewed              | Summary of Strengths<br>What were the identified strengths?  | Summary of Needs<br>What were the identified areas needing improvement or areas of weakness?  | Priorities<br>What are we going to intervene? If addressed, this need will create the most impact.  |
|----------------------------|--|---|---|
| Demographics               | 1. School is diverse (54% Hispanic), (38% AA), (8% White/Other) - 879 total population   | 1. Reducing discipline incidents in all populations to increase student attendance and achievement.   | 1. Providing professional development for new ELA TEKS, Technology (i.e. Google Classroom), Culture and Climate   |
|                            | 2. Hispanic: 399 students<br>Math: 65% Approaches, 31% Meets<br>439 students<br>Rdg.: 75% Approaches, 38% Meets                  | 2. Weakness:<br>Sped: 100 students<br>Rdg.: 17%   | 2. Campus wide reinforcing of positive behavior and attendance (i.e. Attendance Pilot Program; Restorative Practices)   |
|                            | 3. African American: 269 students<br>Math: 55% Approaches<br>274 students<br>Rdg.: 58% Approaches, 24% Meets, Masters 10%        | 3. Weakness:<br>White: 59 students<br>Math: 76% Approaches<br>64 students<br>Rdg.: 73% Approaches   | 3. Campus wide academic achievement accountability (i.e. in particular STAAR assessed) through Formative Assessments and data driven instructional best practices |
| Student Achievement        | 1. Overall Rating 18-19 = 76% (up 5% from previous year of 71%)  | 1. Reading - all levels and populations<br>Writing - all levels and populations<br>MS Math - all levels and populations   | 4. Increasing parent and community engagement through the PTA   |
|                            | 2. Hispanic: 399 students<br>Math: 65% Approaches, 31% Meets<br>439 students<br>Rdg.: 75% Approaches, 38% Meets                  | 2. Weakness:<br>Sped: 100 students<br>Rdg.: 17%   | 5.  |
|                            | 3. African American: 269 students<br>Math: 55% Approaches<br>274 students<br>Rdg.: 58% Approaches, 24% Meets, Masters 10%        | 3. Weakness:<br>White: 59 students<br>Math: 76% Approaches<br>64 students<br>Rdg.: 73% Approaches   |   |
| School Culture and Climate | 1. Strong sense of family and commitment amongst staff. Evidence of internal accountability by most.                             | 1. Increase involvement with Parents and Community by building relationships and partnerships through outreach programs.  |   |
|                            | 2. A campus wide Restorative Discipline Plan for all teachers and staff which provides a proactive environment for all students. | 2. To continue building strong proactive systems that are consistently employed in order to address student discipline concerns that arise.   |   |
|                            | 3. Disaggregation of Data  | 3. To inform students of their performance by providing timely explicit feedback to them. To teach students how to interpret their own results in order to take ownership of their learning/growth. |   |

|  |    |  |    |   |
|--|----|--|----|---|
| <b>Staff Quality/<br/>Professional<br/>Development</b> | 1. | Structured and focused PLC's/PD are evident within classroom instruction.  | 1. | 19-20 Flex Days structured around campus vision/mission.  |
|  | 2. | Administrators provide constructive/specific feedback through walkthroughs   |    | Structured PLC's that are evident in the classroom as a result of effectively and efficiently maximizing the time of the PLC.   |
|  | 3. | Climate and Culture  |    |   |
|  |    |  | 2. | Administrators to provide explicit feedback to teachers in order to build instructional leadership capacity.  |
|  |    |  | 3. | Identifying and establishing the mood of the campus by implementation of systems (consistently). The building campus morale by surveying the pulse of the campus frequently in order to address any concerns.   |
| <b>Curriculum,<br/>Instruction, and<br/>Assessment</b> | 1. | Implementation of technology in every classroom (i.e. Navigators, Google docs)   | 1. | Utilization of technology to Focus on Tier 1 instruction to ensure differentiation of instruction in order to meet all student groups.  |
|  | 2. | Curriculum Framework   | 2. | To ensure with fidelity that instruction is in alignment with the new CF and that resources within the framework are utilized and employed within the classroom.  |
|  | 3. | New ELA Teks   | 3. | To ensure that teachers understand and employ the New ELA Teks. To increase support for teachers with the new Teks.   |
|  |    |  |    |   |
| <b>Family and<br/>Community<br/>Involvement</b>        | 1. | Providing parents in need of resources during the holidays (Thanksgiving and Christmas)  | 1. | Increase involvement with Parents and Community by building relationships and partnerships through outreach programs.   |
|  | 2. | Newly established PTA  | 2. | To fully engage the PTA this 19-20 school year to support the faculty and students.   |
|  | 3. | Volunteers   | 3. | To solicit volunteers and get through the process in order to support the campus as needed.   |
|  |    |  |    |   |
| <b>School Context and<br/>Organization</b>             | 1. | Processes in place to ensure daily demands of campus do not overshadow focus on improvement: Campus calendar, Weekly leadership meetings, Walk-throughs, Teachers have a voice in decision-making and school practices through: PLC, Faculty meetings, and Open door policy. | 1. | To ensure focus on building leadership capacity in the faculty by providing opportunities in leadership capacities. To build a effective new teacher mentoring program to assist new teachers with best practices instruction (Tier 1 Instruction).                 |
|  | 2. | Restorative Practice Committee   | 2. | To build a campus culture that "thinks" restorative first instead of punitive. To build capacity in teachers in being proactive when it comes to addressing discipline. To ensure that teachers are employing tight systems as it pertains to classroom management. |
|  | 3. | Campus-wide systems  | 3. | To ensure that campus-wide systems are employed consistently and monitored. To provide explicit procedures for systems that are employed in order to provide clear expectations.  |
|  |    |  |    |   |

# Academic Excellence Goals

## Fort Worth Independent School District 2019-2020 Academic Excellence Goals Action Plan

Campus Name: 060 - Wedgwood MS

Principal: Burrell, Robert

Executive Director: Deborah Traylor

| SMART Goals | Campus Level - Student Outcome Goal and Progress Measures  | Approaches | Meets | Masters | to Target    | by Deadline |
|-------------|--|------------|-------|---------|--------------|-------------|
|             | Math -Percent of students in Grades 6-8 performing on or above grade level standard on their STAAR Math assessment will increase from 22% to 30% by 2019.  | 69.18      | 34.41 | 11.82   | 45.00        |             |
|             | Reading -Percent of students in Grades 6-8 performing on or above grade level standard on their STAAR Reading assessment will increase from 69% to 79% by 2019. Interval student tracking each 3rd 6 wk. (DOL's/formative assessments/Benchmarks) will be monitored for student strengths and weaknesses associated with high-leverage TEKS. | 69         | 35    | 13      | 10% increase | EOY         |

### Strategies for Improvement

| Student Group (PBMAS) | Target Strategies   | Action Steps  | Person(s) Responsible | Due Date   | Budget Source     | Amount | Status      | Attachment (implementation artifacts) |
|-----------------------|---|---|-----------------------|------------|-------------------|--------|-------------|---------------------------------------|
| 1 Title I             | Adherence to consistent tracking system to monitor student weekly growth. Ensure PLC's are data driven focused and support campus of continuation in the area of growth (Domain 2) as well as moving 45% of students into Meets and Masters based upon 2018-19 data.            | Ensure teachers adhere to the Bambrick PLC script that drives the PLC planning. At the end of each 6 wk. students track their own data. Ensure campus wide alignment with data tracking system  | Principal             | 10/25/2019 | Title I           | 2,500  | On Target   |                                       |
| 2 Title I             | Ensure that technology system is established to track student growth. Ensure that students have the opportunity to participate in tracking their own data utilizing technology.   | Teachers to assist with monitoring students having their chromebooks. System in place when students do not have their chromebook. Monitor lesson plans to ensure that teachers are embedding technology within their instruction. Ensure that support is provided to teachers during PD Mondays, before, during, as well as after school by identified campus tech experts as well as by the assigned Tech Liaison. | Principal             | 10/30/2019 | Title I           | 13,000 | Not Started |                                       |
| 3 SPED                | Focus on Sped students in Rdg. from 18% Meets to 10%. In Math from 21% to 10% Consistent implementation of IEP (i.e. accommodations, modifications, and supplemental aids) Provide opportunities for students to receive tutoring in the FWAS Program as well as before school. | Ensure that Lesson Plans indicate SPED population and instructional support based upon IEP's. Provide specific feedback for sped students in inclusion setting (LRE). Upon participating in ARD's ensure that the goals reflect student data and teacher reports.   | Principal             | 5/29/2020  | Special Education | 4,484  | Not Started |                                       |
| 4 Title I             | Ensure that instruction in advanced courses are rigorous and extend student knowledge. Focus on moving targeted students in Math from 26% Meets to 36%; Masters from 4% to 14% and in Rdg. from 35% Meets to 45%; Masters from 13% to 23%.                                      | Ensure that lesson plans are rigorous and extend student learning. Ensure walkthrough feedback focus on targeted students that will support moving from Meets to Masters. Teachers will ensure that student conferences are employed each 6 wk for students to monitor and account for their own learning.  | Principal             | 10/31/2019 | Gifted & Talented | 546    | Not Started |                                       |



Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

**BOY Status:**

Principal Evidence:

Leadership Feedback:

**MOY Status:**

Principal Evidence:

Leadership Feedback:

**EOY Status:**

Principal Evidence:

Leadership Feedback:

# Mission Goals

## Fort Worth Independent School District 2019-2020 Mission Goals Action Plan

Campus Name: 060 - Wedgwood MS

Principal: Burrell, Robert

Executive Director: Deborah Traylor

| SMART Goals | Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)   | Baseline (BOY) | to Target | by Deadline |
|-------------|--|----------------|-----------|-------------|
|             | Percent of students at grade level or above in Math will increase from   | Meets - 26%    | 36%       | EOY         |
|             | Percent of students testing in Reading 7-8 will increase 10 percentage points as measured by the STAAR standards. Interval student tracking each 3rd 6 | Meets 35%      | 45%       |             |

### Strategies for Improvement

| Student Group (PBMAS) | Target Strategies  | Action Steps   | Person(s) Responsible | Due Date   | Budget Source     | Amount | Status      | Attachment (implementation artifacts) |
|-----------------------|--|--|-----------------------|------------|-------------------|--------|-------------|---------------------------------------|
| 1 Title I             | Ensure that technology system is established to track student growth.<br>Ensure that students have the opportunity to participate in tracking their own data utilizing technology.   | Teachers to assist with monitoring students having their chromebooks.<br>System in place when students do not have their chromebook.<br>Monitor lesson plans to ensure that teachers are embedding technology within their instruction.<br>Ensure that support is provided to teachers during PD Mondays, before, during, as well as after school by identified campus tech experts as well as by the assigned Tech Liaison.<br>Partner with Achieve 3000 representative as well as identified on-campus leaders to model. | Principal             | 10/30/2019 | Title I           | 13,000 | On Target   |                                       |
| 2 SPED                | Focus on Sped students in Rdg. from 17% Approaches to 50%. In Math from 31% to 50%<br>Consistent implementation of IEP (i.e. accommodations, modifications, and supplemental aids)<br>Provide opportunities for students to receive tutoring in the FWAS Program as well as before school. | Ensure that Lesson Plans indicate SPED population and instructional support based upon IEP's.<br>Provide specific feedback for sped students in inclusion setting (LRE).<br>Upon participating in ARD's ensure that the goals reflect student data and teacher reports.  | Principal             | 5/15/2020  | Special Education | 4,485  | Not Started |                                       |
| 3 Title I             | Ensure that instruction in advanced courses are rigorous and extend student knowledge.<br>Focus on moving targeted students in Math from 26% Meets to 36%; Masters from 4% to 14% and in Rdg. from 35% Meets to 45%; Masters from 13% to 23%.  | Ensure that lesson plans are rigorous and extend student learning.<br>Ensure walkthrough feedback focus on targeted students that will support moving from Meets to Masters.<br>Teachers will ensure that student conferences are employed each 6 wk for students to monitor and account for their own learning.   | Principal             | 10/30/2019 | Gifted & Talented | 545    | On Target   |                                       |
| 4 Title I             | Targeted instruction for identified student groups placed in Enhance Math and Structured Literacy based upon STAAR and pre-assessment.<br>Tier 1 instruction<br>School tutoring before, during, and after school (FWAS Program)  | Ensure that small group instruction is tiered based upon student data.<br>Consistent feedback to teachers regarding identified specific groups.<br>Teachers will ensure that student conferences are employed each 6 wk for students to monitor and account for their own learning.  | Principal             | 10/31/2019 | Title I           | 10,000 | On Target   |                                       |
| 5 Title I             | Data Analyst   | Ensure data is disaggregated for campus PLC's Monitor/Track data for campus progress<br>Campus Testing Coordinator (ensure we are in compliance with testing, i.e. STAAR)  | Principal             | 8/19/2019  | Title I           | 59,401 | On Target   |                                       |

|    |         |   |   |           |           |                         |        |             |  |
|----|---------|---|---|-----------|-----------|-------------------------|--------|-------------|--|
| 6  | Title I | Substitutes for PD  | Ensure substitutes are secured for teachers attending PD (i.e. conferences/workshops/trainings that are in alignment in the CNA).   | Principal | 5/29/2020 | Title I                 | 5,000  | Not Started |  |
| 7  | Title I | Professional Development for teachers that focus on identified student groups and targeted instruction based upon the CNA.      | Attend conferences/workshops/trainings that are in alignment in the CNA, such as: Climate and Culture; Classroom management; EL learners; Special Education (self-contained classes); Technology; Discipline best practices; Tier 1 best practices for instruction. | Principal | 5/29/2020 | Local (Basic Allotment) | 18,000 | Not Started |  |
| 8  |         | Ensure that students have the needed supplies and resources to perform at a high level of rigor regarding academic performance. | Purchase of strategic grade-level materials and resources for student engagement.   | Principal | 5/29/2020 | Local (Basic Allotment) | 9,737  | On Target   |  |
| 9  | Title I | Supply purchasing   | Purchase of general supplies as well as for PD  | Principal | 5/29/2020 | Title I                 | 3,000  | On Target   |  |
| 10 |         |   |   |           |           |                         |        |             |  |
| 11 |         |   |   |           |           |                         |        |             |  |
| 12 |         |   |   |           |           |                         |        |             |  |
| 13 |         |   |   |           |           |                         |        |             |  |
| 14 |         |   |   |           |           |                         |        |             |  |
| 15 |         |   |   |           |           |                         |        |             |  |

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

**BOY Status:**

Principal Evidence:

Leadership Feedback:

**MOY Status:**

Principal Evidence:

Leadership Feedback:

**EOY Status:**

Principal Evidence:

Leadership Feedback:



# Learning Environment Goals

## Fort Worth Independent School District 2019-2020 Learning Environment Goals Action Plan

Campus Name: 060 - Wedgwood MS

Principal: Burrell, Robert

Executive Director: Deborah Traylor

| SMART Goals | Campus Needs Goals and Measures (Baselines-X and Targets-Y)   | Baseline (BOY)             | to Target                  | by Deadline |
|-------------|---|----------------------------|----------------------------|-------------|
|             | Campus volunteer opportunities posted in Voly will increase over last year as measured by the School Profile from   | 20%                        | 45%                        | May 2020    |
|             | PBIS - Disproportionate 'Duplicate Out of School Suspension (OSS) Events', as documented in FWISD Cycle Reports, will decrease in % for target student groups as compared to campus enrollment from | 91% (males); 84% (females) | 40% (males); 30% (females) | May 2020    |
|             | Health Related - (Target 75%) Percentage of assignments completed by the Campus Local Wellness Coordinator will increase from   | 35%                        | 80%                        | May 2020    |

### Strategies for Improvement

| Student Group (PBMAS) | Target Strategies   | Action Steps   | Person(s) Responsible | Due Date  | Budget Source           | Amount | Status      | Attachment (implementation artifacts) |
|-----------------------|---|--|-----------------------|-----------|-------------------------|--------|-------------|---------------------------------------|
| 1 Title I             | Solicitation (Parent Liaison) of volunteers through PTA and campus-wide events (i.e. concerts, games, and etc.).<br>Pyramid Parent Liaison(s) support in providing community luncheons for business and stakeholders of the community.                      | Parent Liaison researching community organizations, business, churches, and community stakeholders to invite to visit the campus and attend brief sessions regarding campus strengths and areas of support needed.<br>Service Project(s) in the Fall/Spring that partner with TCC, Tarrant County Services, and surrounding partners to host events for families within the campus immediate area. | Principal             | 5/22/2020 | Local (Basic Allotment) | 4,000  | On Target   |                                       |
| 2 Title I             | Identification of the Transformative/Restorative Team.<br>Campus-wide training on Restorative Practices and Agreements<br>Employment of Restorative Circles applicable.   | Employ campus-wide SNAAP/Restorative Practice protocol.<br>Identified team work with colleagues/peers that need support.<br>Work with district representative to implement and model restorative best practices.   | Principal             | 5/29/2020 | Local (Basic Allotment) | 11,000 | On Target   |                                       |
| 3 Title I             | The creation of the Wellness Committee and identified district representative.<br>Ensure that the committee identifies all events on the campus calendar.<br>Track the health and well-being of the campus through creative thought out faculty challenges. | The creation of the Wellness Room for faculty.<br>The dissemination of health information monthly.<br>Development/implementation of campus wide health challenges (i.e. Biggest Loser, and etc.).  | Principal             | 5/29/2020 | Local (Basic Allotment) | 3,000  | Not Started |                                       |
| 4 Title I             | Teacher Assistant and Male Mentor   | Contract Male Mentor<br>The TA/Male Mentor will assist with reinforcing positive behavior in accordance with campus discipline plan (i.e. SNAAP)<br>The TA/Male Mentor will assist with reinforcing positive behavior.<br>The TA/Male Mentor will assist with reinforcing positive attendance.   | Principal             | 5/29/2020 | Title I                 | 41,000 | On Target   |                                       |
| 5 Title I             | Family Communications Specialist  | Ensure the Voly system is utilized for parent engagement<br><br>Ensure to reach out to community through campus events (i.e. parenting events, Donuts for dads/moms, and etc.)   | Principal             | 5/29/2020 | Title I                 | 30,817 | On Target   |                                       |

|    |         |                  |  |           |           |         |       |             |  |
|----|---------|------------------|--|-----------|-----------|---------|-------|-------------|--|
| 6  | Title I | Supply purchases | Purchase of general supplies for family engagement, as well as snacks for family engagement. | Principal | 5/29/2020 | Title I | 2,500 | Not Started |  |
| 7  |         |                  |  |           |           |         |       |             |  |
| 8  |         |                  |  |           |           |         |       |             |  |
| 9  |         |                  |  |           |           |         |       |             |  |
| 10 |         |                  |  |           |           |         |       |             |  |
| 11 |         |                  |  |           |           |         |       |             |  |
| 12 |         |                  |  |           |           |         |       |             |  |
| 13 |         |                  |  |           |           |         |       |             |  |
| 14 |         |                  |  |           |           |         |       |             |  |
| 15 |         |                  |  |           |           |         |       |             |  |

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

**BOY Status:**

Principal Evidence:

Leadership Feedback:

**MOY Status:**

Principal Evidence:

Leadership Feedback:

**EOY Status:**

Principal Evidence:

Leadership Feedback:

