

Waxahachie Independent School District

Wedgeworth Elementary

2021-2022 Campus Improvement Plan



Mission Statement

Wedgeworth's Mission Statement:

Wedgeworth is a student centered community empowering our leaders of tomorrow to find their worth and purpose by inspiring passion, innovation, character, and confidence.

Vision

Wedgeworth's Vision:

Lifelong learners and leaders... who discover their purpose!

Value Statement

Our Beliefs

We believe...

In the worth and dignity of each individual, both student and staff. We will constantly strive to assure the right of each student to receive the best education possible in a warm and caring atmosphere.

Every child can learn, although not always at the same speed and in the same manner, and we are dedicated to providing the best possible education for every child in this district.

Involved parents and community, a focused mission, strong instructional leadership, high expectations for students and staff, a safe and orderly environment, and effective evaluations of district progress in these areas are necessary to ensure educational growth.

Training is an essential benefit. We are committed to staff development that provides opportunities for our staff to continually grow and learn. It is critical that campus plans include the staff development and training time needed to make the transitions and changes desired.

All programs can improve, and we are committed to success for all students. We are committed to constant improvement and the effective planning for that improvement. We will provide the resources and time necessary to ensure that appropriate planning takes place. We believe that stressing quality and accountability is the one true method to achieve that end.

The function of the Board of Trustees is to set goals and expectations, and that the means to achieve these goals must be developed by the professional staff of this district

with the aid and support of the community.

All decisions should be based on thorough research, all programs should be tracked, and that status reports should be provided on a regular basis.

Great school systems are built and maintained because of qualified and caring staff in all areas.

Teachers are not just responsible for dispensing information, but also for ensuring that students are actually learning and the central focus of the learning experience.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Wedgeworth Elementary is one of nine elementary campuses in Waxahachie ISD and is a Title I schoolwide campus. Demographics refer to the characteristics or make-up of the students of the school district and help staff members understand who the district is currently working with and how to best implement strategies, initiatives, programs, and services to meet their needs. The following data is from the 2020-2021 TAPR report.

Wedgeworth Elementary had an enrollment of approximately 655 for the 2018-19 school year, about 700 students for the 2019-2020 school year, and approximately 630 students for the 2020-2021 school year. Changes in enrollment may be due to rezoning.

Ethnic Distribution:

- American Indian/Alaskan: 0
- Asian: 0
- Black/African American: 73 (11.59%)
- Hispanic/Latino 333 (52.86%)
- White 204 (32.38%)
- Hawaiian Pacific Islander: 0
- Two or More: 20 (3.17%)

Student Groups:

- Economically Disadvantaged: 355 (56.35%)
- English Learners (EL): 245 (38.89%)
- At-Risk: 356 (56.51%)
- Special Education: 84 (13.33%) as of 5/19 the enrollment was 95.
- Gifted and Talented: 37 (5.87%)

Attendance Comparison by Ethnicity, Gender, and Special Population Over Three Years(18-19, 19-20, 20-21)

- Hispanic/Latino 95.96%, 95.82%, 94.32%
- Black/African American 95.71%, 95%, 93.43%
- White 94.72%, 95.77%, 95.43%
- Two or More Races 94.16%, 95%, 92.67%

Students with Disciplinary Referrals by Ethnicity Over Three Years (18-19, 19-20, 20-21)

- Hispanic/Latino 7,7,8
- Black/African American 9,7,11
- White 3,7,18
- Two or More Races 2,0,4

Demographics Strengths

Demographics Strengths

- Student Attendance Rate: cumulative 95.92%
- Parents represent ethnicities of all students in PTO meetings over the last three years
- PTO President is Hispanic
- Front Office staff member and administrator who speak Spanish
- Two-Way Dual language
- Highly qualified faculty members who work together in PLC's to meet the needs of our diverse student population

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is an increase in discipline referrals among all student subgroups. **Root Cause:** Lack of positive behavioral interventions and supports, more accountability for behavior, increased documentation of discipline

Problem Statement 2: Attendance among all subgroups has declined. **Root Cause:** Attendance had decreased some due to Covid.

Student Learning

Student Learning Summary

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights into the degree to which students acquire the knowledge and skills expected for each grade level and course of study.

For this section, raw data from the 2018 STAAR test has been used.

Percentages of students in grades 3-5 meeting standard on STAAR:

- Third-grade math: 80%
- Third-grade reading: 78%
- Fourth-grade mathematics: 75%
- Fourth-grade reading: 73%
- Fourth-grade writing: 55%
- Fifth-grade mathematics: 97%
- Fifth-grade reading: 89%
- Fifth-grade science: 84%

Student Learning Strengths

Strengths:

- Gains in 5th Grade STAAR scores reading, math and science are above District and State averages
- Early Grade Intervention
- 100% State Testing Participation
- 5th Grade Dual Language Students reaching Meets and Masters is higher than others

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The campus teachers are not effectively able to systematically address re-teaching for students who are absent or at-risk. **Root Cause:** Lack of intervention time and/or educator support to re-teach all subjects with absent and/or at-risk students. Intervention times (Tribe Time) are not consistently implemented across all

grade levels. Campus staff is not following di

Problem Statement 2 (Prioritized): RTI (MTSS) Student Identification and Placement has been inconsistent. **Root Cause:** The program and process has been different every year and not many teachers are properly trained on how to use the programs and/or properly document students.

Problem Statement 3: Tools that are meant to improve student performance are not being used appropriately or consistently. **Root Cause:** Too many tools have been given to teachers without proper instruction and/or consistent training.

Problem Statement 4: Committee meetings for SSI, ARD, LPAC, & 504 do not consistently prove beneficial for all students. **Root Cause:** SSI has not been enforced for the past two years. Accommodations and Interventions used are not documented appropriately or used consistently across grade levels.

Problem Statement 5: Requirements for Accelerated instruction are not being addressed as needed to show growth in all students. **Root Cause:** Lack of funding prevents us from having the staff necessary to meet the needs of the high number of Tier 2 and Tier 3 students.

School Processes & Programs

School Processes & Programs Summary

We follow the District pacing calendars and TRS. We recruit teachers that are highly qualified and that love students. We continue to grow our Dual Language program. All Dual Language teachers have been trained with the Gomez and Gomez Model and continue to receive support from the district and from Region X. All teachers were trained with the Gomez and Gomez best practice session.

Student DCA progress is tracked through data in Eduphoria/Aware and TAPR/STAAR results. The assessments are being used effectively. The principals, teachers, and curriculum team meet regularly to review data and drive future instruction and intervention. Professional learning communities meet by grade level on a weekly basis. The PLC meets once a month as an SST to discuss and track student progress. If progress is not occurring, the SST will decide alternative interventions to put in place for the student. In an effort to increase student performance, the teachers participate in goal-setting each year through TTESS. Intervening has become more difficult this year because of the high number of Tier 2 and 3 students and not enough intervention support. Student performance is also encouraged through teacher professional development. We have 3 resources Sped Teachers and one that is bilingual. Both teachers work alongside the general education teachers to offer support and inclusion.

Technology is an area that is positively growing with online resources, but at the same time an area of need because of lack of devices. We are 650+ students with 3 Chromebook carts. Teachers do have 5-7 devices in their room, but more is needed. The other issue with technology is connectivity.

We have many extracurricular activities: Running Club, STEM clubs, Robotics, Choir, UIL, Flag Crew and Destination Imagination

We communicate positively with all stakeholders via School Messenger, Newsletters, Facebook, Twitter, Bloomz, SeeSaw, Class Dojo and Remind.

- TRS - YAG, Vertical Alignment, Scope, and Sequence
- MAP/ Education Galaxy; other Web-based assessment data
- DRA / EDL; First Steps
- Gomez and Gomez Dual Language Program and Best Practices
- Daily Intervention Time across the campus with Dual Language Conceptual Refinement
- T-TESS goal setting and observations
- District Pacing Guide (K - 5) and District Common Assessments (2 - 5)

School Processes & Programs Strengths

We have many strengths that have improved at Wedgeworth. Communication is better as a whole with all stakeholders. Our 5th Grade Team is a strength academically. Our Dual Language appears to be a strength as a whole but more by 5th grade where students are reaching the Meets and Masters levels.

- Dual Language and STEM providing more opportunities for 21st Century Skills

- Weekly Professional Learning Community meetings with administration
- Data meetings with district curriculum representatives
- Dual Language classrooms, smaller teacher/student ratio in STAAR grades
- All Dual Language teachers trained and utilize Gomez & Gomez Best Practices
- MTSS Meetings throughout the year to address Response to Intervention (RTI)
- 5th Grade Dual Language Team achieved a higher percentage of Meets and Masters on STAAR.
- Currently have 3 special education teachers in Resource with two being bilingual for 2021-2022 school year

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Approximately one-third of teachers have students monitor their own growth. **Root Cause:** Lack of knowledge/training on student goal setting. Lack of follow-up on the use of students monitoring growth. Changes in progress measures being used in the year. There was not a campus-wide expectation for growth tracking.

Problem Statement 2: 5% of PD strategies of implementation are being monitored. **Root Cause:** There were several new programs/initiatives introduced throughout the year. Due to COVID challenges, there was a lack of time and opportunity to monitor some of these interventions.

Problem Statement 3: New teachers to the campus only have 2 designated supports each year that meet irregularly **Root Cause:** The mentor teacher is not always on the same team as the new teacher.

Problem Statement 4 (Prioritized): Approximately half of the grade levels are using their PLC effectively when instructional planning **Root Cause:** Priorities of the grade level teams differ, in addition, lack of planning with the end in mind.

Problem Statement 5: Students have limited access to technology with headsets and teachers have outdated teacher devices, limiting their instructional planning capability. **Root Cause:** District money being spent elsewhere

Perceptions

Perceptions Summary

We have worked hard to develop a positive relationship with parents, students, and staff. There are many opportunities for parental involvement: Parent volunteering, Dads at the Door, Family nights - STEM, Reading, Book Fairs, Movie Nights, and more. We had a very successful "Bring your Parent" to school days.

Teachers and staff feel safe and supported at school. Students also feel safe and secure at Wedgworth. In the 2020-2021 school year, parent involvement was been limited due to Covid and most events were been canceled. This year, we plan to reinstate previous events and add more outreach opportunities.

Perceptions Strengths

Perceptions Strengths

- There were many positive compliments to teachers and staff about students' level of care and concern this year. Parents recognized the efforts of all staff to make it a great year despite the circumstances.
- Teachers and staff at arrival and dismissal have made a positive impact on parents/students.
- Principals are always visible and parents feel comfortable approaching them with concerns.
- A majority of the teachers' communication is excellent.
- Wedgworth has one of the hardest-working campuses. We are a jump-in and help campus.
- Safe and Supported Environment

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents feel they are missing information on school and grade-level events. Parents feel they are not informed adequately about student progress. **Root Cause:** Some teachers are using various forms of communication and responding quickly. Other teachers are using Seesaw as their only source of communication. Some teachers are consistently reaching out and some are not being consistent enough.

Problem Statement 2: Parents felt disconnected this year due to Covid restrictions. **Root Cause:** Covid restrictions limited parent/student lunches, field trips, programs, etc.

Problem Statement 3: Parents would like more opportunities for students to participate in Stem, sports, and Fine Arts **Root Cause:** This year all activities were limited due to Covid.

Problem Statement 4: The amount of homework in Kinder is excessive. **Root Cause:** Parents feel the amount and time needed for kinder homework is inappropriate.

Priority Problem Statements

Problem Statement 1: There is an increase in discipline referrals among all student subgroups.

Root Cause 1: Lack of positive behavioral interventions and supports, more accountability for behavior, increased documentation of discipline

Problem Statement 1 Areas: Demographics

Problem Statement 2: The campus teachers are not effectively able to systematically address re-teaching for students who are absent or at-risk.

Root Cause 2: Lack of intervention time and/or educator support to re-teach all subjects with absent and/or at-risk students. Intervention times (Tribe Time) are not consistently implemented across all grade levels. Campus staff is not following di

Problem Statement 2 Areas: Student Learning

Problem Statement 3: RTI (MTSS) Student Identification and Placement has been inconsistent.

Root Cause 3: The program and process has been different every year and not many teachers are properly trained on how to use the programs and/or properly document students.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Approximately half of the grade levels are using their PLC effectively when instructional planning

Root Cause 4: Priorities of the grade level teams differ, in addition, lack of planning with the end in mind.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Parents feel they are missing information on school and grade-level events. Parents feel they are not informed adequately about student progress.

Root Cause 5: Some teachers are using various forms of communication and responding quickly. Other teachers are using Seesaw as their only source of communication. Some teachers are consistently reaching out and some are not being consistent enough.

Problem Statement 5 Areas: Perceptions

Goals

Goal 1: Wedgeworth Elementary will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

Performance Objective 1: By July 2022, compared to 2021 scores,

* Each student will demonstrate a minimum of 10% growth in the area ELAR.





* Each student will demonstrate a minimum of 10% growth in the area Math.

Evaluation Data Sources: State Index Calculation Reports and Summary Tables, Common Formative Assessments, NWEA MAP Data, DRA/EDL Levels

Strategy 1 Details	Reviews			
<p>Strategy 1: Monitor and support the district's guaranteed and viable curriculum (TRS) within lesson plans, PLC and TTESS observations.</p> <p>Strategy's Expected Result/Impact: Improved instruction Improved student achievement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will attend and participate in district and campus planning and best practice sessions.</p> <p>Strategy's Expected Result/Impact: Improved Instruction Improved student achievement</p> <p>Staff Responsible for Monitoring: Principals Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: To decrease the gap in academic achievement between student groups in all subject areas, students identified as At-risk will be serviced by instructional Title 1 personnel to increase student achievement. Additionally, an Instructional Coach will increase teacher capacity with Tier I instructional support.</p> <p>Strategy's Expected Result/Impact: Improved instruction Increased student academic achievement</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Funding Sources: Personnel - Title I (211) - \$99,967.24</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Decrease the percentage of student failures at all grade levels by utilizing Tier 1 interventions within classroom setting and Tier 2 & 3 supports through Title 1 interventionists and instructional aides.</p> <p>Strategy's Expected Result/Impact: Increased the number of students that are passing and achieving grade level standards.</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Increase the collaboration between general education and special education teachers to ensure best practices in providing accommodations and support facilitation (such as co-teach) based on the need of each student.</p> <p>Strategy's Expected Result/Impact: Improved student performance and achievement</p> <p>Staff Responsible for Monitoring: Administrators Teachers Special Education Teachers Special Education Paraprofessionals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Increase the percentage of LEP students demonstrating yearly growth in TELPAS rating through:</p> <p>(a) Effective Dual Language instructional practices, (b) Sheltered Instruction practices, and/or (c) Review and purchase appropriate resources.</p> <p>Strategy's Expected Result/Impact: Each student growing in their rating on TELPAS from previous TELPAS rating Improved student achievement</p> <p>Staff Responsible for Monitoring: Administrators, LPAC Committee, Teachers Dual Language Teachers Dual Language Coordinators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Increase the percentage of students who meet LEP reclassification requirements by 5th grade with the use of the ELPS and Bilingual interventionist.</p> <p>Strategy's Expected Result/Impact: Proficiency in Reading, Writing, Listening, and Speaking</p> <p>Staff Responsible for Monitoring: Administrators, LPAC Committee, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
<p>Strategy 8: Implement the Multi-Tiered Systems of Support to help identify and address individual student needs through the use of data and effective Tier support. Staff will use campus and district-approved resources, frameworks, and staff support systems as they support students in each Tier.</p> <p>Strategy's Expected Result/Impact: Improved student achievement Closing achievement gaps Address intervention strategies</p> <p>Staff Responsible for Monitoring: Administrators Teachers Counselor Interventionist</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Connect high school to career and college Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Intentionally provide interventions or enrichment through the designated "Tribe Time" for targeting specific student needs based on data.</p> <p>Strategy's Expected Result/Impact: Differentiated instruction Individual academic growth</p> <p>Staff Responsible for Monitoring: Principals Teachers</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: Use Title 1 funds to provide resources to:</p> <ol style="list-style-type: none"> Increase authentic Spanish resources to help provide guided reading, Increase ELAR resources to support guided reading. Increase Math resources to support growth in numeracy and computation. Provide training to effectively implement resources purchased. <p>Strategy's Expected Result/Impact: Fluent readers Growth in number sense and computational fluency.</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 11 Details	Reviews			
<p>Strategy 11: Effectively use student data to guide Professional Learning Community (PLCs) for instructional planning and use of resources, specifically in the area of student growth.</p> <p>Strategy's Expected Result/Impact: Student growth demonstrated in various assessments throughout the year Closing the achievement gaps in ELAR and Math</p> <p>Staff Responsible for Monitoring: Administrators Teachers Instructional Coach</p> <p>Problem Statements: School Processes & Programs 4</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: The campus teachers are not effectively able to systematically address re-teaching for students who are absent or at-risk. Root Cause: Lack of intervention time and/or educator support to re-teach all subjects with absent and/or at-risk students. Intervention times (Tribe Time) are not consistently implemented across all grade levels. Campus staff is not following di</p> <p>Problem Statement 2: RTI (MTSS) Student Identification and Placement has been inconsistent. Root Cause: The program and process has been different every year and not many teachers are properly trained on how to use the programs and/or properly document students.</p>
School Processes & Programs
<p>Problem Statement 4: Approximately half of the grade levels are using their PLC effectively when instructional planning Root Cause: Priorities of the grade level teams differ, in addition, lack of planning with the end in mind.</p>

Goal 1: Wedgeworth Elementary will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

Performance Objective 2: Wedgeworth Elementary will increase the attendance rate to 97% for the 2021-2022 school year.





Evaluation Data Sources: Skyward (PEIMS) attendance reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Following state legislative requirements for truancy, students and parents will be notified according to the WISD attendance guidelines.</p> <p>Strategy's Expected Result/Impact: Reduction in unexcused absences Increased daily attendance rate Increased state funding based on ADA Decrease tardies and early check outs.</p> <p>Staff Responsible for Monitoring: Administrators, PEIMS clerk</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Offer incentives for students with perfect attendance at various times throughout the year.</p> <p>Strategy's Expected Result/Impact: Improved daily attendance Less unexcused absences Increased ADA funding</p> <p>Staff Responsible for Monitoring: Administrators, PEIMS clerk</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Wedgeworth Elementary will develop and maintain safe, innovative and attractive facilities that will support optimal learning, equitable growth and sustainable development.

Performance Objective 1: Wedgeworth Elementary will provide exceptional facilities to create a positive learning environment and foster community pride.

Evaluation Data Sources: District Surveys, Demography Report, PEIMS Data, and Maintenance Request Log





Strategy 1 Details	Reviews			
Strategy 1: Utilize student enrollment projections to provide appropriate school facilities for student growth Strategy's Expected Result/Impact: All classrooms will be used to the maximum extent possible Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Conduct ongoing maintenance walks inside and outside the building to identify needs and areas of improvement. Strategy's Expected Result/Impact: Pride for our campus. Safe and secure campus. Staff Responsible for Monitoring: Administrators Maintenance Support Staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Research and review possible Energy Management strategies to reduce energy consumption by 20%. Strategy's Expected Result/Impact: Reduce energy consumption and cost. Positive school atmosphere. Staff Responsible for Monitoring: Administrators Teachers Students	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Wedgeworth Elementary will develop and maintain safe, innovative and attractive facilities that will support optimal learning, equitable growth and sustainable development.

Performance Objective 2: Wedgeworth Elementary will maintain a safe, secure and orderly learning environment that will provide counseling and health services that promote overall mental and physical well-being.

Evaluation Data Sources: Raptor sign-in documentation for all visitors.
 Discipline Referrals Data from Skyward
 Security Survey
 Counseling Lesson Plans

Strategy 1 Details	Reviews			
<p>Strategy 1: All visitors will check in through the office using our raptor system.</p> <p>Strategy's Expected Result/Impact: A safe environment Positive parent feedback</p> <p>Staff Responsible for Monitoring: Administrators Office Staff Security officer</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Maintain a Positive Behavior Intervention Supports (PBIS) program on campus to provide incentives for positive behaviors.</p> <p>Strategy's Expected Result/Impact: Campus wide discipline plan Reduced office referrals and Reduced DAEP placements</p> <p>Staff Responsible for Monitoring: Administrators Counselor Teachers and Staff</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide awareness education program and training for campus staff on bullying, suicide prevention, and violence</p> <p>Strategy's Expected Result/Impact: Tools for identifying bullying situations Fewer safety alerts</p> <p>Staff Responsible for Monitoring: Administrators Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Implement a behavioral multi-tiered system of support to assist students who are not demonstrating behavioral success in the classroom/school environment.</p> <p>Strategy's Expected Result/Impact: More positive interventions Student misbehavior improves Quality instructional time</p> <p>Staff Responsible for Monitoring: Teachers Administrators Counselor</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Continue to provide awareness education program for students regarding making good choices, violence prevention, harassment and anti-bullying (i.e. Kelso's choices and peer mediation).</p> <p>Strategy's Expected Result/Impact: Positive student interactions Students using strategies for conflict resolution</p> <p>Staff Responsible for Monitoring: Administrators Counselor Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: There is an increase in discipline referrals among all student subgroups. Root Cause: Lack of positive behavioral interventions and supports, more accountability for behavior, increased documentation of discipline</p>

Goal 3: Wedgeworth Elementary will actively seek, develop and retain highly effective personnel and provide ongoing relevant professional development that translates to student engagement and success.





Performance Objective 1: 100% of teachers and paraprofessionals will be highly qualified.

Evaluation Data Sources: Certification and professional development records.

Reduction in employee turnover

Staff responses on climate and culture survey.





Strategy 1 Details	Reviews			
<p>Strategy 1: Analyze all teacher data in the areas of: (a). certification, (b). testing, (c). staff development, and (d). service records to ensure that all meet the highly qualified status</p> <p>Strategy's Expected Result/Impact: Highly qualified teachers Improved academic student performance</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Human Resources, HR Department</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Encourage teachers to obtain ESL and GT certification</p> <p>Strategy's Expected Result/Impact: Improve academic performance of our ESL students.</p> <p>Improve academic performance for all students</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide 1st and 2nd year teachers a campus mentor.</p> <p>Strategy's Expected Result/Impact: Teacher Retention Improved instruction for new teachers</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Mentors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide campus-level support in the implementation of the curriculum frameworks.</p> <p>Strategy's Expected Result/Impact: Improved instruction Improved academic performance</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coach Curriculum team</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Provide teachers and appraisers update TTESS training Strategy's Expected Result/Impact: Improved instruction Improved academic student performance Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Wedgeworth Elementary will leverage the latest technology to provide pathways to academic growth and success in a dynamic world.

Performance Objective 1: Continually monitor infrastructure, connectivity and content to provide the most reliable technology access to all staff and students.

Evaluation Data Sources: Technology audit





Strategy 1 Details	Reviews			
<p>Strategy 1: Increase student use of technology in the classroom and lab *Increase access to online learning tools that support mastery of the TEKS and credit advancement and recovery *Increase student mastery of Technology Applications TEKS through the academic curriculum Strategy's Expected Result/Impact: Improvement in 5th grade technology assessment.</p> <p>Improve overall student achievement. Staff Responsible for Monitoring: Principal Assistant Principal Grade Level teachers Computer lab Teacher Curriculum and Instruction Department Technology Lead</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Evaluate existing technology hardware, software usage and available resources to determine technology needs Strategy's Expected Result/Impact: Better technology Increased technology usage More devices Staff Responsible for Monitoring: Principal Assistant principal Technology committee</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Increase teacher and student use of technology to enhance academic achievement through a variety of campus and district technology resources. Strategy's Expected Result/Impact: Academic Improvement Staff Responsible for Monitoring: Administrators, Teachers and Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Wedgeworth Elementary will encourage, promote and increase engagement and awareness through effective communication among all stakeholders.

Performance Objective 1: Wedgeworth Elementary will continue to use collaborative communication tools and school events to encourage input and participation from all stakeholders to promote the success of our students.

Evaluation Data Sources: Stakeholder feedback from Campus and District surveys, sign-in Sheets, and volunteer logs.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide multiple sources of communication to students, parents, and community such as:</p> <ul style="list-style-type: none"> -Weekly grade level newsletters -Campus and Teacher Seesaw updates -Campus and teacher website updates -Monthly principal newsletter <p>Strategy's Expected Result/Impact: Parents and community members will have updated information about Wedgeworth Elementary.</p> <p>Staff Responsible for Monitoring: Administrators and Teachers</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Promote parent involvement and volunteer service via the following programs:</p> <ul style="list-style-type: none"> -Partners in Education (PIE) -Go Van Gogh -D.E.A.R. Day -Adopt a Classroom -Parent Teacher Organizations (PTO) -Student Mentoring Programs <p>Strategy's Expected Result/Impact: Parents will be involved in their child's education</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize School Messenger as the tool to share campus newsletter, reminders and for campus emergency news and updates.</p> <p>Strategy's Expected Result/Impact: Parents will receive information consistently from the same communication system.</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Secretary Principal</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide multiple opportunities for Parent and Family Engagement through, such as: Open house, Parent orientation, Music performances by grade level, Art Show, Family Nights, and Bring your Parent to School days.</p> <p>Strategy's Expected Result/Impact: Stakeholders will have the opportunity to be a part of our students' education.</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus PLC PR Director</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Funding Sources: Parent Family Engagement Resources - Title I Parental Involvement - \$1,525</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide training opportunities for stakeholders on the variety of technology tools/programs provided by the district/campus such as:</p> <ul style="list-style-type: none"> -Class Link -Skyward Family Access -Seesaw -MAP -Online Educational Apps <p>Strategy's Expected Result/Impact: Parents will be informed on how to access student progress and how to stay connected to their student's class.</p> <p>Knowledge of academic programs provided by technology will improve academic performance</p> <p>Staff Responsible for Monitoring: Campus Administrators Technology Committee Teachers</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: Parents feel they are missing information on school and grade-level events. Parents feel they are not informed adequately about student progress. Root Cause: Some teachers are using various forms of communication and responding quickly. Other teachers are using Seesaw as their only source of communication. Some teachers are consistently reaching out and some are not being consistent enough.</p>

Goal 6: Wedgeworth Elementary will allocate resources to ensure that students, parents, and the community receive optimal educational services.

Performance Objective 1: Wedgeworth will ensure campus resources will be used effectively to have the greatest impact on student achievement.

Evaluation Data Sources: Budget
Audit Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure all policies, guidelines, and laws are being followed when any federal or state funds are being used to service students or implement new programs</p> <p>Strategy's Expected Result/Impact: Better usage of campus funding Financial conservation with regard to funds Finances being utilized for campus and student needs</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Title I Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Laura Thompson	Instructional Coach	Title I	.5
Shamelia Coleman	Paraprofessional	Title I	1.0
Stephanie Mace	Paraprofessional	Title I	1.0

Campus Funding Summary

Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Personnel		\$99,967.24
Sub-Total					\$99,967.24
Title I Parental Involvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	4	Parent Family Engagement Resources		\$1,525.00
Sub-Total					\$1,525.00
Grand Total					\$101,492.24

Addendums