

Fort Worth Independent School District
060 Wedgwood Middle School
2024-2025 Campus Improvement Plan



Mission Statement

"Transforming Norms to EXCEED Expectations"

Vision

Climate & Culture

Vision/Values:

* Staff and students for the 2024-2025 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 2024-2025 school year will employ student 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 2024-2025 school year will review lesson plans weekly within PLC's for alignment to the standards to deliver a robust level of rigor.

Student growth:

- * Teachers for the 2024-2025 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 72,000+ 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 500+ students in grades 7-8. The student enrollment for each grade level and demographic are below.

As of 10/13/2023 our data shows that:

Total 526 Female 251 Male 275 Asian 21 Black/African American 191 Hispanic 262 Multiple 17 Pacific Islander 2 White 53 ELL 125 SPED 72

242 7th graders with 236 that are economically disadvantaged and 284 8th graders with 275 that are economically disadvantaged

Our staff is diverse in terms of years of experience as well as race/ethnicity. Due to a lack of student discipline and student accountability, there was an increase in staff turn over the summer of the 2023-2024 school year causing the 100% staff retention rate to drop to a 60% retention rate leaving the campus with many vacancies and several long term subs to start the school year. The current number of long term subs as of 2/20/24 are 3. Wedgwood Middle School currently has long term subs in Spanish, 7th Grade Science, and 7 Grade Math.

Demographics Strengths

Our student mobility rate is low. Our campus offers monthly food drives that provides essential resources to our community. Our campus website provides opportunities for families to connect with the campus and keep them updated on their student's education. We are proud to have a diverse student population. We also use a campus resource page which keeps parents informed of different offerings at Wedgwood.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There has been a steady decline in enrollment at Wedgwood Middle School. In the past two years, enrollment has dropped over 100 students.

Root Cause: Due to a lack of consequences, Wedgwood families have withdrawn to seek safer learning environments.

Problem Statement 2 (Prioritized): Wedgwood has built a reputation of being a campus with little to no discipline. Students have had multiple fights, exhibited disrespectful behaviors toward staff, some have been involved in persistent misbehavior. **Root Cause:** Early in the school year, there was a lack of consequences for student misbehaviors.

Teachers have felt unsupported and would not handle discipline issues, or write students up due to a lack of support. Wedgwood also suffers from a lack of parental involvement.

Student Learning

Student Learning Summary

AP Growth 2022-2023

Mathematics

7th-53%

8th-45%

Reading

7th-64%

8th-58%

Subject	Grade	Approaches	Meets	Masters
Math	7	28%	8%	0%
Math	8	59%	18%	4%
Reading	7	56%	25%	6%
Reading	8	56%	25%	3%
Social Studies	8	40%	14%	3%
Science	8	39%	10%	1%

Student Learning Strengths

Biology EOC

100% of students met Approaches

94% of students met Meets

25% of students met Biology

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): During the 2023-2024 MAP Growth testing, Wedgwood math scores dropped from BOY to MOY testing. **Root Cause:** Lack of instructional rigor in math instruction and a lack of utilizing the learning continuum (i.e. Carnegie) during instruction, especially for our AA student

Problem Statement 2 (Prioritized): During the 2023-2024 school year only 32% of AA students in 7th grade met the projected growth from BOY to MOY on the Reading assessment and did not meet the NWEA 50% target for the mid-year MAP growth. **Root Cause:** High suspension rates and disciplinary issues have contributed in our AA students not performing at the level in which they should.

School Processes & Programs

School Processes & Programs Summary

School Processes & Programs Summary:

The campus focus on academic success is addressed by the following: Tier 1 Instruction; Teachers are expected to scaffold and differentiate instruction; Teachers adhere to the FWISD scope and sequence, curriculum, and resources with fidelity; Daily lesson plans are developed to address all student needs; PLC meet daily to review student data, teacher pedagogy, and modeling.

Teachers utilize assessment data to monitor and adjust instruction to address learning gaps and extend learning. Teachers address misconceptions and reteach for student mastery.

School Processes & Programs Strengths

School Processes & Programs Summary:

The campus focus on academic success is addressed by the following: Tier 1 Instruction; Teachers are expected to scaffold and differentiate instruction; Teachers adhere to the FWISD scope and sequence, curriculum, and resources with fidelity; Daily lesson plans are developed to address all student needs; PLC meet daily to review student data, teacher pedagogy, and modeling.

Teachers utilize assessment data to monitor and adjust instruction to address learning gaps and extend learning. Teachers address misconceptions and reteach for student mastery.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): In 2023-2024 school year student attendance was only at 92%. **Root Cause:** Higher suspensions and a lack of parental involvement in the school.

Perceptions

Perceptions Summary

Our campus host parent meetings to provide an opportunity to get their feedback regarding the campus. Student focus groups are held to hear student voice and to engage them in decision making for ownership of their campus. Our Family Engagement Specialist engages parents in the monthly Food Give-Away.

Perceptions Strengths

Our campus host parent meetings to provide an opportunity to get their feedback regarding the campus. Student focus groups are held to hear student voice and to engage them in decision making for ownership of their campus. Our Family Engagement Specialist engages parents in the monthly Food Give-Away.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Out of focused parental group, perception of lack of student safety is a result of system of active monitoring. **Root Cause:** Lack of an implementation of system(s) for all staff to active monitor with intentionality and fidelity.

Problem Statement 2 (Prioritized): In 2023-2024, the PTO was not established to engage parents and all stakeholders that represent the campus demographics. **Root Cause:** A lack of staff and parental involvement when attempting to create PTO.

Priority Problem Statements

Problem Statement 1: Wedgwood has built a reputation of being a campus with little to no discipline. Students have had multiple fights, exhibited disrespectful behaviors toward staff, some have been involved in persistent misbehavior.

Root Cause 1: Early in the school year, there was a lack of consequences for student misbehaviors. Teachers have felt unsupported and would not handle discipline issues, or write students up due to a lack of support. Wedgwood also suffers from a lack of parental involvement.

Problem Statement 1 Areas: Demographics

Problem Statement 2: During the 2023-2024 MAP Growth testing, Wedgwood math scores dropped from BOY to MOY testing.

Root Cause 2: Lack of instructional rigor in math instruction and a lack of utilizing the learning continuum (i.e. Carnegie) during instruction, especially for our AA student

Problem Statement 2 Areas: Student Learning

Problem Statement 3: During the 2023-2024 school year only 32% of AA students in 7th grade met the projected growth from BOY to MOY on the Reading assessment and did not meet the NWEA 50% target for the mid-year MAP growth.

Root Cause 3: High suspension rates and disciplinary issues have contributed in our AA students not performing at the level in which they should.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: In 2023-2024 school year student attendance was only at 92%.

Root Cause 4: Higher suspensions and a lack of parental involvement in the school.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Out of focused parental group, perception of lack of student safety is a result of system of active monitoring.

Root Cause 5: Lack of an implementation of system(s) for all staff to active monitor with intentionality and fidelity.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: In 2023-2024, the PTO was not established to engage parents and all stakeholders that represent the campus demographics.

Root Cause 6: A lack of staff and parental involvement when attempting to create PTO.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: There has been a steady decline in enrollment at Wedgwood Middle School. In the past two years, enrollment has dropped over 100 students.

Root Cause 7: Due to a lack of consequences, Wedgwood families have withdrawn to seek safer learning environments.

Problem Statement 7 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- RDA data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-P ESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

Performance Objective 1: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Reading from __19__% to __25__% by May 2025.

Increase the percentage who meet or exceed projected growth on MAP Growth Reading of African American students __13__% to __20__% and for our Hispanic students/the student group that is most marginalized by instruction on our campus (gender, race, program, other) from __15__% to __23__% by May 2025.

High Priority

Evaluation Data Sources: MAP Growth, Intermin Assesments, PLC Data Dives, STAAR

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Resources

Strategy 1: Improve quality of Tier 1 instruction for all students through developing systems that explicitly monitor instructional delivery including alignment, engagement, student voice, and checks for understanding at a rigorous level.

Strategy's Expected Result/Impact: Instruction, student work, and student voice aligned to the rigor of the grade level.

90% 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, Campus Instructional Coach (CIC)

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 - Additional Targeted Support Strategy

Action Step 1 Details	Reviews			
<p>Action Step 1: Select instructional strategies to be implemented campus-wide, determine lesson-plan format and implementation, develop professional learning modules, and calendar professional development for teachers on the implementation of best practices for the school year.</p> <p>Intended Audience: Instructional Leadership Team Provider / Presenter / Person Responsible: Administration Team Date(s) / Timeframe: Starting in August 2024 Delivery Method: ILT Meetings</p> <p>Funding Sources: - TITLE I (211) - 211-13-6329-04N-060-30-510-000000-25F10 - \$2,006, - TITLE I (211) - 211-11-6399-04N-060-30-510-000000-25F10 - \$2,237.80, - SPED (199 PIC 23) - \$2,569, - SPED (199 PIC 23) - \$3,000, - BASIC (199 PIC 11) - 199-11-6399-XXX-060-11-273-000000- - \$6,848</p>	Formative		Summative	
	Nov	Jan	Mar	June
				
Action Step 2 Details	Reviews			
<p>Action Step 2: Develop resources that will help monitor implementation and provide feedback to teachers (lesson plan format that includes where the instructional strategies will occur within the FWISD Instructional Framework, document on how to access feedback in Strive, etc.)</p> <p>Intended Audience: Instructional Leadership Team Provider / Presenter / Person Responsible: Administration Team Date(s) / Timeframe: August 2024 Delivery Method: ILT meetings</p>	Formative		Summative	
	Nov	Jan	Mar	June
				
Action Step 3 Details	Reviews			
<p>Action Step 3: Deliver professional development centered around campus-wide instructional strategies.</p> <p>Intended Audience: Campus Teachers Provider / Presenter / Person Responsible: Instructional Leadership Team Date(s) / Timeframe: Monthly starting in August 2024 Delivery Method: In person at faculty meetings, district staff days at the beginning of the school year, and PLCs.</p> <p>Funding Sources: - UNDISTRIBUTED (199 PIC 99) - 199-13-6399-XXX-060-99-273-000000- - \$13,696</p>	Formative		Summative	
	Nov	Jan	Mar	June
				
Action Step 4 Details	Reviews			
<p>Action Step 4: Core departments will analyze student performance data and develop actions plans through PLCs.</p> <p>Intended Audience: Core Teachers (Science, Social Studies, Math, and RLA) Provider / Presenter / Person Responsible: Data Analyst, Administration Team, and CIC Date(s) / Timeframe: Tuesdays and Thursdays in PLCs starting first week of school August 2024 Delivery Method: In person at PLC meetings</p>	Formative		Summative	
	Nov	Jan	Mar	June
				

Action Step 5 Details	Reviews			
<p>Action Step 5: Provide tutorials outside of the school day to students and a daily Warrior time for Mathia/Lexia interventions.</p> <p>Intended Audience: Wedgwood Middle School students</p> <p>Provider / Presenter / Person Responsible: Campus Teachers</p> <p>Date(s) / Timeframe: Monday and Wednesday for Mathia in advisory Tuesday and Thursday for Lexia in advisory Saturdays throughout the school year Starting in August 2024</p> <p>Delivery Method: In person on campus</p> <p>Funding Sources: - TITLE I (211) - 211-11-6116-04N-060-30-510-000000-25F10 - \$7,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
				
Action Step 6 Details	Reviews			
<p>Action Step 6: Use embedded PLC time to build teacher capacity around rigorous student engagement by problem-solving, planning, practicing delivery, and analyzing student work.</p> <p>Intended Audience: Campus Core Teachers (Math, RLA, Science and Social Studies)</p> <p>Provider / Presenter / Person Responsible: CIC and Administration Team</p> <p>Date(s) / Timeframe: During assigned PLC times starting in August 2024</p> <p>Delivery Method: In person during PLC meetings</p>	Formative		Summative	
	Nov	Jan	Mar	June
				
Action Step 7 Details	Reviews			
<p>Action Step 7: Wedgwood teachers will offer Saturday learning camps focused primarily on Math and RLA.</p> <p>Intended Audience: Wedgwood Middle School Students</p> <p>Provider / Presenter / Person Responsible: Campus Teachers</p> <p>Date(s) / Timeframe: Starting in September 2024 and throughout the school year</p> <p>Collaborating Departments: RLA and Math Teachers</p> <p>Delivery Method: In Person on Saturdays at campus</p>	Formative		Summative	
	Nov	Jan	Mar	June
				

Action Step 8 Details	Reviews			
<p>Action Step 8: Hire an additional Instructional Coach in an effort to ensure teachers are delivering quality instruction to students.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Principal</p> <p>Date(s) / Timeframe: 2024/2025 School Year</p> <p>Collaborating Departments: All STAAR Tested Subjects</p> <p>Delivery Method: PLC and faculty meetings</p> <p>Funding Sources: Title 1 Funding for additional position - TITLE I (211) - 211-13-6119-04N-060-30-510-000000-25F10 - \$86,919</p>	Formative		Summative	
	Nov	Jan	Mar	June
				
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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 2025.

Performance Objective 2: Increase the percentage of students who score at meets or above in English 1 from 85__% to __88_% by May 2025.

Increase the percentage of African American students and for Hispanic students from __67_% to __72_% by May 2025 or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from __90_% to __95_% by May 2025.

High Priority

Evaluation Data Sources: MAP Growth, Intermin Assessments, PLC Data Dives, STAAR

Strategy 1: Improve quality of Tier 1 instruction for all students through developing systems that explicitly monitor instructional delivery including alignment, engagement, student voice, and checks for understanding at a rigorous level.

Strategy's Expected Result/Impact: Instruction, student work, and student voice aligned to the rigor of the grade level.

90% 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, Campus Instructional Coach (CIC)

Title I:

2.4, 2.5, 2.6




- TEA Priorities:




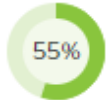








Recruit, support, retain teachers and principals, Build a foundation of reading and math








- ESF Levers:

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

- Targeted Support Strategy - Additional Targeted Support Strategy

Action Step 1 Details	Reviews			
<p>Action Step 1: Select instructional strategies to be implemented campus-wide, determine lesson-plan format and implementation, develop professional learning modules, and calendar professional development for teachers on the implementation of best practices for the school year.</p> <p>Intended Audience: Instructional Leadership Team</p> <p>Provider / Presenter / Person Responsible: Administration Team</p> <p>Date(s) / Timeframe: Starting in August 2024</p> <p>Delivery Method: ILT Meetings</p> <p>Funding Sources: - SCE (199 PIC 24) - 199-11-6399-001-060-24-273-000000- - \$6,704</p>	Formative		Summative	
	Nov	Jan	Mar	June
				

Action Step 2 Details	Reviews			
<p>Action Step 2: Develop resources that will help monitor implementation and provide feedback to teachers (lesson plan format that includes where the instructional strategies will occur within the FWISD Instructional Framework, document on how to access feedback in Strive, etc.)</p> <p>Intended Audience: Instructional Leadership Team</p> <p>Provider / Presenter / Person Responsible: Administration Team</p> <p>Date(s) / Timeframe: August 2024</p> <p>Delivery Method: ILT meetings</p>	Formative		Summative	
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Action Step 3 Details	Reviews			
<p>Action Step 3: Deliver professional development centered around campus-wide instructional strategies.</p> <p>Intended Audience: Campus Teachers</p> <p>Provider / Presenter / Person Responsible: Instructional Leadership Team</p> <p>Date(s) / Timeframe: Monthly starting in August 2024</p> <p>Delivery Method: In person at faculty meetings, district staff days at the beginning of the school year, and PLCs.</p>	Formative		Summative	
	Nov	Jan	Mar	June
				
Action Step 4 Details	Reviews			
<p>Action Step 4: Core departments will analyze student performance data and develop actions plans through PLCs.</p> <p>Intended Audience: Core Teachers (Science, Social Studies, Math, and RLA)</p> <p>Provider / Presenter / Person Responsible: Data Analyst, Administration Team, and CIC</p> <p>Date(s) / Timeframe: Tuesdays and Thursdays in PLCs starting first week of school August 2024</p> <p>Delivery Method: In person at PLC meetings</p>	Formative		Summative	
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Action Step 5 Details	Reviews			
<p>Action Step 5: Provide tutorials outside of the school day to students and a daily Warrior time for Mathia/Lexia interventions.</p> <p>Intended Audience: Wedgwood Middle School students</p> <p>Provider / Presenter / Person Responsible: Campus Teachers</p> <p>Date(s) / Timeframe: Monday and Wednesday for Mathia in advisory Tuesday and Thursday for Lexia in advisory Saturdays throughout the school year Starting in August 2024</p> <p>Delivery Method: In person on campus</p> <p>Funding Sources: - GT (199 PIC 21) - \$1,201</p>	Formative		Summative	
	Nov	Jan	Mar	June
				

Action Step 6 Details	Reviews			
<p>Action Step 6: Use embedded PLC time to build teacher capacity around rigorous student engagement by problem-solving, planning, practicing delivery, and analyzing student work.</p> <p>Intended Audience: Campus Core Teachers (Math, RLA, Science and Social Studies)</p> <p>Provider / Presenter / Person Responsible: CIC and Administration Team</p> <p>Date(s) / Timeframe: During assigned PLC times starting in August 2024</p> <p>Delivery Method: In person during PLC meetings</p>	Formative		Summative	
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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 2025.

Performance Objective 1: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Mathematics from 14% to 20% by May 2025.

Increase the percentage who meet or exceed projected growth on MAP Growth Mathematics of African American students from 10% to 15% and of Hispanic students/ the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 12% to 17% by May 2025.

High Priority

Evaluation Data Sources: MAP Growth, Intermin Assessments, PLC Data Dives, STAAR

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Campus -Wide Strategies to deepen student knowledge and provide evidence of learning

Strategy 1: Improve quality of Tier 1 instruction for all students through developing systems that explicitly monitor instructional delivery including alignment, engagement, student voice, and checks for understanding at a rigorous level.

Strategy's Expected Result/Impact: Instruction, student work, and student voice aligned to the rigor of the grade level.

90% 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, Campus Instructional Coach (CIC)

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 - Additional Targeted Support Strategy

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<p>Action Step 1: Select instructional strategies to be implemented campus-wide, determine lesson-plan format and implementation, develop professional learning modules, and calendar professional development for teachers on the implementation of best practices for the school year.</p> <p>Intended Audience: Instructional Leadership Team Provider / Presenter / Person Responsible: Administration Team Date(s) / Timeframe: Starting in August 2024 Delivery Method: ILT Meetings</p> <p>Funding Sources: - BASIC (199 PIC 11) - 199-11-6399-XXX-060-11-273-000000- - \$6,848</p>	Formative		Summative	
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Action Step 2 Details	Reviews			
<p>Action Step 2: Develop resources that will help monitor implementation and provide feedback to teachers (lesson plan format that includes where the instructional strategies will occur within the FWISD Instructional Framework, document on how to access feedback in Strive, etc.)</p> <p>Intended Audience: Instructional Leadership Team Provider / Presenter / Person Responsible: Administration Team Date(s) / Timeframe: August 2024 Delivery Method: ILT meetings</p>	Formative		Summative	
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	Nov	Jan	Mar	June
				

Action Step 5 Details	Reviews			
<p>Action Step 5: Provide tutorials outside of the school day to students and a daily Warrior time for Mathia/Lexia interventions.</p> <p>Intended Audience: Wedgwood Middle School students</p> <p>Provider / Presenter / Person Responsible: Campus Teachers</p> <p>Date(s) / Timeframe: Monday and Wednesday for Mathia in advisory Tuesday and Thursday for Lexia in advisory Saturdays throughout the school year Starting in August 2024</p> <p>Delivery Method: In person on campus</p> <p>Funding Sources: - TITLE I (211) - 211-11-6116-04N-060-30-510-000000-25F10 - \$7,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
				
Action Step 6 Details	Reviews			
<p>Action Step 6: Use embedded PLC time to build teacher capacity around rigorous student engagement by problem-solving, planning, practicing delivery, and analyzing student work.</p> <p>Intended Audience: Campus Core Teachers (Math, RLA, Science and Social Studies)</p> <p>Provider / Presenter / Person Responsible: CIC and Administration Team</p> <p>Date(s) / Timeframe: During assigned PLC times starting in August 2024</p> <p>Delivery Method: In person during PLC meetings</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 7 Details	Reviews			
<p>Action Step 7: Wedgwood teachers will offer Saturday learning camps focused primarily on Math and RLA.</p> <p>Intended Audience: Wedgwood Middle School Students</p> <p>Provider / Presenter / Person Responsible: Campus Teachers</p> <p>Date(s) / Timeframe: Starting in September 2024 and throughout the school year</p> <p>Collaborating Departments: RLA and Math Teachers</p> <p>Delivery Method: In Person on Saturdays at campus</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

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 2025.

Performance Objective 2: Increase the percentage of students who score at MEETS or above in Algebra 1 EOC from 36 % to 40 % by May 2025.

Increase the percentage who score at MEETS or above in Algebra 1 EOC of African American students from 40 % to 45 % and of Hispanic students/the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 31 % to 36 % by May 2025.

Strategy 1: Improve quality of Tier 1 instruction for all students through developing systems that explicitly monitor instructional delivery including alignment, engagement, student voice, and checks for understanding at a rigorous level.

Strategy's Expected Result/Impact: Instruction, student work, and student voice aligned to the rigor of the grade level.

90% 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, Campus Instructional Coach (CIC)

Title I:

2.4, 2.5, 2.6

- 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 - Additional Targeted Support Strategy

Action Step 1 Details	Reviews			
Action Step 1: Select instructional strategies to be implemented campus-wide, determine lesson-plan format and implementation, develop professional learning modules, and calendar professional development for teachers on the implementation of best practices for the school year. Intended Audience: Instructional Leadership Team Provider / Presenter / Person Responsible: Administration Team Date(s) / Timeframe: Starting in August 2024 Delivery Method: ILT Meetings	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Develop resources that will help monitor implementation and provide feedback to teachers (lesson plan format that includes where the instructional strategies will occur within the FWISD Instructional Framework, document on how to access feedback in Strive, etc.)</p> <p>Intended Audience: Instructional Leadership Team</p> <p>Provider / Presenter / Person Responsible: Administration Team</p> <p>Date(s) / Timeframe: August 2024</p> <p>Delivery Method: ILT meetings</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Deliver professional development centered around campus-wide instructional strategies.</p> <p>Intended Audience: Campus Teachers</p> <p>Provider / Presenter / Person Responsible: Instructional Leadership Team</p> <p>Date(s) / Timeframe: Monthly starting in August 2024</p> <p>Delivery Method: In person at faculty meetings, district staff days at the beginning of the school year, and PLCs.</p> <p>Funding Sources: - TITLE I (211) - 211-11-6399-04N-060-30-510-000000-25F10 - \$5,891.20</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Core departments will analyze student performance data and develop actions plans through PLCs.</p> <p>Intended Audience: Core Teachers (Science, Social Studies, Math, and RLA)</p> <p>Provider / Presenter / Person Responsible: Data Analyst, Administration Team, and CIC</p> <p>Date(s) / Timeframe: Tuesdays and Thursdays in PLCs starting first week of school August 2024</p> <p>Delivery Method: In person at PLC meetings</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 5 Details	Reviews			
<p>Action Step 5: Provide tutorials outside of the school day to students and a daily Warrior time for Mathia/Lexia interventions.</p> <p>Intended Audience: Wedgwood Middle School students</p> <p>Provider / Presenter / Person Responsible: Campus Teachers</p> <p>Date(s) / Timeframe: Monday and Wednesday for Mathia in advisory Tuesday and Thursday for Lexia in advisory Saturdays throughout the school year Starting in August 2024</p> <p>Delivery Method: In person on campus</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 6 Details	Reviews			
<p>Action Step 6: Use embedded PLC time to build teacher capacity around rigorous student engagement by problem-solving, planning, practicing delivery, and analyzing student work.</p> <p>Intended Audience: Campus Core Teachers (Math, RLA, Science and Social Studies)</p> <p>Provider / Presenter / Person Responsible: CIC and Administration Team</p> <p>Date(s) / Timeframe: During assigned PLC times starting in August 2024</p> <p>Delivery Method: In person during PLC meetings</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025.

Performance Objective 1: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Reading from 19 % to 25 % by May 2025. Increase the percentage of MEETS or above on STAAR Reading of African American students from 15 % to 20 % and Hispanic students/the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 18 % to 23 % by May 2025.

Evaluation Data Sources: MAP Growth, Interim assessments, STAAR

Strategy 1: Improve quality of Tier 1 instruction for all students through developing systems that explicitly monitor instructional delivery including alignment, engagement, student voice, and checks for understanding at a rigorous level.

Strategy's Expected Result/Impact: Instruction, student work, and student voice aligned to the rigor of the grade level.

90% 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, Campus Instructional Coach (CIC)

Title I:

2.4, 2.5, 2.6

- 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 - Additional Targeted Support Strategy

Action Step 1 Details	Reviews			
<p>Action Step 1: Select instructional strategies to be implemented campus-wide, determine lesson-plan format and implementation, develop professional learning modules, and calendar professional development for teachers on the implementation of best practices for the school year.</p> <p>Intended Audience: Instructional Leadership Team</p> <p>Provider / Presenter / Person Responsible: Administration Team</p> <p>Date(s) / Timeframe: Starting in August 2024</p> <p>Delivery Method: ILT Meetings</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Develop resources that will help monitor implementation and provide feedback to teachers (lesson plan format that includes where the instructional strategies will occur within the FWISD Instructional Framework, document on how to access feedback in Strive, etc.)</p> <p>Intended Audience: Instructional Leadership Team</p> <p>Provider / Presenter / Person Responsible: Administration Team</p> <p>Date(s) / Timeframe: August 2024</p> <p>Delivery Method: ILT meetings</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Deliver professional development centered around campus-wide instructional strategies.</p> <p>Intended Audience: Campus Teachers</p> <p>Provider / Presenter / Person Responsible: Instructional Leadership Team</p> <p>Date(s) / Timeframe: Monthly starting in August 2024</p> <p>Delivery Method: In person at faculty meetings, district staff days at the beginning of the school year, and PLCs.</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Core departments will analyze student performance data and develop actions plans through PLCs.</p> <p>Intended Audience: Core Teachers (Science, Social Studies, Math, and RLA)</p> <p>Provider / Presenter / Person Responsible: Data Analyst, Administration Team, and CIC</p> <p>Date(s) / Timeframe: Tuesdays and Thursdays in PLCs starting first week of school August 2024</p> <p>Delivery Method: In person at PLC meetings</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 5 Details	Reviews			
<p>Action Step 5: Provide tutorials outside of the school day to students and a daily Warrior time for Mathia/Lexia interventions.</p> <p>Intended Audience: Wedgwood Middle School students</p> <p>Provider / Presenter / Person Responsible: Campus Teachers</p> <p>Date(s) / Timeframe: Monday and Wednesday for Mathia in advisory Tuesday and Thursday for Lexia in advisory Saturdays throughout the school year Starting in August 2024</p> <p>Delivery Method: In person on campus</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 6 Details	Reviews			
<p>Action Step 6: Use embedded PLC time to build teacher capacity around rigorous student engagement by problem-solving, planning, practicing delivery, and analyzing student work.</p> <p>Intended Audience: Campus Core Teachers (Math, RLA, Science and Social Studies)</p> <p>Provider / Presenter / Person Responsible: CIC and Administration Team</p> <p>Date(s) / Timeframe: During assigned PLC times starting in August 2024</p> <p>Delivery Method: In person during PLC meetings</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 7 Details	Reviews			
<p>Action Step 7: Wedgwood teachers will offer Saturday learning camps focused primarily on Math and RLA.</p> <p>Intended Audience: Wedgwood Middle School Students</p> <p>Provider / Presenter / Person Responsible: Campus Teachers</p> <p>Date(s) / Timeframe: Starting in September 2024 and throughout the school year</p> <p>Collaborating Departments: RLA and Math Teachers</p> <p>Delivery Method: In Person on Saturdays at campus</p> <p>Funding Sources: - CTE (199 PIC 22) - \$6,433</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025.

Performance Objective 2: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Math from 11__% to _16_% by May 2025. 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 __7_% to _12__% by May 2025.

Strategy 1: Improve quality of Tier 1 instruction for all students through developing systems that explicitly monitor instructional delivery including alignment, engagement, student voice, and checks for understanding at a rigorous level.

Strategy's Expected Result/Impact: Instruction, student work, and student voice aligned to the rigor of the grade level.

90% 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, Campus Instructional Coach (CIC)

Title I:

2.4, 2.5, 2.6

- 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 - Additional Targeted Support Strategy

Action Step 1 Details	Reviews			
Action Step 1: Select instructional strategies to be implemented campus-wide, determine lesson-plan format and implementation, develop professional learning modules, and calendar professional development for teachers on the implementation of best practices for the school year. Intended Audience: Instructional Leadership Team Provider / Presenter / Person Responsible: Administration Team Date(s) / Timeframe: Starting in August 2024 Delivery Method: ILT Meetings	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Develop resources that will help monitor implementation and provide feedback to teachers (lesson plan format that includes where the instructional strategies will occur within the FWISD Instructional Framework, document on how to access feedback in Strive, etc.)</p> <p>Intended Audience: Instructional Leadership Team</p> <p>Provider / Presenter / Person Responsible: Administration Team</p> <p>Date(s) / Timeframe: August 2024</p> <p>Delivery Method: ILT meetings</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Deliver professional development centered around campus-wide instructional strategies.</p> <p>Intended Audience: Campus Teachers</p> <p>Provider / Presenter / Person Responsible: Instructional Leadership Team</p> <p>Date(s) / Timeframe: Monthly starting in August 2024</p> <p>Delivery Method: In person at faculty meetings, district staff days at the beginning of the school year, and PLCs.</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Core departments will analyze student performance data and develop actions plans through PLCs.</p> <p>Intended Audience: Core Teachers (Science, Social Studies, Math, and RLA)</p> <p>Provider / Presenter / Person Responsible: Data Analyst, Administration Team, and CIC</p> <p>Date(s) / Timeframe: Tuesdays and Thursdays in PLCs starting first week of school August 2024</p> <p>Delivery Method: In person at PLC meetings</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 5 Details	Reviews			
<p>Action Step 5: Provide tutorials outside of the school day to students and a daily Warrior time for Mathia/Lexia interventions.</p> <p>Intended Audience: Wedgwood Middle School students</p> <p>Provider / Presenter / Person Responsible: Campus Teachers</p> <p>Date(s) / Timeframe: Monday and Wednesday for Mathia in advisory Tuesday and Thursday for Lexia in advisory Saturdays throughout the school year Starting in August 2024</p> <p>Delivery Method: In person on campus</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 6 Details	Reviews			
<p>Action Step 6: Use embedded PLC time to build teacher capacity around rigorous student engagement by problem-solving, planning, practicing delivery, and analyzing student work.</p> <p>Intended Audience: Campus Core Teachers (Math, RLA, Science and Social Studies)</p> <p>Provider / Presenter / Person Responsible: CIC and Administration Team</p> <p>Date(s) / Timeframe: During assigned PLC times starting in August 2024</p> <p>Delivery Method: In person during PLC meetings</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 7 Details	Reviews			
<p>Action Step 7: Wedgwood teachers will offer Saturday learning camps focused primarily on Math and RLA.</p> <p>Intended Audience: Wedgwood Middle School Students</p> <p>Provider / Presenter / Person Responsible: Campus Teachers</p> <p>Date(s) / Timeframe: Starting in September 2024 and throughout the school year</p> <p>Collaborating Departments: RLA and Math Teachers</p> <p>Delivery Method: In Person on Saturdays at campus</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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

Performance Objective 1: Decrease the percentage of students who are chronically absent from 35 % to 25 % by May 2025.

Decrease the percentage of students who are chronically absent for our African American students from 34% to 24% or for our Hispanic students/the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 24 % to 14 % by May 2025.

Evaluation Data Sources: Attendance data

Strategy 1: Create a process that aligns the Student Support Team, Family Engagement Specialist, and Campus Attendance Committee to improve daily attendance rates, increase parent/school engagement, decrease behavior incidents, and improve school culture.

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, 2.5, 2.6, 4.1, 4.2

- TEA Priorities:

Recruit, support, retain teachers and principals, Improve low-performing schools


- ESF Levers:


Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

- Targeted Support Strategy

Action Step 1 Details	Reviews			
<p>Action Step 1: Implement with fidelity (beginning 1st week teachers return) 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</p> <p>Intended Audience: Students, Parents, Attendance Team</p> <p>Provider / Presenter / Person Responsible: Family Engagement Specialist, Attendance Clerk, Stay-in School Coordinator, Assistant Principal</p> <p>Date(s) / Timeframe: Starting August 2024</p> <p>Collaborating Departments: Attendance Clerk, Stay-in School Coordinator, Assistant Principal, Parent Liaison, Counselors, Teachers</p> <p>Delivery Method: In person and/or via Zoom</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

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

Performance Objective 2: Decrease the overall number of discipline referrals by school personnel from 67% to 47% by May 2025.

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 65% to 50% by May 2025.

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 30% to 15% by May 2025.

High Priority

Evaluation Data Sources: SEL survey (BOY/MOY/EOY), Student focus groups, Discipline records, Student survey, Mobility data, Enrollment trends

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: Discipline referrals will decrease and students will have access to a safe, supportive, and culturally responsive learning environment

Staff Responsible for Monitoring: Administration, Teachers, Counselors, and Intervention Specialist

Title I:

2.4, 2.5, 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

- Results Driven Accountability

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 Provider / Presenter / Person Responsible: Vendor, Restorative Practice Specialist, SST Date(s) / Timeframe: Starting August 2025 and throughout the school year Collaborating Departments: SST and Restorative Practice Team Delivery Method: In person through faculty meetings	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Send additional staff to Ron Clarke Academy</p> <p>Intended Audience: Teachers and staff</p> <p>Provider / Presenter / Person Responsible: Ron Clarke Academy</p> <p>Date(s) / Timeframe: Summer 2025</p> <p>Collaborating Departments: Budget and finance</p> <p>Delivery Method: Face to Face</p> <p>Funding Sources: Teacher travel - TITLE I (211) - 211-13-6411-04N-060-30-510-000000-25F10 - \$15,000, Admin Travel - TITLE I (211) - 211-23-6411-04N-060-30-510-000000-25F10 - \$10,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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

Performance Objective 3: Decrease the number of in and out of school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 50% to 10% by May 2024.

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:

2.4, 2.5, 2.6, 4.2

- 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 - Results Driven Accountability

Action Step 1 Details	Reviews			
<p>Action Step 1: Staff will work with focus groups beginning at the end of August based on student discipline data. Students will be provided individualized skills based on their needs in order to reduce the number 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>Provider / Presenter / Person Responsible: Assistant Principal, Intervention Specialist, Campus Restorative Team</p> <p>Date(s) / Timeframe: August 2025</p> <p>Collaborating Departments: Representatives from student teams</p> <p>Delivery Method: In person meetings</p>	Formative		Summative	
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

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

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

Performance Objective 4: Increase the 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 ___ to ___% by May 2025.

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: Relationships will be built between staff and students that have interactions, learning communications, and environments that are inclusive.

Staff Responsible for Monitoring: Family Engagement Specialist, Administration, Counselors, Teachers

Title I:

2.4, 2.5, 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

Action Step 1 Details	Reviews			
<p>Action Step 1: A calendar will be created the 1st week teachers return to provide monthly and quarterly community opportunities to support families (marginalized) within our community/pyramid (i.e. Free Food Give-Away, Parent Trainings).</p> <p>Intended Audience: Parents, students, teachers, and Wedgwood community</p> <p>Provider / Presenter / Person Responsible: Family Engagement Specialist, Administration, Counselors</p> <p>Date(s) / Timeframe: Monthly starting August 2025</p> <p>Collaborating Departments: Attendance, Family Engagement Specialist</p> <p>Delivery Method: In person at Wedgwood</p> <p>Funding Sources: - BEA (199 PIC 25) - 199-61-6399-001-060-25-273-000000 - \$1,320</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: We will host a Academic Night each 6 week (after report cards come out) to provide information regarding campus academic initiatives and incentives that we are implementing to engage students and families.</p> <p>Intended Audience: Parents and/or Guardians of Wedgwood Students, Wedgwood Students, and Wedgwood Staff</p> <p>Provider / Presenter / Person Responsible: Family Engagement Specialist, Administrators, and Counselors</p> <p>Date(s) / Timeframe: Beginning at the end of 1st 6wks</p> <p>Collaborating Departments: Attendance, Family Engagement Specialist</p> <p>Delivery Method: In Person at Wedgwood</p> <p>Funding Sources: - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-060-30-510-000000-25F10 - \$1,340, - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-060-30-510-000000-25F10 - \$800, *UA - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-060-30-510-000000-25F10 - \$1,398</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

State Compensatory

Budget for 060 Wedgwood Middle School

Total SCE Funds: \$20,000.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

Staff will attend the Ron Clark Academy in order to learn the "House" system. This will be a program that will allow us to provide incentives to students who are behaving and performing as a whole. Students will be able to hold one another accountable and provide encouragement to those in their House.

Personnel for 060 Wedgwood Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Charla Washington	Instructional Coach	1

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1		Reading materials for professional development	211-13-6329-04N-060-30-510-000000-25F10	\$2,006.00
1	1	1	1		Supplies and materials for instructional use	211-11-6399-04N-060-30-510-000000-25F10	\$2,237.80
1	1	1	5		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-060-30-510-000000-25F10	\$7,000.00
1	1	1	8	Title 1 Funding for additional position	Instructional Coach	211-13-6119-04N-060-30-510-000000-25F10	\$86,919.00
2	1	1	5		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-060-30-510-000000-25F10	\$7,000.00
2	2	1	3		Supplies and materials for instructional use	211-11-6399-04N-060-30-510-000000-25F10	\$5,891.20
4	2	1	2	Teacher travel	Travel for Teachers (PD)	211-13-6411-04N-060-30-510-000000-25F10	\$15,000.00
4	2	1	2	Admin Travel	Travel for Principal and Assistant Principal (PD)	211-23-6411-04N-060-30-510-000000-25F10	\$10,000.00
Sub-Total							\$136,054.00
Budgeted Fund Source Amount							\$136,054.00
+/- Difference							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	2	*UA	Supplies and materials for parental involvement	211-61-6399-04L-060-30-510-000000-25F10	\$1,398.00
4	4	1	2		Supplies and materials for parental involvement	211-61-6399-04L-060-30-510-000000-25F10	\$800.00
4	4	1	2		Snacks for parents to promote participation	211-61-6499-04L-060-30-510-000000-25F10	\$1,340.00
Sub-Total							\$3,538.00

FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Budgeted Fund Source Amount							\$3,538.00
+/- Difference							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1		INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-060-11-273-000000-	\$6,848.00
2	1	1	1		INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-060-11-273-000000-	\$6,848.00
Sub-Total							\$13,696.00
Budgeted Fund Source Amount							\$13,696.00
+/- Difference							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	5		GENERAL SUPPLIES		\$1,201.00
Sub-Total							\$1,201.00
Budgeted Fund Source Amount							\$1,201.00
+/- Difference							\$0.00
CTE (199 PIC 22)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	7		EXTRA DUTY - PROFESSIONAL		\$6,433.00
Sub-Total							\$6,433.00
Budgeted Fund Source Amount							\$6,433.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1		GENERAL SUPPLIES		\$3,000.00

SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1		INSTRUCTIONAL MATERIALS		\$2,569.00
Sub-Total							\$5,569.00
Budgeted Fund Source Amount							\$5,569.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1		Supplies and materials for instructional use	199-11-6399-001-060-24-273-000000-	\$6,704.00
Sub-Total							\$6,704.00
Budgeted Fund Source Amount							\$6,704.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1		Supplies and materials - parent/community	199-61-6399-001-060-25-273-000000	\$1,320.00
Sub-Total							\$1,320.00
Budgeted Fund Source Amount							\$1,320.00
+/- Difference							\$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	3		STAFF DEVELOPMENT GENERAL SUPPLIES	199-13-6399-XXX-060-99-273-000000-	\$13,696.00
Sub-Total							\$13,696.00
Budgeted Fund Source Amount							\$13,696.00
+/- Difference							\$0.00
Grand Total Budgeted							\$188,211.00
Grand Total Spent							\$188,211.00
+/- Difference							\$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Child Abuse and Neglect	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Coordinated Health Program	Administrative Services, Learning and Leading, Operations	8/22/2024	Lisa Inzar	8/21/2024
Decision-Making and Planning Policy Evaluation	Administrative Services, Governance and Strategic Communications	8/22/2024	Lisa Inzar	8/21/2024
Disciplinary Alternative Education Program (DAEP)	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dropout Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dyslexia Treatment Program	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Title I, Part C Migrant	Learning and Leading, Business and Finance	8/22/2024	Lisa Inzar	8/21/2024
Pregnancy Related Services	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Post-Secondary Preparedness	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Recruiting Teachers and Paraprofessionals	Talent Management, Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Crisis Intervention Programs and Training	Learning and Leading, Administrative Services	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Discipline/Conflict/Violence Management	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Technology Integration	Technology	8/22/2024	Lisa Inzar	8/21/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Administrative Services, Safety & Security	8/22/2024	Lisa Inzar	8/21/2024