

# Fort Worth Independent School District 2020-2021 Campus Improvement Plan

**Principal:** Johnson, Cheryl

**Campus Name:** 043 - Wedgwood 6th Grade  
**Fort Worth ISD Mission Statement**

**Executive Director:** Eneida Padro

*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 2021.

**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 2021.

**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 2021.

## School Profile

### Student Enrollment by Program

Attendance Rate: 60.61  
Special Education: 9.5  
Dual Language/ESL: 27.8  
Gifted and Talented: 13.3

Career and Technology: 0  
Percentage of at-risk students: 71.8  
Percentage of English Language (EL) students: 29.1  
Percentage of economically disadvantage students: 88.9

## 2020-2021 Campus Site-Based Committee

Name	Role
Dr. Cheryl Johnson	Principal
Patricia Garcia	Additional Representative Appointment
Tiffany Aikin	Teacher
Elisa Horn Williamson	Teacher
Jessica Curtis	Teacher
Scott Clark	Teacher
Angelia Hicks	Campus Non-Teacher Professional
Dr. Brie Diamond	Parent
Ms. Siobhan Howard	Parent
Ms. Anita Huckaby	Parent
Dr. Elisabeth Ivy	District Level Staff
Sylvia Lantzer	District Employee Relations Council Representative
Michelle Lowen	Additional Representative Appointment
Dr. Frank Sloan	Community Representative
Community Rep 2	Community Representative
Business Rep 1	Business Representative
Business Rep 2	Business Representative

## Accountability Summary

Visit [Txschools.org](http://Txschools.org) for an overview of the State Accountability Systems and school profile for Wedgwood 6th Grade. The 85th Texas Legislation passed House Bill (HB) 22, establishing three domains for measuring performance of campuses:

Beginning with 2021-2022, 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> 60	58 - F
Domain 2: <b>School Progress</b> 70	
Domain 3: <b>Closing The Gaps</b> 30	

### Campus Distinction Designations

Academic Achievement in Mathematics: 0	Postsecondary Readiness: 0
Academic Achievement in Science:	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 2020-2021 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
- No 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 2020-2021

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified areas needing improvement or areas of weaknesses?	Priorities Three to five needs that require intervention. Needs should be prioritized to create the greatest impact.
Demographics	1. Benchmark Data February 2020: Hispanic: 230 students Strength Math: Approaches 75.81% , Meets 20%, Masters 3.72%	1. Benchmark Data February 2020 Weakness: Hispanic Reading Approaches 53.12%, Meets 22.32% Masters 10.27%	1. 1. Campus wide plan around assess our students BOY, analyzing and identifying gaps, and acting through the form of reteaching key content to get students on track. This priority is very important because we are a one year campus. 2. 2. Identify a campus wide plan to address learning gaps as a result of COVID-19, which will include implementing data driven instruction strategies around teaching and reteaching to mastery, identifying quickly which practice to implement depending on student need. 3. 3. Campus wide plan around supporting technology based learning platforms as well as classroom direct instruction platforms. 4. 4. Continue campus wide Effective Schools Framework initiatives for Levers 5.1 and 5.3. 5. 5. Restorative Practice with a focus around decreasing out of school and in school suspension and increase in attendance.
	2. Benchmark Data February 2020 African American 140 students Strength Math: 60% Approaches, Meets 10.45% Masters 3.72%	2. Benchmark Data February 2020 Weakness: African American Reading Approaches 42.65%, Meets13.24% Masters 2.94%	
	3. Benchmark Data February 2020 Economically Disadvantaged: Strength Math: Approaches 69.62%, Meets 18.48%, Masters 2.78%	3. Benchmark Data February 2020 Weakness: Economically Disadvantaged Reading Approaches 51.47% , Meets 19.03% Masters 8.58%	
Student Achievement	1. Benchmark Data February 2020 Hispanic: 230 students Strength Math: Approaches 75.81% , Meets 20%, Masters 3.72%	1. Benchmark Data February 2020 Weakness: Hispanic Reading Approaches 53.12%, Meets 22.32% Masters 10.27%	
	2. Benchmark Data February 2020 African American 140 students Strength Math: 60% Approaches, Meets 10.45% Masters 3.72%	2. Benchmark Data February 2020 Weakness: African American Reading Approaches 42.65%, Meets13.24% Masters 2.94%	
	3. Benchmark Data February 2020 Economically Disadvantaged: Strength Math: Approaches 69.62%, Meets 18.48%, Masters 2.78%	3. Benchmark Data February 2020 Weakness: Economically Disadvantaged Reading Approaches 51.47% , Meets 19.03% Masters 8.58%	
School Culture and Climate	1. Restorative Practice Campus	1. There is a need to have an effective Restorative Practice community, where students, faculty, and families build strong relationships focused around student achievement and an increase with attendance, decrease of student discipline referrals. There is a 2. There is a need to focus on a proactive, and relevant data driven approach to student achievement. There needs to be a tighter system around sharing best practices driven by data, utilizing daily relevant data to spiral in concepts not mastered, and creat 3. There is a need to get more families involved with our campus.	
	2. Data Driven Instruction		
	3. Family and Community Engagement		
Staff Quality/ Professional Development	1. Implementation Phase in regards to Climate and Culture around Data Driven Instruction	1. Continuing with establishing a more collaborative climate and culture regarding PLC's and sharing best practices.	
	2. Aligned Professional Development driven by walkthrough trends and teacher/student needs.	2. Focus around aligned support with ensuring teachers 12 out of the 30 Flex Hours supports with professional development goals with TTESS.	
	3. Faculty Retention	3. There is a need to focus on building instructional leadership capacity with all teachers and support staff.	

<b>Curriculum, Instruction, and Assessment</b>	1.	District Curriculum provided with scope and sequence	1.	There needs to be a focus around ensuring teachers are delivering instruction that is aligned to the standards.
	2.	Interim Assessments		
	3.	Curriculum Resource Page to support instructional activities for students.	2.	There is a need to ensure that teachers plan with the end in mind to support alignment with instruction and assessments.
			3.	There is a need to ensure teachers understand how to navigate the curriculum framework.
<b>Family and Community Involvement</b>	1.	Planned calendar of family engagement activities	1.	Because our campus is a one year school it has been a challenge to establish an active PTA.
	2.	Parent Liaison	2.	In need of Parent Liaison to work some additional hours outside of the allotted hours weekly.
	3.	Restorative Practice Campus	3.	Improving Restorative Practice culture.
<b>School Context and Organization</b>	1.	Instructional Leadership Team that has now worked together for more than 2 years.	1.	Continue to ensure that weekly meetings occur to discuss campus wide trends around data driven instruction, instructional practices, coaching/closing feedback loop on Tier 2 and Tier 3 teachers, aligned professional development and PLC focus.
	2.	Restorative Practice Committee	2.	Ensure that monthly the Restorative Practice committee shared feedback to staff on trends and needs of improvement.
	3.	SBDM	3.	SBDM attending the six requirement meetings and or emergency meetings, and providing more feedback and input on campus wide decisions.

# Academic Excellence Goals

## Fort Worth Independent School District 2020-2021 Academic Excellence Goals Action Plan

Campus Name: 043 - Wedgwood 6th Grade

Principal: Johnson, Cheryl

Executive Director: Eneida Padro

SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline
	LITERACY: Percent of students in reading on or above grade level as measured by NWEA MAP Growth will increase from beginning-of-year to end-of-year (baseline)	--	--	--	55	
	MATH: Percent of students in math on or above grade level as measured by NWEA MAP Growth will increase from beginning-of-year to end-of-year (baseline)	140.16	49.36	5.67	55	

### Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 Title I	ESF Prioritized Lever 5.3 - Data-driven instruction - The campus will create a data monitoring system for teachers and students based on an assessment calendar for campus common assessments and district assessments. Teachers and campus instructional leaders will participate in weekly data meetings to progress monitor, discuss interventions and enrichment strategies, and identify scaffolds to be addressed in lesson delivery in order to meet the individual needs of students.	Create and train teachers after purchasing a data monitoring system to review disaggregated data and develop common assessment calendars in order to set clear goals for every student.	Principal,Assistant Principal,Instructional Leadership,Data Analyst	11/6/2020	Title I	5,000		Through goal-setting, students and teachers set targets, utilize strategies, and make adjustments based on the data in order for all students to met or exceed BOY RIT targets.
2 Title I	ESF Prioritized Lever 5.3 - Data-driven instruction - The campus will create a data monitoring system for teachers and students based on an assessment calendar for campus common assessments and district assessments. Teachers and campus instructional leaders will participate in weekly data meetings to progress monitor, discuss interventions and enrichment strategies, and identify scaffolds to be addressed in lesson delivery in order to meet the individual needs of students.	Utilize extra duty funds to support teachers with corrective action planning to identify root causes, address instructional gaps, and provide strategies for students needing intervention or acceleration.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	11/20/2020	Title I	1,000		Through goal-setting, students and teachers set targets, utilize strategies, and make adjustments based on the data in order for all students to met or exceed BOY RIT targets.
3 Title I	ESF Prioritized Lever 5.3 - Data-driven instruction - The campus will create a data monitoring system for teachers and students based on an assessment calendar for campus common assessments and district assessments. Teachers and campus instructional leaders will participate in weekly data meetings to progress monitor, discuss interventions and enrichment strategies, and identify scaffolds to be addressed in lesson delivery in order to meet the individual needs of students.	Expand the learning opportunities for students to engage in small group instruction through the use of extended day sessions.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,Data Analyst	5/7/2021	Title I	2,000		Through goal-setting, students and teachers set targets, utilize strategies, and make adjustments based on the data in order for all students to met or exceed BOY RIT targets.

4	Title I	ESF Prioritized Lever 5.3 - Data-driven instruction - The campus will create a data monitoring system for teachers and students based on an assessment calendar for campus common assessments and district assessments. Teachers and campus instructional leaders will participate in weekly data meetings to progress monitor, discuss interventions and enrichment strategies, and identify scaffolds to be addressed in lesson delivery in order to meet the individual needs of students.	Utilize Title I funds to support a full-time Data Analyst position who will train teachers and facilitate data disaggregation for the campus.	Principal,Assistant Principal	7/27/2020	Title I	79,000		Through goal-setting, students and teachers set targets, utilize strategies, and make adjustments based on the data in order for all students to met or exceed BOY RIT targets.
5		ESF Prioritized Lever 5.3 - Data-driven instruction - The campus will create a data monitoring system for teachers and students based on an assessment calendar for campus common assessments and district assessments. Teachers and campus instructional leaders will participate in weekly data meetings to progress monitor, discuss interventions and enrichment strategies, and identify scaffolds to be addressed in lesson delivery in order to meet the individual needs of students.	Create and train teachers after purchasing a data monitoring system to review disaggregated data and develop common assessment calendars in order to set clear goals for every student.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst	11/6/2020	Title I	5,000		Through goal-setting, students and teachers set targets, utilize strategies, and make adjustments based on the data in order for all students to met or exceed BOY RIT targets.
6		ESF Prioritized Lever 5.3 - Data-driven instruction - The campus will create a data monitoring system for teachers and students based on an assessment calendar for campus common assessments and district assessments. Teachers and campus instructional leaders will participate in weekly data meetings to progress monitor, discuss interventions and enrichment strategies, and identify scaffolds to be addressed in lesson delivery in order to meet the individual needs of students.	Utilize extra duty funds to support teachers with corrective action planning to identify root causes, address instructional gaps, and provide strategies for students needing intervention or acceleration.	Principal,Assistant Principal,Instructional Leadership	11/20/2020	Title I	1,000		Through goal-setting, students and teachers set targets, utilize strategies, and make adjustments based on the data in order for all students to met or exceed BOY RIT targets.
7		ESF Prioritized Lever 5.3 - Data-driven instruction - The campus will create a data monitoring system for teachers and students based on an assessment calendar for campus common assessments and district assessments. Teachers and campus instructional leaders will participate in weekly data meetings to progress monitor, discuss interventions and enrichment strategies, and identify scaffolds to be addressed in lesson delivery in order to meet the individual needs of students.	Expand the learning opportunities for students to engage in small group instruction through the use of extended day sessions.	Principal,Assistant Principal,Instructional Leadership	5/7/2021	Title I	2,000		Through goal-setting, students and teachers set targets, utilize strategies, and make adjustments based on the data in order for all students to met or exceed BOY RIT targets.

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 2020-2021 Mission Goals Action Plan

Campus Name: 043 - Wedgwood 6th Grade

Principal: Johnson, Cheryl

Executive Director: Eneida Padro

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 Reading will increase from	24	44	EOY
	Percent of students progressing one composite level on TELPAS will increase from	35	36	EOY

### Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 CTE-SPED	ESF Prioritized Lever 5.1 - Effective Instruction: Restructure and implement PLCs to include Weekly Data Meetings focused on analyzing quantitative and qualitative data; and engaging in job-embedded professional development based on trends in student progress and the walkthrough coaching/feedback cycle.	Provide professional development on the development of TEKS aligned, detailed lesson plans that provide differentiated pathways, and meet the needs of all student groups.	Principal,Assistant Principal,Instructional Leadership	10/9/2020	Special Education	3,643		Through regular data monitoring and coaching feedback, teacher instructional capacity will deepen to promote more effective Tier1 instruction for all students.
2 CTE-SPED	ESF Prioritized Lever 5.1 - Effective Instruction: Restructure and implement PLCs to include Weekly Data Meetings focused on analyzing quantitative and qualitative data; and engaging in job-embedded professional development based on trends in student progress and the walkthrough coaching/feedback cycle.	Provide professional development through pullouts and purchasing reading materials on culturally responsive teaching practices and social emotional learning to increase student achievement by focusing on improving literary competency.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,Data Analyst	1/15/2021	Title I	5,000		Through regular data monitoring and coaching feedback, teacher instructional capacity will deepen to promote more effective Tier1 instruction for all students.
3 CTE-SPED	ESF Prioritized Lever 5.1 - Effective Instruction: Restructure and implement PLCs to include Weekly Data Meetings focused on analyzing quantitative and qualitative data; and engaging in job-embedded professional development based on trends in student progress and the walkthrough coaching/feedback cycle.	Provide professional development on the development of TEKS aligned, detailed lesson plans that provide differentiated pathways, and meet the needs of all student groups.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,Data Analyst	10/16/2020	Gifted & Talented	361		Through regular data monitoring and coaching feedback, teacher instructional capacity will deepen to promote more effective Tier1 instruction for all students.
4 CTE-LEP	Utilize a robust system that addresses Reading, Writing, Listening, and Speaking skills, and progress monitors the performance of current and monitored students taking TELPAS.	Provide extra duty professional development for teachers, parents, and students after purchasing a system that will support Reading, Writing, Listening, and Speaking supports for students.	Principal,Assistant Principal,Instructional Leadership	10/30/2020	Title I	7,206		Teachers use instructional best practices in order to meet the needs of both struggling learners and learners needing accelerated instruction.
5 CTE-LEP	Utilize a robust system that addresses Reading, Writing, Listening, and Speaking skills, and progress monitors the performance of current and monitored students taking TELPAS.	Utilize instructional best practices campus wide to support ESL students.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst	10/9/2020	Local (Basic Allotment)	7,500		Teachers use instructional best practices in order to meet the needs of both struggling learners and learners needing accelerated instruction.

6	CTE-LEP	Utilize a robust system that addresses Reading, Writing, Listening, and Speaking skills, and progress monitors the performance of current and monitored students taking TELPAS.	Provide SEL and culturally relevant professional development for staff to support TELPAS student achievement.	Principal,Assistant Principal,Instructional Leadership	1/15/2021	SCE	4,147	Teachers use instructional best practices in order to meet the needs of both struggling learners and learners needing accelerated instruction.
7	CTE-LEP	Utilize a robust system that addresses Reading, Writing, Listening, and Speaking skills, and progress monitors the performance of current and monitored students taking TELPAS.	Utilize instructional best practices campus wide to support ESL students.	Instructional Leadership,Teacher (s),Data Analyst	10/9/2020	Bilingual	214	Teachers use instructional best practices in order to meet the needs of both struggling learners and learners needing accelerated instruction.

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 2020-2021 Learning Environment Goals Action Plan

Campus Name: 043 - Wedgwood 6th Grade

Principal: Johnson, Cheryl

Executive Director: Eneida Padro

SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	The number of parents using Parent Portal will increase percentage as measured by the School Profile from	232	287	EOY
	PBIS - The number of 'Duplicate Out of School Suspension (OSS) Events', as documented in FWISD Cycle Reports, will decrease for target student groups from	76	57	EOY
	Health Related - (Target 100%) Percentage of students tested in FitnessGram that have report cards sent home will increase from	0	100	EOY

### Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 Title I	ESF Prioritized Lever 3.1 - Positive School Culture: Increase the number of stakeholders who are actively engaged in improving the campus culture.	Use a variety of communication methods to highlight and inform parents and the community about upcoming events so parents stay engaged with the campus.	Principal,Assistant Principal	11/20/2020	Title I	750		Improve climate survey data through positive communication and collaboration efforts with stakeholders.
2 Title I	ESF Prioritized Lever 3.1 - Positive School Culture: Increase the number of stakeholders who are actively engaged in improving the campus culture.	Purchase equipment (printers, laminators, poster makers, mobile Promethean Board, etc) to support parent outreach and provide greater parent-campus connections.	Principal,Assistant Principal,Student Support Services	12/18/2020	Title I	10,000		Improve climate survey data through positive communication and collaboration efforts with stakeholders.
3 Title I	ESF 3.1: Ensure that all campus practices and policies are created to ensure an equitable and culturally responsive learning environment for all students.	Purchase resources (banners, posters for hallway, inspirational materials) to develop a positive campus culture in an effort to decrease office referrals.	Principal,Assistant Principal,Teacher (s),Student Support Services,Data Analyst	10/9/2020	Local (Basic Allotment)	3,378		PBIS - The number of 'Duplicate Out of School Suspension (OSS) Events', as documented in FWISD Cycle Reports, will decrease from 76 to 57 (25% decrease).
4 Title I	ESF 3.1: Ensure that all campus practices and policies are created to ensure an equitable and culturally responsive learning environment for all students.	Provide professional development on and utilize various Equity strategies, Restorative Practices, and SEL resources to assist teachers and staff in building relationships and repair harm (when applicable) in an effort to decrease the number of students with duplicated out-of-school suspensions.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services	11/6/2020	Local (Basic Allotment)	2,000		PBIS - The number of 'Duplicate Out of School Suspension (OSS) Events', as documented in FWISD Cycle Reports, will decrease from 76 to 57 (25% decrease).
5 Title I	ESF 3.1: The campus regularly communicates with parents and utilizes a variety of methods to engage parents in the educational activities that occur on campus.	Use a variety of communication methods to highlight and inform parents about campus events such as student fitness and other wellness related activities.	Principal,Assistant Principal,Instructional Leadership	3/12/2021	Local (Basic Allotment)	1,000		The Moving to Wellness teachers will ensure student results for every student completing the FitnessGram are provided to parents using various methods of delivery.

6	Title I	ESF 3.1: The campus regularly communicates with parents and utilizes a variety of methods to engage parents in the educational activities that occur on campus.	Purchase materials to support the continuous improvement of healthy fitness for students learning virtually and in-person.	Principal,Assistant Principal,Instructional Leadership,Data Analyst	5/21/2021	Local (Basic Allotment)	2,000		The Moving to Wellness teachers will ensure student results for every student completing the FitnessGram are provided to parents using various methods of delivery.
7	Title I	ESF 3.1: The campus regularly communicates with parents and utilizes a variety of methods to engage parents in the educational activities that occur on campus.	Select a Family Communications Liaison for the campus to support parent outreach and campus partnership initiatives through allocated funding.	Principal,Assistant Principal		Title I	13,416		The Moving to Wellness teachers will ensure student results for every student completing the FitnessGram are provided to parents using various methods of delivery.

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:

