

Fort Worth Independent School District 2020-2021 Campus Improvement Plan

Principal: Burrell, Robert

Campus Name: 060 - Wedgwood MS

Executive Director: Eneida Padro

Fort Worth ISD Mission Statement

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

Vision

Igniting in Every Child a Passion for Learning

Student Outcome Goals

Early Literacy - Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from 30% to 43% by 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: 33.33

Special Education: 10.9

Dual Language/ESL: 18.9

Gifted and Talented: 15.4

Career and Technology: 65.3

Percentage of at-risk students: 71.9

Percentage of English Language (EL) students: 20.1

Percentage of economically disadvantage students: 89.2

2020-2021 Campus Site-Based Committee

Name	Role
Kendra Sanders	Campus Non-Teacher Professional
Tim Hill	Teacher
Andrew Dunn	Teacher
Kyle Rowe	Business Representative
Nancy Carpenter	Teacher
Sandy Ramos	Teacher
Kristy Winston	Teacher
Dimitria Campbell	District Level Staff
Malcolm Johnson	District Level Staff
Carol Lee	Community Representative
Sylvia Patak	Community Representative
Michael Dawson	Additional Representative Appointment
Rebecca Shelton	Additional Representative Appointment
Cynthia Hoang	Parent
Shannon Callaway	Parent
Robert Burrell	Principal

Accountability Summary

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

Beginning with 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: Student Achievement 67	76 - C
Domain 2: School Progress 77	
Domain 3: Closing The Gaps 73	

Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 0

Academic Achievement in English Language Arts/Reading: 0

Top 25 Percent: Comparative Academic Growth: 1

Postsecondary Readiness: 0

Top 25 Percent: Comparative Closing the Gaps: 1

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

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. School is diverse (54% Hispanic), (38% AA), (8% White/Other) - 879 total population	1. Reducing discipline incidents in all populations to increase student attendance and achievement.	1. Providing professional development for Technology (i.e. Google Classroom; Google Meets), Culture and Climate
	2. Hispanic: 399 students Math: 65% Approaches, 31% Meets 439 students Rdg.: 75% Approaches, 38% Meets	2. Weakness: Sped: 100 students Rdg: 17%	2. Campus wide reinforcing of positive behavior and attendance (i.e. Incentive Programs; Restorative Practices)
	3. African American: 269 students Math: 55% Approaches 274 students Rdg.: 58% Approaches, 24% Meets, Masters 10%	3. Weakness: White: 59 students Math: 76% Approaches 64 students Rdg.: 73% Approaches	3. Campus wide academic achievement accountability (i.e. in particular STAAR assessed) through Formative Assessments and data driven instructional best practices 4. Increasing parent and community engagement through the PTA
Student Achievement	1. Overall Rating 18-19 = 76% (up 5% from previous year of 71%)	1. Reading - all levels and populations Writing - all levels and populations MS Math - all levels and populations	5. Campus-wide health and safety procedures/protocols (COVID-19)
	2. Hispanic: 399 students Math: 65% Approaches, 31% Meets 439 students Rdg.: 75% Approaches, 38% Meets	2. Weakness: Sped: 100 students; Rdg. 17%	
	3. African American: 269 students Math: 55% Approaches 274 students Rdg.: 58% Approaches, 24% Meets, Masters 10%	3. Weakness: White: 59 students Math: 76% Approaches 64 students Rdg.: 73% Approaches	
School Culture and Climate	1. Strong sense of family and commitment amongst staff. Evidence of internal accountability by most.	1. Increase involvement with Parents and Community by building relationships and partnerships through outreach programs.	
	2. A campus wide Restorative Discipline Plan for all teachers and staff which provides a proactive environment for all students.	2. To continue building strong proactive systems that are consistently employed in order to address student discipline concerns that arise.	
	3. Disaggregation of Data	3. To inform students of their performance by providing timely explicit feedback to them. To teach students how to interpret their own results in order to take ownership of their learning/growth.	
Staff Quality/ Professional Development	1. Structured and focused PLC's/PD are evident within classroom instruction.	1. Blended learning support for teachers and students. 20-21 Flex Days structured around campus vision/mission. Structured PLC's that are evident in the classroom as a result of effectively and efficiently maximizing the time of the PLC.	
	2. Administrators provide constructive/specific feedback through walkthroughs	2. Administrators to provide explicit feedback to teachers in order to build instructional leadership capacity.	
	3. Climate and Culture	3. Provide support to parents by direct contact and social media platforms. By the end of each semester each student and parent will have experienced a minimum of five check-ups.	

Curriculum, Instruction, and Assessment	1.	Implementation of technology in every classroom (i.e. Google Site, Google Meets, Google Classroom)	1.	Utilization of technology to engage all students to ensure differentiation of instruction in order to meet all student groups during COVID-19.
	2.	Curriculum Framework	2.	Review of lesson plans weekly within PLC's for alignment to ensure in alignment with CF and the standards to deliver a robust level of rigor.
	3.	Common Assessments	3.	Utilization of 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.
Family and Community Involvement	1.	Providing parents in need of resources during the holidays (Thanksgiving and Christmas)	1.	Increase involvement with Parents and Community by building relationships and partnerships through outreach programs.
	2.	Quarterly Food Distribution	2.	Campus Food Pantry/partnership with TFB
	3.	Utilization of communicating with stakeholders using various modes of technology.	3.	Engage/encourage parent(s) to become familiar with technology and social media platforms.
School Context and Organization	1.	Processes in place to ensure daily demands of campus do not overshadow focus on improvement: Campus calendar, Weekly leadership meetings, Walk-throughs, Teachers have a voice in decisionmaking and school practices through: PLC, Faculty meetings, and Ope	1.	To ensure focus on building leadership capacity in the faculty by providing opportunities in leadership capacities. To build a effective new teacher mentoring program to assist new teachers with best practices instruction (Tier 1 Instruction).
	2.	Health and Safety	2.	To establish a campus culture that is ensures that COVID-19 protocols/procedures are adhered to ensuring that students and staff remain safe and healthy.
	3.	Campus-wide systems	3.	To ensure that campus-wide systems are employed consistently and monitored. To provide explicit procedures for systems that are employed in order to provide clear expectations.

Academic Excellence Goals

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

Campus Name: 060 - Wedgwood MS

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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)	--	--	--		
	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)	134.78	66.72	25.01	70	

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	By the end of June 2021 established technology system will track student growth. As well as ensure that students have the opportunity to participate in tracking their own data utilizing 100%.	Teachers employment of monitoring students virtual as well as in-person engagement utilizing technology system.	Teacher(s)	6/14/2021	Title I	25,000	On Target	Employment of technology (i.e. Google Meets, Google classroom), Coaching; explicit feedback, PD
2 Title I	By the end of June 2021 ensure that instruction in all courses with emphasis on advanced are rigorous and extend student knowledge.	Ensure walkthrough feedback focus on targeted students that will support moving from Meets to Masters through technology tracking system.	Principal,Assistant Principal	6/14/2021	Gifted & Talented	906	On Target	Disaggregated data (i.e. common assessments); Coaching; explicit feedback, PD,
3 SPED	By the end of June 2021 consistent implementation of IEP (i.e. accommodations, modifications, and supplemental aids) will be in 100% compliance.	Ensure that Lesson Plans indicate SPED population and instructional support based upon IEP's.	Assistant Principal,Teacher(s)	6/14/2021	Special Education	8,189	On Target	Monitoring of lesson plans, PD, coaching
4	Student incentives that highlight student achievement and growth in the following areas: academics, behavior, and attendance will be employed during the 20-21 school year with 90% employment.	Each 6wk identify students based upon data that are showing growth in the following areas: academics, behavior, and attendance.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services	6/14/2021	Local (Basic Allotment)	2,500	Not Started	Mentoring, coaching, explicit feedback, student voice
5	Student incentives that highlight student achievement and growth in the following areas: academics, behavior, and attendance will be employed during the 20-21 school year with 90% employment.	Students will be able to engage in events as well as choose items of their choice as an incentive.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services	6/14/2021	Local (Basic Allotment)	2,500	Not Started	Mentoring, coaching, explicit feedback, student voice
6 Title I	Professional Development for teachers that focus on identified student groups and targeted instruction based upon the CNA for the 20-21 school year.	Attend Virtual conferences/workshops/trainings that are in alignment in the CNA, such as: Climate and Culture; Special Education (self-contained classes); Technology	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,Other,Data Analyst	6/14/2021	Title I	35,000	Not Started	Coaching (i.e. modeling); Disaggregated data

7	Title I	<p>Focused ELL curriculum design and lesson planning based on sound pedagogical principles, practices, and high standards for the 20-21 school year.</p> <p>Resources that will help educators learn more about effective, differentiated teaching strategies specifically addressing ELLs for the 20-21 school year.</p>	Employ strategic methods to employ for making grade-level materials and resources comprehensible for ELLs.	Principal,Assistant Principal,Teacher(s)	6/14/2021	Bilingual	282	On Target	PD, coaching, small grouping, acquisition of materials, differentiation
8	Title I	<p>Focused ELL curriculum design and lesson planning based on sound pedagogical principles, practices, and high standards for the 20-21 school year.</p> <p>Resources that will help educators learn more about effective, differentiated teaching strategies specifically addressing ELLs for the 20-21 school year.</p>	Research-based training on theory, culture, diversity, social status, and policy of language acquisition.	Assistant Principal,Instructional Leadership,Teacher(s)	6/14/2021	Bilingual	282	On Target	PD, coaching, small grouping, acquisition of materials, differentiation
9	Title I	By the end June 2021 students will have received the needed supplies and resources to perform at a high level of rigor regarding academic performance.	Employment of engaging materials with key ideas, essential questions, and recommended materials, including content-rich texts, that are used across classrooms.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),External Stakeholder	6/14/2021	Title I	31,654	On Target	Student growth, building teacher capacity, PD
10	One-to-One tutoring		Identifying students based upon projected data from assessments (i.e. Common assessments; Benchmarks) that are 5 or more questions away reaching Approaches, Meets, and Masters in Math and Reading.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other,Data Analyst	6/14/2021	SCE	3,000	Not Started	Closing of student performance gaps
11	One-to-One tutoring		Extension of the instructional week to target the instructional Campus SMART Goals identified above for students that are two or more grade levels behind their grade level.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other,Data Analyst	6/14/2021	SCE	4,974	Not Started	Closing of student performance gaps

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: 060 - Wedgwood MS

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SMART Goals	Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)	Baseline (BOY)	to Target	by Deadline
	Percent of students at grade level or above in Math will increase from	63	78	EOY
	Percent of students testing in Reading 7-8 will increase 10 percentage points as measured by the STAAR standards. Interval student tracking each 3rd 6	35	45	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	By the end of June 2021 students will have received the needed supplies and resources to perform at a high level of rigor regarding academic performance.	Employment of engaging materials with key ideas, essential questions, and recommended materials, including content-rich texts, that are used across classrooms.	Principal, Assistant Principal, Instructional Leadership	6/14/2021	Local (Basic Allotment)	6,500	On Target	Student growth, building teacher capacity, PD
2	Title I Professional Development for teachers that focus on identified student groups and targeted instruction based upon the CNA throughout the 20-21 school year.	Attend virtual conferences/workshops/trainings that are in alignment in the CNA, such as: Climate and Culture; Special Education; Technology	Principal, Assistant Principal	6/14/2021	Local (Basic Allotment)	6,151	Not Started	Building teacher capacity, coaching, targeted/differentiated instruction
3	Title I Data Analyst	Ensure data is disaggregated for campus PLC's Monitor/Track data for campus progress. Campus Testing Coordinator (ensure we are in compliance with testing, i.e. STAAR)	Principal, Assistant Principal	6/14/2021	Title I	79,611	On Target	Disaggregated data to identify trends closing achievement gaps
4	Title I Substitutes for PD	Ensure substitutes are secured for teachers attending PD (i.e. conferences/workshops/trainings that are in alignment in the CNA).	Principal, Assistant Principal	6/14/2021	Title I	3,695		Building teaching capacity
5	Title I At the beginning of 2021 targeted instruction will focus on student groups placed in Enhance Math and Structured Literacy based upon MAP, STAAR, and pre-assessment. Tier 1 instruction School tutoring before, during, and after school (FWAS Program).	Ensure that small group instruction is tiered based upon student data. Consistent feedback to teachers regarding identified specific groups.	Principal, Assistant Principal, Instructional Leadership, Teacher(s)	6/14/2021	Title I	8,000	Not Started	

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

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Learning Environment Goals

Fort Worth Independent School District 2020-2021 Learning Environment Goals Action Plan

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SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	Campus volunteer opportunities posted in Voly will increase over last year as measured by the School Profile from	20%	45%	EOY
	PBIS - Disproportionate 'Duplicate Out of School Suspension (OSS) Events', as documented in FWISD Cycle Reports, will decrease in % for target student groups as compared to campus enrollment from	91% (males); 84% (females)	40% (males); 30% (females)	EOY
	Health Related - (Target 95%) Percentage of all eligible students tested in FitnessGram each year will increase from	90%	95%	EOY
	COVID-19: Health and safety procedures/protocols will increase to 100% by the end of the June 2021	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	Teacher Assistant and Female/Male Mentoring	The TA/Mentors will assist with reinforcing positive behavior. The TA/Mentors will assist with reinforcing positive attendance.	Principal,Assistant Principal	6/14/2021	Title I	56,000	Not Started	Improvement of student discipline and attendance
2 Title I	Family Communications Specialist	Ensure the Voly system is utilized for parent engagement. Ensure to reach out to community through campus events (i.e. parenting events, Donuts for dads/moms, and etc.)	Principal,Assistant Principal	6/14/2021	Title I	32,000	On Target	Increased volunteers/engagement
3 Title I	Supply purchases	Continuous family and community engagement that welcomes and engages families to impact campus culture and climate.	Principal,Assistant Principal,Student Support Services,External Stakeholder	6/14/2021	Title I	2,500	Not Started	Family engagement
4 Title I	By the end of June 2021 all established protocols/procedures for COVID-19 and wellness skills will be adhered to 100%.	A campus-wide program to proactively teach Covid-19 safety protocols, mental health and wellness skills to students.	Principal,Assistant Principal	6/14/2021	Title I	13,305	On Target	Health and safety all students and staff

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:

