

Fort Worth Independent School District

060 Wedgwood Middle School

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

"Transforming Norms to EXCEED Expectations"

Vision

Climate & Culture

Vision/Values:

* Staff and students for the 2021-2022 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 2021-2022 school year will employ student (i.e. VIP room) and teacher incentives (i.e. teacher of the month, and etc.) that excite and establish the positivity of the climate/culture of the campus.

Data-driven Instruction

Aligned PLC's:

- * Campus instructional leaders for the 2021-2022 school year will review lesson plans weekly within PLC's for alignment to the standards to deliver a robust level of rigor.

Student growth (unfinished learning):

- * Teachers for the 2021-2022 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

Demographics

Demographics Summary

The Fort Worth ISD student enrollment serves over 76,500+ 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 700+ students in grades 7-8. The student enrollment for each grade level and demographic are below.

Grade 6 - 3

Grade 7 - 342

Grade 8 - 399

Total = 744

Asian - 20

AA - 253

Hispanic - 363

Two or more - 28

White - 44

504 - 74

At-Risk - 556

Dyslexia - 44

LEP - 170

GT - 86

Special Education - 84

Demographics Strengths

In the area of Staff:

The percentage of teacher retention, is at 100% for 2021-2022. The building of the relationships has a positive influence in both the turnover rate and the quality of staff coming to our campus. Our personnel as well as student mobility rate is low.

In the area of Students:

* The campus earned two distinctions in the following areas in 2019: Comparative Academic Growth and Comparative Closing the Gaps

* According to the 2020-2021 Focus report, Disciplinary Referrals and Suspension have dropped 55% from 2019-2020. The drop is a result of restorative practices being employed. \

Parents and Community:

WMS strongly believes that outreach in our community is essential for positive home/school partnerships. We hold monthly Food Drives. We provide essential resources for our community. Weekly call-outs are connected to the school wide calendar and school web page that communicate all the events and opportunities at Wedgwood MS that individuals can get involved in.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): During the 2020-2021 school year AA students were 50% of the referrals in Focus. **Root Cause:** Lack of strong relationships between teachers and AA students.

Student Learning

Student Learning Summary

The campus is working towards the district goals to meet or exceed in the subject areas of Math and Literacy. The NWEA data indicates the following in the subject areas of Math and Literacy.

7th Grade has not met the NWEA 50% benchmark.

8th Grade has met the NWEA 50% benchmark.

Content	Grade	% Met Projection (BOY/MOY)
ELA	7th	36%
	8th	52%
	Overall	44%
Math	7th	43%
	8th	57%
	Overall	50%

Aggregate % Met Growth Projection by Race

Math

	Reading			Math		
All Grades						
Asian						
Black or African American	143	67	47%	142	53	37%
Hispanic or Latino	273	138	51%	270	128	47%
Two or More						
White	35	22	63%	34	19	56%

Student Learning Strengths

8th Grade has met the NWEA 50% benchmark

Content	Grade	% Met Projection
		(BOY/MOY)
ELA	8th	52%
Math	8th	57%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): During the 2020-2021 school year only 39% of AA students in 7th grade met the projected growth from BOY to EOY 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 reading instruction and a lack of utilizing the learning continuum during instruction, especially for our AA students.

Problem Statement 2 (Prioritized): During the 2020-2021 school year only 31% of AA students in 7th grade met the projected growth from BOY to EOY 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.

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instruction:

Wedgwood Middle School currently uses the district Curriculum Framework, Instructional planning documents, in addition to various supplemental resources for curriculum. District assessments are written by district content supervisors to ensure that teaching, assessment, and the curriculum are all aligned.

Personnel Summary:

The 2021-2022 projected campus enrollment is: 714. The campus has a Principal, two Assistant Principals, an Instructional Coach, two counselors, and one interventionist. There are approximately 55 faculty members (teachers and paraprofessionals/other). This doesn't include custodians and cafeteria workers.

Organizational and Administrative:

Wedgwood Middle School is a safe, healthy, secure, and orderly learning environment that sets high expectations and realizes the benefit of collaboration with parents, students, and staff. Teachers and staff stay up to date on district required trainings, professional learning, latest evidence-based research for education, and district initiatives in an effort to provide each student with quality education. Daily operations, including duty and master schedules are in place to ensure all students are receiving maximum instructional time. As a staff, we discuss needs, changes, and modifications to our operating procedures/systems in order to promote success for all students and families. District and campus initiatives, as well as school-wide procedures are in place that are consistent with the campus vision and goals. The principal collaboratively works with the Pyramid Executive Director to ensure that district initiatives are being employed. The Southwest Pyramid Principals plan and work together for vertical alignment. Wedgwood employs and retains highly qualified staff to maximize learning for all students.

School Processes & Programs Strengths

Curriculum, Instruction, and Assessment Strengths:

1. Teachers utilize instructional Planning documents and meet weekly during their planning and Professional Learning Communities to ensure that they teach to the depth and rigor of the various student expectations.
2. Teachers utilize pacing calendars to keep up with the scope and sequence of content areas.
3. Teachers are supported by their Executive Director, district Teaching and Learning personnel, Instructional Coach, as well as Instructional Department Leaders/interventionist, to ensure that teaching, instruction, and assessment are aligned with the TEKS. District and Campus Instructional Leadership Team support teachers to ensure that engaged, student-centered instruction is taking place in all classrooms.

Personnel Strengths:

The campus personnel mobility rate is less than 5%.

Organizational and Administrative Strengths:

- * FWAS program that provide students opportunities to extend their learning.
- * Designated campus staff along with teachers monitor hallways throughout campus maintaining safe and orderly transitions, arrivals, and dismissals.
- * Teachers and students routinely set goals and monitor academic growth via MAP assessment, benchmark assessments, as well as STAAR performance.
- * Employment of Know & Show and Student Work Protocol ensure that teachers are continually challenging themselves and each other to improve instruction and maximize student learning and outcomes.
- * Teachers have the ability to communicate electronically with students and parents via Blackboard.
- * Increased vertical alignment of the curriculum links our campus and district goals.
- * Teachers, staff, and administration set the example for students by maintaining a positive and professional learning environment.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): In 20-21 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.

Perceptions

Perceptions Summary

WMS embraces a service friendly environment that looks for opportunities to make everyone feel special. WMS embraces building relationships while holding students accountable for academic excellence. We are committed to cultivating a community of learners who are effective communicators (Student Voice), who are social responsible citizens, and who are contributors in the classroom and the larger community. WMS Core Values consist of: Achievement, Community, Courtesy, Leadership, and Responsibility.

The district administers survey's to listen to staff, students, parents, and all stakeholders to hear their concerns and feedback. The SEL data indicated that students feel supported while on campus (80%). Staff felt strongly about the inviting work environment (85%) as well as the Staff-Leadership Relationships (81%).

Perceptions Strengths

Perceptions Strengths:

Students feel supported while on campus (80%).

Staff feels strongly about the inviting work environment (85%).

Staff feels strongly regarding Staff-Leadership Relationships (81%).

Student Leadership Summary

Wedgwood Middle School has a student leadership program guided by teachers who work to both model and cultivate leadership characteristics in our students. A list of these programs include: JCC, Student Leadership Class Student Council, and Geek Squad.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Out of 558 responses from SEL student data, only 53% overall perceive that they have a strong social connection with their teacher. **Root Cause:** Lack of teacher-student relationships.

Priority Problem Statements

Problem Statement 1: During the 2020-2021 school year AA students were 50% of the referrals in Focus.

Root Cause 1: Lack of strong relationships between teachers and AA students.

Problem Statement 1 Areas: Demographics

Problem Statement 2: During the 2020-2021 school year only 39% of AA students in 7th grade met the projected growth from BOY to EOY 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 reading instruction and a lack of utilizing the learning continuum during instruction, especially for our AA students.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: During the 2020-2021 school year only 31% of AA students in 7th grade met the projected growth from BOY to EOY on the Reading assessment and did not meet the NWEA 50% target for the mid-year MAP growth.

Root Cause 3: Lack of instructional rigor in reading instruction and a lack of utilizing the learning continuum during instruction, especially for our AA students.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: In 20-21 school year student attendance was only at 90%.

Root Cause 4: Lack of an accurate system to track/update attendance hindering consistent communication between home and school.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Out of 558 responses from SEL student data, only 53% overall perceive that they have a strong social connection with their teacher.

Root Cause 5: Lack of teacher-student relationships.

Problem Statement 5 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
- Covid-19 Factors and/or waivers

Student Data: Assessments

- State and federally required assessment information
- 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 progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- 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
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Communications data

Goals

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.

Performance Objective 1: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Reading from 38 % to 70 % by May 2022.

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 30 % to 50 % by May 2022.

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

Strategy 1 Details	Reviews			
<p>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.</p> <p>Development of the ILT capacity by distributive leadership in implementing protocols in the areas of school culture, instructional planning, observation and feedback.</p> <p>Strategy's Expected Result/Impact: 80% of instruction, student work, and student voice aligned to the rigor of the grade level.</p> <p>80% 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.</p> <p>90% coaching conversations in STRIVE will focus on equity and Tier 1 instruction.</p> <p>95% of professional development calendars for teachers will provide introductory and ongoing content-focused, culturally responsive and Tier 1 focused instruction.</p> <p>Staff Responsible for Monitoring: Administration, teachers, Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: - Title I (211) - 211-13-6119-04N-060-30-510-000000-22F10 - \$72,589, - Title I (211) - 211-11-6112-0PD-060-30-510-000000-22F10 - \$5,000, - Title I (211) - 211-13-6329-04N-060-30-510-000000-22F10 - \$9,345</p>	Formative			Summative
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Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: During the 2020-2021 school year only 31% of AA students in 7th grade met the projected growth from BOY to EOY 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.

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.

Performance Objective 2: Increase the percentage of students who score at meets or above in English 1 from 82 % to 95 % by May 2022.

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 69 % to 80 % by May 2022.

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

Strategy 1 Details	Reviews			
<p>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.</p> <p>Development of the ILT capacity by distributive leadership in implementing protocols in the areas of school culture, instructional planning, observation and feedback.</p> <p>Strategy's Expected Result/Impact: 80% of instruction, student work, and student voice aligned to the rigor of the grade level.</p> <p>80% 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.</p> <p>90% coaching conversations in STRIVE will focus on equity and Tier 1 instruction.</p> <p>95% of professional development calendars for teachers will provide introductory and ongoing content-focused, culturally responsive and Tier 1 focused instruction.</p> <p>Staff Responsible for Monitoring: Administration, teachers, Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: - Title I (211) - 211-11-6399-04N-060-30-510-000000-22F10 - \$7,000</p>	Formative			Summative
	Nov	Jan	Mar	June

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Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 2: During the 2020-2021 school year only 31% of AA students in 7th grade met the projected growth from BOY to EOY 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.</p>





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.

Performance Objective 1: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Mathematics from 49.2 % to 70 % by May 2022.

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 46.9 % to 70 % by May 2022.

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

Strategy 1 Details	Reviews			
<p>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.</p> <p>Development of the ILT capacity by distributive leadership in implementing protocols in the areas of school culture, instructional planning, observation and feedback.</p> <p>Strategy's Expected Result/Impact: 80% of instruction, student work, and student voice aligned to the rigor of the grade level.</p> <p>80% 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.</p> <p>90% coaching conversations in STRIVE will focus on equity and Tier 1 instruction.</p> <p>95% of professional development calendars for teachers will provide introductory and ongoing content-focused, culturally responsive and Tier 1 focused instruction.</p> <p>Staff Responsible for Monitoring: Administration, teachers, Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Software - Title I (211) - 211-11-6396-04N-060-30-510-000000-22F10 - \$20,000, Technology Equipment - Title I (211) - 211-11-6396-04N-060-30-510-000000-22F10 - \$20,600</p>	Formative			Summative
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Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: During the 2020-2021 school year only 39% of AA students in 7th grade met the projected growth from BOY to EOY 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 reading instruction and a lack of utilizing the learning continuum during instruction, especially for our AA students.</p>

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.

Performance Objective 2: Increase the percentage of students who score at MEETS or above in Algebra 1 from 34 % to 95 % by May 2022.

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 22 % to 95 % by May 2022.

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

Strategy 1 Details	Reviews			
<p>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.</p> <p>Development of the ILT capacity by distributive leadership in implementing protocols in the areas of school culture, instructional planning, observation and feedback.</p> <p>Strategy's Expected Result/Impact: 80% of instruction, student work, and student voice aligned to the rigor of the grade level.</p> <p>80% 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.</p> <p>90% coaching conversations in STRIVE will focus on equity and Tier 1 instruction.</p> <p>95% of professional development calendars for teachers will provide introductory and ongoing content-focused, culturally responsive and Tier 1 focused instruction.</p> <p>Staff Responsible for Monitoring: Administration, teachers, Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - SCE (199 PIC 24) - 199-11-6399-001-060-24-273-000000- - \$8,653</p>	Formative			Summative
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Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: During the 2020-2021 school year only 39% of AA students in 7th grade met the projected growth from BOY to EOY 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 reading instruction and a lack of utilizing the learning continuum during instruction, especially for our AA students.</p>

Goal 3: CCMR





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

Performance Objective 1: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Reading from 26 % to 40 % by May 2022.

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 22 % to 35 % by May 2022.

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

Strategy 1 Details	Reviews			
<p>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.</p> <p>Development of the ILT capacity by distributive leadership in implementing protocols in the areas of school culture, instructional planning, observation and feedback.</p> <p>Strategy's Expected Result/Impact: 80% of instruction, student work, and student voice aligned to the rigor of the grade level.</p> <p>80% 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.</p> <p>90% coaching conversations in STRIVE will focus on equity and Tier 1 instruction.</p> <p>95% of professional development calendars for teachers will provide introductory and ongoing content-focused, culturally responsive and Tier 1 focused instruction.</p> <p>Staff Responsible for Monitoring: Administration, teachers, Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Software - Title I (211) - 211-11-6399-04N-060-30-510-000000-22F10 - \$15,000</p>	Formative			Summative
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Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 2: During the 2020-2021 school year only 31% of AA students in 7th grade met the projected growth from BOY to EOY 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.</p>





Goal 3: CCMR

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

Performance Objective 2: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Math from 7 % to 36 % by May 2022. 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 3 % to 20 % by May 2022.

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

Strategy 1 Details	Reviews			
<p>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.</p> <p>Development of the ILT capacity by distributive leadership in implementing protocols in the areas of school culture, instructional planning, observation and feedback.</p> <p>Strategy's Expected Result/Impact: 80% of instruction, student work, and student voice aligned to the rigor of the grade level.</p> <p>80% 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.</p> <p>90% coaching conversations in STRIVE will focus on equity and Tier 1 instruction.</p> <p>95% of professional development calendars for teachers will provide introductory and ongoing content-focused, culturally responsive and Tier 1 focused instruction.</p> <p>Staff Responsible for Monitoring: Administration, teachers, Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - Title I (211) - 211-13-6399-04N-060-30-510-000000-22F10 - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
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 Discontinue

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: During the 2020-2021 school year only 39% of AA students in 7th grade met the projected growth from BOY to EOY 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 reading instruction and a lack of utilizing the learning continuum during instruction, especially for our AA students.</p>





Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 1: Decrease the percentage of students who are chronically absent from 29.3 % to 10 % by May 2022.

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 2022.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Build communities (i.e. classroom) that foster students and teachers/staff relationships where interactions, learning communities, and environments are inclusive.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Attendance Clerk, Stay-in School Coordinator, Assistant Principal, Parent Liaison, Counselors, Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: - Title I (211) - 211-61-6499-04L-060-30-510-000000-22F10 - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: In 20-21 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.</p>





Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 2: Increase positive response by students to the learning environment on the Panorama SEL Survey from 53.3 % to 75 % by May 2022.

Increase positive response by African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 50.4 % to 65 % by May 2022.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Build communities (i.e. classroom) that foster students and teachers/staff relationships where interactions, learning communities, and environments are inclusive.</p> <p>Strategy's Expected Result/Impact: EOY SEL data will indicate an over 20% increase among students and most marginalized groups in the area of Teacher Student Relationships.</p> <p>Staff Responsible for Monitoring: Administration, Teachers, Counselors, and Intervention Specialist</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 1: Out of 558 responses from SEL student data, only 53% overall perceive that they have a strong social connection with their teacher. Root Cause: Lack of teacher-student relationships.</p>


Goal 4: Learning Environment (based on the BOE constraints)


Ensure all students have access to a safe, supportive and culturally responsive learning environment.


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 2022.


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

Strategy 1 Details	Reviews			
<p>Strategy 1: Build communities (i.e. classroom) that foster students and teachers/staff relationships where interactions, learning communities, and environments are inclusive.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Administration, Parent Liaison, Counselors, Teachers, Stay-in School Coordinator</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: - Title I (211) - 211-32-6299-04N-060-30-510-000000-22F10 - \$30,924, - Title I (211) - 211-11-6129-04N-060-30-510-000000-22F10 - \$30,137</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:





Demographics
<p>Problem Statement 1: During the 2020-2021 school year AA students were 50% of the referrals in Focus. Root Cause: Lack of strong relationships between teachers and AA students.</p>

Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 4: Increase the positive perception of parents on Engagement on the district's Parent Survey from 64.4 % to 80 % by May 2022. Increase the positive perception of parents of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from X% to 75% by May 2022.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Build communities (i.e. classroom) that foster students and teachers/staff relationships where interactions, learning communities, and environments are inclusive.</p> <p>Strategy's Expected Result/Impact: Campus will provide monthly and quarterly community opportunities to support families (marginalized) within our community/pyramid (i.e. Free Food Give-Away).</p> <p>Staff Responsible for Monitoring: Parent Liaison, Administration, Counselors, Teachers</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: - Title I (211) - 211-61-6116-04L-060-30-510-000000-22F10 - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 4 Problem Statements:

Perceptions
<p>Problem Statement 1: Out of 558 responses from SEL student data, only 53% overall perceive that they have a strong social connection with their teacher. Root Cause: Lack of teacher-student relationships.</p>

State Compensatory

Budget for 060 Wedgwood Middle School

Total SCE Funds:

Total FTEs Funded by SCE: 422

Brief Description of SCE Services and/or Programs

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Personnel for 060 Wedgwood Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Mary Parr	TA I Resource	NaN
Trezcher Austin	Data Analysts	NaN

Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	1		Data Analyst	211-13-6119-04N-060-30-510-000000-22F10	\$72,589.00
1	1	1		Subs for professional development	211-11-6112-0PD-060-30-510-000000-22F10	\$5,000.00
1	1	1		Reading materials for professional development	211-13-6329-04N-060-30-510-000000-22F10	\$9,345.00
1	2	1		Supplies and materials for instructional use	211-11-6399-04N-060-30-510-000000-22F10	\$7,000.00
2	1	1	Software	Technology for instructional use	211-11-6396-04N-060-30-510-000000-22F10	\$20,000.00
2	1	1	Technology Equipment	Technology for instructional use	211-11-6396-04N-060-30-510-000000-22F10	\$20,600.00
3	1	1	Software	Supplies and materials for instructional use	211-11-6399-04N-060-30-510-000000-22F10	\$15,000.00
3	2	1		Supplies and materials for professional development	211-13-6399-04N-060-30-510-000000-22F10	\$10,000.00
4	1	1		Snacks for parents to promote participation	211-61-6499-04L-060-30-510-000000-22F10	\$5,000.00
4	3	1		Contracted student support services	211-32-6299-04N-060-30-510-000000-22F10	\$30,924.00
4	3	1		Teacher Assistant	211-11-6129-04N-060-30-510-000000-22F10	\$30,137.00
4	4	1		Extra duty for family engagement activities after hours	211-61-6116-04L-060-30-510-000000-22F10	\$5,000.00
Sub-Total						\$230,595.00
Budgeted Fund Source Amount						\$230,595.00
+/- Difference						\$0.00
SCE (199 PIC 24)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
2	2	1		Supplies and materials for instructional use	199-11-6399-001-060-24-273-000000-	\$8,653.00

SCE (199 PIC 24)

Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
Sub-Total						\$8,653.00
Budgeted Fund Source Amount						\$8,653.00
+/- Difference						\$0.00
Grand Total						\$239,248.00