

Fort Worth Independent School District
060 Wedgwood Middle School
2022-2023 Campus Improvement Plan



Mission Statement

"Transforming Norms to EXCEED Expectations"

Vision

Climate & Culture

Vision/Values:

- * Staff and students for the 2022-2023 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 2022-2023 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 and JOY of the climate/culture of the campus.

Data-driven Instruction

Aligned PLC's:

- * Campus instructional leaders for the 2022-2023 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 2022-2023 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 650+ students in grades 7-8. The student enrollment for each grade level and demographic are below.

Grade 7 - 342

Grade 8 - 327

Total = 670

Asian - 18

AA - 241

Hispanic - 344

Two or more - 19

White - 46

504 - 70

At-Risk - 527

Dyslexia - 48

LEP - 218

GT - 76

Special Education - 90

Demographics Strengths

In the area of Staff:

The percentage of teacher retention, is at 100% for 2022-2023. 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 2021-2022 Focus report, Disciplinary Referrals and Suspension have dropped 50% from 2020-2021. 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 2022-2023 school year AA students were 50% of the referrals in Focus. **Root Cause:** Lack of Advisory lessons being implemented with fidelity with teachers with the highest number of referrals.

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.

Math EOY - 47%

Reading EOY - 45%

8th Grade has met the NWEA 50% benchmark.

Math EOY - 42%

Reading EOY - 45%

Student Learning Strengths

8th Grade has met the NWEA 50% benchmark

Content	Grade	Observed Growth
Math	7th	5%
Reading	7th	4%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): During the 2022-2023 school year only 45% 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 2022-2023 school year only 38% 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 2022-2023 projected campus enrollment is: 670. 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 89%. **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.

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 2022-2023 school year AA students were 50% of the referrals in Focus.

Root Cause 1: Lack of Advisory lessons being implemented with fidelity with teachers with the highest number of referrals.

Problem Statement 1 Areas: Demographics

Problem Statement 2: During the 2022-2023 school year only 45% 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 4: In 20-21 school year student attendance was only at 89%.

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

Problem Statement 3: During the 2022-2023 school year only 38% 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

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

- 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
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

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 45 % to 70 % by May 2023.

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 38 % to 50 % by May 2023.

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

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

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.

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.

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

- TEA Priorities:





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

- ESF Levers:

Lever 5: Effective Instruction

- Targeted Support Strategy

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
<p>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.</p> <p>Intended Audience: ELA teachers Date(s) / Timeframe: August 2022-2023 Provider / Presenter / Person Responsible: Principal, AP, CIC, ELA Department Lead Collaborating Departments: ELA Department Delivery Method: In-person and virtual</p> <p>Funding Sources: - Title I (211) - 211-11-6399-04N-060-30-510-000000-23F10 - \$9,500, - Title I (211) - 211-11-6329-04N-060-30-510-000000-23F10 - \$10,000, - BEA (199 PIC 25) - 211-11-6112-0PD-060-30-510-000000-22F10 - \$1,613</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: To weekly monitor the usage (i.e. 65%) of Lexia for students and teachers to ensure that students are progressing through the levels.</p> <p>Intended Audience: Teachers and students Date(s) / Timeframe: May 2023 Provider / Presenter / Person Responsible: Vendor, CIC, teachers Collaborating Departments: Literacy Department Delivery Method: Software program, and in-person</p>	Formative			Summative
	Nov	Jan	Mar	June
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School Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 2: During the 2022-2023 school year only 38% 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>

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 2023.

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 2023.

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.

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.

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.

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

- 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

- Targeted Support Strategy

Action Step 1 Details	Reviews			
Action Step 1: Utilize ThinkCERCA 70% to critically think through texts and activate student voice. Intended Audience: Teachers and students Date(s) / Timeframe: May 2023	Formative			Summative
	Nov	Jan	Mar	June

Provider / Presenter / Person Responsible: Vendor, CIC, teacher, admin Collaborating Departments: Literacy department Delivery Method: Software program and in-person delivery				
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 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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

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

Staff Responsible for Monitoring: ILT

Title I:

2.4, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

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

- Targeted Support Strategy

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 Date(s) / Timeframe: August 2022 - May 2023 Provider / Presenter / Person Responsible: ILT Collaborating Departments: Literacy Department Delivery Method: Face-to-Face	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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 47 % to 70 % by May 2023.

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 45 % to 70 % by May 2023.

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.

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.

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.

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, 2.6

- TEA Priorities:





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

- ESF Levers:

Lever 5: Effective Instruction

- Targeted Support Strategy

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: By August 31, develop a system/cycle of observation and feedback of math instruction aligned to Carnegie trainings, FWISD Instructional framework, and Math Framework, and share with Math department by mid September.</p> <p>Intended Audience: Math teachers Date(s) / Timeframe: August 2022-2023 Provider / Presenter / Person Responsible: Principal, AP, Math Department Lead Collaborating Departments: Math Department Delivery Method: In-person and virtual</p> <p>Funding Sources: - Title I (211) - 211-11-6399-04N-060-30-510-000000-23F10 - \$9,500, - Title I (211) - 211-13-6119-04N-060-30-510-000000-23F10 - \$79,611, Technology - Title I (211) - 211-11-6396-04N-060-30-510-000000-23F10 - \$15,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Ensure that 100% of required teachers/staff participate in all Math trainings (i.e. Carnegie).</p> <p>Intended Audience: Admin, teachers Date(s) / Timeframe: May 2023 Provider / Presenter / Person Responsible: Vendor, CIC, admin, Math department Collaborating Departments: Math Department Delivery Method: In-person and virtual</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Weekly monitor the MATHia usage by teachers and students to ensure that students are progressing aligned to reports.</p> <p>Intended Audience: Teachers Date(s) / Timeframe: May 2023 Provider / Presenter / Person Responsible: Vendor, Teacher, Leadership Team Collaborating Departments: Math Department Delivery Method: In-person and virtual</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: During the 2022-2023 school year only 45% 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.

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 2023. 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 2023.

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.

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.

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.

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

- 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

- Targeted Support Strategy

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Purchase class sets of math manipulatives to assist students with understanding math concepts and procedures and support student learning from concrete experiences to abstract reasoning.</p> <p>Intended Audience: Math Department Date(s) / Timeframe: September 2022 - February 2023 Provider / Presenter / Person Responsible: AP and Math Department Leader Collaborating Departments: Math department Delivery Method: In-person and virtual</p> <p>Funding Sources: - SCE (199 PIC 24) - 199-11-6396-001-060-24-273-000000- - \$10,421</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Ensure that 100% of required teachers/staff participate in all Math trainings (i.e. Carnegie).</p> <p>Intended Audience: Admin, teachers Date(s) / Timeframe: May 2023 Provider / Presenter / Person Responsible: Vendor, CIC, admin, Math department Collaborating Departments: Math Department Delivery Method: In-person and virtual</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: During the 2022-2023 school year only 45% 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>

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 31 % to 50 % by May 2023.

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 25 % to 35 % by May 2023.

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

- 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

- Targeted Support Strategy

Problem Statements: Student Learning 2

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 Date(s) / Timeframe: August 2022-May 2023 Provider / Presenter / Person Responsible: Principal, AP, CIC, ELA Department Lead Collaborating Departments: ELA Department Delivery Method: In-person and virtual	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Teachers will receive professional development on best practices on how to effectively integrate resources in the classroom.</p> <p>Intended Audience: Teachers Date(s) / Timeframe: August 2022 - April 2023 Provider / Presenter / Person Responsible: ILT; CIC Collaborating Departments: Literacy Department Delivery Method: Face-to-Face</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

School Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 2: During the 2022-2023 school year only 38% 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>

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 2023.

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 8% to 20 % by May 2023.

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.

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: Lessons and student work observed are aligned to the appropriate level of rigor for the standard.

Coaching conversations documented in STRIVE and NTC reports will demonstrate job embedded instructional coaching focused on Tier 1 instruction and equity.

Staff Responsible for Monitoring: Administration, teachers, Instructional Coaches

Title I:

2.4

- 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

- Targeted Support Strategy

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: By August 31, develop a system/cycle of observation 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 Date(s) / Timeframe: August 2022-2023 Provider / Presenter / Person Responsible: Principal, AP, Math Department Lead Collaborating Departments: Math Department Delivery Method: In-person and virtual	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Provide extended day learning opportunities for students. Intended Audience: Students and teachers Date(s) / Timeframe: October 2022 - May 2023 Provider / Presenter / Person Responsible: Vendor, Teachers Collaborating Departments: Math Specialist Delivery Method: Face-to-face	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: During the 2022-2023 school year only 45% 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>

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 2023.

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 2023.

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, 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: By August 12th develop (i.e. tighten) 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.	Formative			Summative
	Nov	Jan	Mar	June

Intended Audience: Students, Parents, Attendance Team

Date(s) / Timeframe: August 2022-May 2023

Provider / Presenter / Person Responsible: Attendance Clerk, Stay-in School Coordinator, Assistant Principal, Parent Liaison


Collaborating Departments: Attendance Clerk, Stay-in School Coordinator, Assistant Principal, Parent Liaison, Counselors, Teachers

Delivery Method: In-person, virtual

Funding Sources: - Title I (211) - 211-61-6499-04L-060-30-510-000000-23F10 - \$5,000

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

School Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: In 20-21 school year student attendance was only at 89%. **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 2023.

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 2023.

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 and TIP 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, 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

- Targeted Support Strategy

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: Provide professional development to teachers/staff to learn and practice how to cultivate safe, supportive, and equitable learning environments. Intended Audience: Teachers/Staff, CIC, Admin Date(s) / Timeframe: August 2022 - January 2023 Provider / Presenter / Person Responsible: Vendor, Restorative Practice Specialist, SST Collaborating Departments: SST and Restorative Practice Team Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: During the 2022-2023 school year AA students were 50% of the referrals in Focus. **Root Cause:** Lack of Advisory lessons being implemented with fidelity with teachers with the highest number of referrals.

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 2023.

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:

2.6, 4.2

- Targeted Support Strategy

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Identified staff along with contracted service will work with focus groups beginning at the end of August based upon student discipline data. Students will be provided individualized skills based upon their needs in order to reduce the numbers of referrals they had the previous year. The following systems will be utilized: Branching Minds (MTSS/RTI/PBIS) and Restorative Practice.</p> <p>Intended Audience: Identified students and Restorative Practices Team</p> <p>Date(s) / Timeframe: August 2022-May 2023</p> <p>Provider / Presenter / Person Responsible: Assistant Principal, OCI Teacher, Campus Restorative Team, Contract Service</p> <p>Collaborating Departments: Representatives from student teams</p> <p>Delivery Method: In-person</p> <p>Funding Sources: - Title I (211) - 211-11-6129-04N-060-30-510-000000-23F10 - \$30,127, - Title I (211) - 211-32-6299-04N-060-30-510-000000-23F10 - \$29,692</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

School Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: During the 2022-2023 school year AA students were 50% of the referrals in Focus. **Root Cause:** Lack of Advisory lessons being implemented with fidelity with teachers with the highest number of referrals.

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 25% to 75% by May 2023.

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: Campus will provide monthly and quarterly community opportunities to support families (marginalized) within our community/pyramid (i.e. Free Food Give-Away).

Staff Responsible for Monitoring: Parent Liaison, Administration, Counselors, Teachers

Title I:

2.4, 4.1

- TEA Priorities:

Improve low-performing schools


- ESF Levers:

Lever 3: Positive School Culture


- Targeted Support Strategy

Problem Statements: School Processes & Programs 1


Action Step 1 Details	Reviews			
Action Step 1: A calendar will be created by August 14th 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 Date(s) / Timeframe: August 2022 - May 2023 Provider / Presenter / Person Responsible: Parent Liaison, Administration, Counselors Collaborating Departments: Attendance, Parent Engagement Delivery Method: In-person Funding Sources: - Title I (211) - 211-61-6121-04L-060-30-510-000000-23F10 - \$5,000, - Parent Engagement - 211-61-6499-04L-060-30-510-000000-23F10 - \$3,258	Formative			Summative
	Nov	Jan	Mar	June




No Progress



Accomplished



Continue/Modify



Discontinue

School Performance Objective 4 Problem Statements:

School Processes & Programs

Problem Statement 1: In 20-21 school year student attendance was only at 89%. **Root Cause:** Lack of an accurate system to track/update attendance hindering consistent communication between home and school.

State Compensatory

Budget for 060 Wedgwood Middle School

Total SCE Funds: \$0.00

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)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1		Supplies and materials for instructional use	211-11-6399-04N-060-30-510-000000-23F10	\$9,500.00
1	1	1	1		Reading materials for classroom use	211-11-6329-04N-060-30-510-000000-23F10	\$10,000.00
2	1	1	1		Supplies and materials for instructional use	211-11-6399-04N-060-30-510-000000-23F10	\$9,500.00
2	1	1	1		Data Analyst	211-13-6119-04N-060-30-510-000000-23F10	\$79,611.00
2	1	1	1	Technology	Technology for instructional use	211-11-6396-04N-060-30-510-000000-23F10	\$15,000.00
4	1	1	1		Snacks for parents to promote participation	211-61-6499-04L-060-30-510-000000-23F10	\$5,000.00
4	3	1	1		Contracted student support services	211-32-6299-04N-060-30-510-000000-23F10	\$29,692.00
4	3	1	1		Teacher Assistant	211-11-6129-04N-060-30-510-000000-23F10	\$30,127.00
4	4	1	1		Extra duty for family engagement activities after hours (Support Personnel)	211-61-6121-04L-060-30-510-000000-23F10	\$5,000.00
Sub-Total							\$193,430.00
Budgeted Fund Source Amount							\$193,430.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	2	1	1		Technology for instructional use	199-11-6396-001-060-24-273-000000-	\$10,421.00
Sub-Total							\$10,421.00
Budgeted Fund Source Amount							\$10,421.00
+/- Difference							\$0.00

Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1		Snacks for Parents to promote participation	211-61-6499-04L-060-30-510-000000-23F10	\$3,258.00
Sub-Total							\$3,258.00
Budgeted Fund Source Amount							\$3,258.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1		Subs for professional development	211-11-6112-0PD-060-30-510-000000-22F10	\$1,613.00
Sub-Total							\$1,613.00
Budgeted Fund Source Amount							\$1,613.00
+/- Difference							\$0.00
Grand Total Budgeted							\$208,722.00
Grand Total Spent							\$208,722.00
+/- Difference							\$0.00

Addendums