

Waxahachie Independent School District
Wedgeworth Elementary
2024-2025 Campus Improvement Plan



Mission Statement

Wedgeworth's Mission Statement:

To ensure All students acquire the academic skills, knowledge, and behaviors needed for future success.

Vision

Wedgeworth's Vision:

Our vision is to be a district where innovation thrives and growth is limitless.

Value Statement

We value choices because they make us unique and are critical to learning.

We value a collaborative culture that honors and supports all who positively impact the lives of our students.

We value an environment of belonging that respects individual differences and ensures equality for all.

We value relationships that broaden learning experiences and enrich our community.

Our Collective Commitments (What We Do):

We are committed to encouraging and supporting each other as we work collaboratively to uphold a high standard of professionalism and strong family culture.

We are committed to celebrating academic growth, and positive behavior.

We are committed to celebrating our staff through events such as: “Weekly Warrior,” and “Hero of the Month.”

We are committed to using data to guide how we address individual student needs (data such as MAP, Progress Monitor, and/ or Common Formative Assessments).

We are committed to using data to identify TEKS expertise and work collaboratively to place students according to their needs.

We are committed to following our campus PBIS Expectations.

We are committed to valuing each staff by addressing concerns and issues through face-to-face conversations professionally and respectfully.

We are committed to working collaboratively with our team to meet student needs through working in the power zone, and small groups, and consistently providing interventions/enrichment opportunities.

Valued characteristics of a Wedgeworth Collaborator (Who We Are):

<p style="text-align: center;">Collaboration</p> <ul style="list-style-type: none"> • Maintains a problem-solving spirit • Adds Value to positive culture • Shares knowledge & resources • Holds team accountable for success for ALL students • Honors collective commitments • Active listener • Active Team Member • Be Present • Open to new ideas 	<p style="text-align: center;">Instruction</p> <ul style="list-style-type: none"> • Deep understanding and knowledge of TEKS • Aligns resources • Able to differentiate instruction • Uses data to drive reflective teaching practices and promotes student goal setting and self-directed learning • Can identify and unpack FOCUS TEKS (essential learning targets) 	<p style="text-align: center;">Behavior Management</p> <ul style="list-style-type: none"> • Creates a classroom environment and culture where all students feel valued and safe • Explicit instruction in social skills • Committed to following our campus PBIS expectations • Consistent in expectations • Firm but loving • Builds empathy and collaboration in students
<p style="text-align: center;">Professional Behavior</p> <ul style="list-style-type: none"> • Dependable • Flexible • Takes initiative • Prepared • Trustworthy • Respectful • Accepts feedback appropriately, treats all stakeholders with courtesy and respect. • Exhibits and Maintains a professional attitude and demeanor (body language) • Will address concerns privately and professionally (first with individual, then following the chain of command) • Be an encourager to fellow staff members. • Wait 24 hours before addressing issues or concerns 	<p style="text-align: center;">Professional Beliefs</p> <ul style="list-style-type: none"> • Believe that ALL students can learn at high levels • Loves our kids as if they are our own • Possess "Ours, not Mine" mentality • Servant-hearted and student-centered • Each day is a new day with new opportunities • Growth mindset 	<p style="text-align: center;">Communication</p> <ul style="list-style-type: none"> • Will provide a timely response (within 24hrs) • Parents will receive updates via Right Choice Folders, Seesaw, email, or phone calls. • Personal phone calls will be made for students struggling with consistent behavior and academic progress. • Always start with a positive when addressing a concern. And finish with a solution/ plan to address the specific concern.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Wedgeworth Elementary is one of ten elementary campuses in Waxahachie ISD and is a Title 1 schoolwide campus. We are also a two-way dual language school. Wedgeworth Elementary had an enrollment of approximately 689 students.

2021 to 2024 Comparison

- Economically Disadvantaged 2021: 355 (56.35%) 2023-24: 476 (69.59%)
- Section 504 Students 2021: 31 (4.9%) 2023-24: 37 (5.41%)
- EB/EL Students 2021: 189 (30%) 2023-24: 177 (25.88%)
- Bilingual/ESL 250 2021: 250 (39.7%) 2023-24: 212 (30.99%)
- Students w/ Dyslexia 2021: 34 (5.4%) 2023-24: 45 (6.58%)
- Special Education 2021:84 (13.3%) 2023-24: 107 (15.64%)
- Gifted and Talented 2021: 37 (5.9%) 2023-24: 35 (%.12%)

Attendance

- 2018-2019-93.80%
- 2021-2022-93.22%
- 2022-2023-93.99%
- 2023-2024 – 94.8%

Office Referrals Numbers

- 2020-2021-77
- 2021-2022-84
- 2022-2023-214
- 2023-2024- 30

Demographics Strengths

Front office staff who speaks Spanish

Two-Way Dual Language Campus

Highly qualified faculty members who work together in PLC's to meet the needs of our diverse student population

Attendance has increased from before COVID attendance

Student enrollment is growing. Students want to come to our campus and be part of the Dual Language program.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students have academic gaps that impact progress of learning. **Root Cause:** Lack of a consistent system in Tier 2 or Tier 3 to address gaps and aid students and staff in closing the gaps.

Problem Statement 2: Students have high emotional needs that impact learning for students and peers. **Root Cause:** Student home life impacts behavior/social-emotional, family circumstances, multi-generational homes, lack of transportation, and inconsistency leading to students worrying and focusing on other things that impede their school life.

Student Learning

Student Learning Summary

Wedgeworth has shown a decrease in most academic areas based on 22-23 STAAR data (23-24 data not yet available) in approaches, meets, and masters. Math continues to be a subject in which our students struggle to show growth although our 4th grade students performed higher than other 4th graders in the district. While reading scores have decreased, reading still tends to be a relative strength on our campus. In all areas, our special education students are performing significantly below their peers in all content areas.

In K-2, we looked at current MAP data (Winter 2023) which showed that our K-2 students also have a relative strength in reading over math. Current data shows that more than 40% of our students in K-2 are in the below average or low quintiles in both reading and math.

Our campus data is telling us that our focus for student achievement should be in all areas, but we have a newly adopted curriculum in reading language arts. As we wait to see the outcome of the effort with implementation, our focus should be in the areas of math and science, ensuring that all students (in particular our special education students) are performing in line with their peers. This will help to ensure that all of our students are successful in any content area.

Additionally, we need to focus on growing our K-2 readers so that more students are leaving those early childhood years on grade level.

Student Learning Strengths

- 4th grade STAAR math scores from 22-23 were more in line with state average and above district average.
- Reading is a relative strength to math.
- Campus adopted high quality instructional material in reading midway through the year to address student achievement issues.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Nearly half of our 3rd graders Did Not Meet on the 3rd STAAR Math test (54% approached). **Root Cause:** Lack of high-quality instructional material. STEMScopes was a program we used 22-23school year, but not with consistency or fidelity.

Problem Statement 2 (Prioritized): 46% of students approached on the 5th STAAR Science test. **Root Cause:** Lack of consistency in science vocabulary being used at all grade

levels and absence of high quality instructional materials for science. There also was not consistency in the science classroom due to a vacancy.

Problem Statement 3: Students receiving Special Education services have not made adequate growth on STAAR and/or MAP assessments. **Root Cause:** Inconsistent strong tier 1 instruction and intervention. HQIM wasn't being used in the classroom to help students receiving Special Education services and there was not a consistent approach to intervention in resource.

Problem Statement 4 (Prioritized): More than half of 2nd grade students were below average in reading and in math on their winter MAP test (most recent data available at time of meeting). **Root Cause:** Primary classrooms have not had HQIM for any content prior to this year. Additionally, with adoption of HQIM, it has been difficult to find time in the master schedule to provide intervention to fill gaps or reteach current grade-level TEKS. K-2 also did not have manipulatives to implement the math curriculum they were using at the time.

School Processes & Programs

School Processes & Programs Summary

Professional learning communities meet by grade level weekly. If progress is not occurring, MTSS meetings are being held to address student concerns. Teachers are not confident in what steps to take to complete the MTSS and SPED referral process. To increase student performance, the teachers participate in goal-setting each year through TTESS.

Interventions became more difficult this year because of the high number of Tier 2 and 3 students and not enough time to complete interventions. Professional development is encouraged, but teachers need more training in SPED procedures and regarding curriculum changes. A large number of the SPED population is also economically disadvantaged. Attendance has not been thoroughly addressed this school year. There have not been any incentives given for Attendance. Behavior continues to be an issue due to a lack of PBIS follow-through.

School Processes & Programs Strengths

PBIS is developed, but it was not implemented

PLC time has become much more intentional and meeting occur daily due to master schedule change.

- Dual Language and STEM providing more opportunities for 21st Century Skills
- Weekly Professional Learning Community meetings with the administration were built into the master schedule through discovery time. Teachers had PLC everyday.
- Data meetings with district curriculum representatives took place during PLC once a week.
- An extra teacher was added in 3rd and 4th grade monolingual classes to have a smaller student to teacher ratio
- Currently have 3 special education teachers in Resource with two being bilingual

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): In previous years, the implementation of PBIS and behavior interventions have been inconsistent, causing students to be unclear of their expectations, which has resulted in a loss of instructional time. **Root Cause:** Teachers have good classroom management, however the trauma and school population affect classroom behavior. The culture of the campus is to be able to call for help when needed - admin, counselors are available. Calming corners provided in all classrooms; Lack of PBIS; Teachers spend a lot of money on classroom incentives; No known campus procedure to reduce overuse of discipline practices that

Problem Statement 2 (Prioritized): Teachers do not have time for intervention for tier 2 and tier 3 students because of the pacing and there's a large number of students who need it. **Root Cause:** TLI sets pacing; Teachers follow the pacing and no longer submit lesson plans; Critical thinking questions are not included on lesson plans; TLI dictates formative assessments; Weekly data meetings are supposed to drive instruction, but were inconsistent.

Problem Statement 3: Wedgeworth has yet to have consistent student incentive programs for attendance. **Root Cause:** Attendance was not regularly displayed and the person in

charge of it before is no longer here.

Problem Statement 4 (Prioritized): Teachers know students need interventions, MTSS, and/ or SPED referrals, but they do not know the process or have the time to do it. **Root Cause:** There is a lack of understanding of Special Education, 504, and MTSS procedures for teachers new and new to district teachers. No consistent training for new teachers of these programs

Perceptions

Perceptions Summary

Wedgeworth Elementary is a school where teachers and students feel valued and appreciated. We strive to have strong partnerships with different stakeholders such as Connect4LIFE and other businesses to strengthen community support and enhance the student and parent educational experience.

Our school also offers plenty of activities for parents such as DEAR Day, Trunk or Treat, Spring Art Show, Theatre Nights, Dual Language Night, and Cinco de Mayo celebration to honor the Hispanic population present in our school. Parents feel welcomed by staff members and school leaders and they believe that their children have opportunities to be successful.

Perceptions Strengths

- Communication from the administration is done in a timely manner, and discretion is primarily used when necessary.
- Parents feel comfortable approaching the administration and teachers if they have concerns.
- Students feel safe and comfortable with educators.
- Diverse student population.
- Teacher collaboration is a positive change that has occurred.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a lack of parent involvement campus-wide. **Root Cause:** Working families and high economically disadvantaged rate

Problem Statement 2 (Prioritized): Academic/data-driven communication with parents needs to be more clear and consistent. **Root Cause:** Data being sent home is not always explained clearly, parents may not understand the results of their child's progress. All grade levels may not even be sending the data home to families.

Problem Statement 3: Parents/teachers reported that the campus discipline procedures are not being enforced consistently. **Root Cause:** Inconsistent approaches to discipline campus wide; lack of skills, understanding and experience with discipline; vague, inconsistent or conflicting rules

Problem Statement 4: Purposeful and relevant training and support for all staff is needed, specifically newer teachers. Examples include new curriculum, Skyward (daily attendance, grades/grade changes, referrals), Panorama, and other routinely required responsibilities. **Root Cause:** Lack of time and/or intentionality training staff

Priority Problem Statements

Problem Statement 1: More than half of 2nd grade students were below average in reading and in math on their winter MAP test (most recent data available at time of meeting).

Root Cause 1: Primary classrooms have not had HQIM for any content prior to this year. Additionally, with adoption of HQIM, it has been difficult to find time in the master schedule to provide intervention to fill gaps or reteach current grade-level TEKS. K-2 also did not have manipulatives to implement the math curriculum they were using at the time.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Academic/data-driven communication with parents needs to be more clear and consistent.

Root Cause 2: Data being sent home is not always explained clearly, parents may not understand the results of their child's progress. All grade levels may not even be sending the data home to families.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Nearly half of our 3rd graders Did Not Meet on the 3rd STAAR Math test (54% approached).

Root Cause 3: Lack of high-quality instructional material. STEMScopes was a program we used 22-23school year, but not with consistency or fidelity.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Teachers do not have time for intervention for tier 2 and tier 3 students because of the pacing and there's a large number of students who need it.

Root Cause 4: TLI sets pacing; Teachers follow the pacing and no longer submit lesson plans; Critical thinking questions are not included on lesson plans; TLI dictates formative assessments; Weekly data meetings are supposed to drive instruction, but were inconsistent.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Teachers know students need interventions, MTSS, and/ or SPED referrals, but they do not know the process or have the time to do it.

Root Cause 5: There is a lack of understanding of Special Education, 504, and MTSS procedures for teachers new and new to district teachers. No consistent training for new teachers of these programs

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: 46% of students approached on the 5th STAAR Science test.

Root Cause 6: Lack of consistency in science vocabulary being used at all grade levels and absence of high quality instructional materials for science. There also was not consistency in the science classroom due to a vacancy.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: In previous years, the implementation of PBIS and behavior interventions have been inconsistent, causing students to be unclear of their expectations, which has resulted in a loss of instructional time.

Root Cause 7: Teachers have good classroom management, however the trauma and school population affect classroom behavior. The culture of the campus is to be able to call for

help when needed - admin, counselors are available. Calming corners provided in all classrooms; Lack of PBIS; Teachers spend a lot of money on classroom incentives; No known campus procedure to reduce overuse of discipline practices that

Problem Statement 7 Areas: School Processes & Programs

Priorities

Revised/Approved: July 29, 2024





Priority 1: Student Growth

Performance Objective 1: Every student grows academically every year in English Language Arts, Reading, Math, Science, and Social Studies.

Evaluation Data Sources: State and local assessment data, including, MAP, STAAR/EOC, state provided Interim assessments, collaboratively developed progress measures, teacher developed common formative assessments, TX KEA, MClass, EDL, TELPAS and TRS Performance Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in collaborative team meetings (PLC) to internalize the High Quality Instructional Materials (HQIM). The guiding questions are: What do we expect students to learn? How will we know students are learning? How will we respond if students are not learning? How will we respond if students are learning?</p> <p>WW Scorecard: 1.1C Strategy's Expected Result/Impact: Student Growth Staff Responsible for Monitoring: Team Leaders Administrators</p> <p>Title I: 2.4, 2.6 Problem Statements: Student Learning 1, 2, 4</p>	Formative			Summative
	Oct	Dec	Feb	Apr

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use formative assessment data to identify students in need of intervention and enrichment and then create plans for reteaches to meet each student's academic need during the designated "Tribe Time." Each team will work collaboratively to provide Interventions/Enrichment to help ALL students grow in the Essential Standards.</p> <p>Wedgeworth Scorecard: 1.1A</p> <p>Strategy's Expected Result/Impact: Student academic growth</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>Title I: 2.6</p> <p>Problem Statements: Student Learning 1, 4</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 3 Details	Reviews			
<p>Strategy 3: Staff will use multiple forms of data to measure and respond to student performance. Ex: BOY/MOY/EOY Map (Met Projected Growth); Interim Assessment; Common Formative Assessments, and additional progress monitoring for students who need support in addition to Tier 1 instruction.</p> <p>Wedgeworth Scorecard: 1.1A</p> <p>Strategy's Expected Result/Impact: Student academic growth</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.6</p> <p>Problem Statements: Student Learning 1, 2, 4 - School Processes & Programs 2, 4</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 4 Details	Reviews			
<p>Strategy 4: Title I funds will be used to supplement resources, pay for salaries for support staff and an Instructional Coach, provide training to support campus needs, provide extra duty pay for tutoring beyond the school day, and/or provide coverage for teachers to work collaboratively so our campus will effectively support all students to grow academically.</p> <p>Wedgeworth scorecard: 1.1A</p> <p>Strategy's Expected Result/Impact: Student academic growth</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p> <p>Funding Sources: Salaries - Title I (211) - \$100,188</p>	Formative			Summative
	Oct	Dec	Feb	Apr





Strategy 5 Details	Reviews			
<p>Strategy 5: Our campus will create and implement a campus-wide expectation for students to monitor their own progress and work with staff to help ensure growth in goals.</p> <p>Wedgeworth Scorecard: 1.1A</p> <p>Strategy's Expected Result/Impact: Student academic growth</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 6 Details	Reviews			
<p>Strategy 6: All Math teachers will receive training and resources to be able to effectively implement Number Sense into the daily lessons. Staff will implement time each day for students to practice Number Sense (or Number Talk).</p> <p>Strategy's Expected Result/Impact: Student academic growth in Math.</p> <p>Staff Responsible for Monitoring: Math Teachers</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<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>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Nearly half of our 3rd graders Did Not Meet on the 3rd STAAR Math test (54% approached). Root Cause: Lack of high-quality instructional material. STEMScopes was a program we used 22-23school year, but not with consistency or fidelity.</p> <p>Problem Statement 2: 46% of students approached on the 5th STAAR Science test. Root Cause: Lack of consistency in science vocabulary being used at all grade levels and absence of high quality instructional materials for science. There also was not consistency in the science classroom due to a vacancy.</p> <p>Problem Statement 4: More than half of 2nd grade students were below average in reading and in math on their winter MAP test (most recent data available at time of meeting). Root Cause: Primary classrooms have not had HQIM for any content prior to this year. Additionally, with adoption of HQIM, it has been difficult to find time in the master schedule to provide intervention to fill gaps or reteach current grade-level TEKS. K-2 also did not have manipulatives to implement the math curriculum they were using at the time.</p>
School Processes & Programs
<p>Problem Statement 2: Teachers do not have time for intervention for tier 2 and tier 3 students because of the pacing and there"s a large number of students who need it. Root Cause: TLI sets pacing; Teachers follow the pacing and no longer submit lesson plans; Critical thinking questions are not included on lesson plans; TLI dictates formative assessments; Weekly data meetings are supposed to drive instruction, but were inconsistent.</p> <p>Problem Statement 4: Teachers know students need interventions, MTSS, and/ or SPED referrals, but they do not know the process or have the time to do it. Root Cause: There is a lack of understanding of Special Education, 504, and MTSS procedures for teachers new and new to district teachers. No consistent training for new teachers of these programs</p>

Priority 1: Student Growth

Performance Objective 2: Every student understands the expected standards of behavior in the district and feels that their safety and well-being are a priority of the district.

Strategy 1 Details	Reviews			
<p>Strategy 1: PBIS Committee will collaborate with campus administrators to create and train staff on new campus-wide PBIS expectations and procedures and the implementation of the First 30 Day focuses. The campus PBIS committee will meet monthly to review the PBIS implementation rubric, review behavioral data, and work to align next steps.</p> <p>Wedgeworth Scorecard: 1.2A Strategy's Expected Result/Impact: Improving positive relationships with students, campus-wide usage of tiered interventions, and an overall reduction in the number of referrals and ISS. Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.6 Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: All staff will be trained to know the expectations of the campus PBIS, interventions to be provided, and expectations prior to referrals.</p> <p>Wedgeworth Scorecard: 1.2A Strategy's Expected Result/Impact: Building positive relationships with students. Staff Responsible for Monitoring: Campus Administrators</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 3 Details	Reviews			
<p>Strategy 3: Our campus will intentionally create a plan to help increase our average daily attendance from close to 94% to 96%.</p> <p>Strategy's Expected Result/Impact: Students will be present to learn and grow academically and behaviorally. Staff Responsible for Monitoring: Campus Administrators</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 1: In previous years, the implementation of PBIS and behavior interventions have been inconsistent, causing students to be unclear of their expectations, which has resulted in a loss of instructional time. **Root Cause:** Teachers have good classroom management, however the trauma and school population affect classroom behavior. The culture of the campus is to be able to call for help when needed - admin, counselors are available. Calming corners provided in all classrooms; Lack of PBIS; Teachers spend a lot of money on classroom incentives; No known campus procedure to reduce overuse of discipline practices that

Priority 1: Student Growth





Performance Objective 3: Every graduate is college, career, or military ready, and CCMR numbers increase year over year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Our campus will provide opportunities to highlight college and career through weekly "College/Career Days" and a Career Day.</p> <p>Wedgeworth Scorecard: 1.3A</p> <p>Strategy's Expected Result/Impact: Increase awareness and highlighting College and career opportunities.</p> <p>Staff Responsible for Monitoring: Campus Administrators and Counselors</p> <p>Title I: 2.5</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Our campus will dedicate a day to having a "Career on Wheels" to highlight various career opportunities and what students need to do to enter into these careers.</p> <p>Wedgeworth Scorecard: 1.3A</p> <p>Strategy's Expected Result/Impact: Increase awareness and highlight College and career opportunities</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Title I: 2.5</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<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>				

Priority 1: Student Growth

Performance Objective 4: Annually increase student enrichment and involvement in extracurricular, UIL, and co-curricular activities.

Evaluation Data Sources: Increased percentage of students engaged in activities, increased quartile/decile of Lone Star Cup standing, completion of guidelines and staff recruitment plan





Strategy 1 Details	Reviews			
<p>Strategy 1: Recruit staff to provide a coach for all UIL opportunities and be intentional about promoting the various UIL opportunities to all of our students.</p> <p>Strategy's Expected Result/Impact: Growth in participation in UIL</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.5</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<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>				

Priority 2: Honor and Support Staff

Performance Objective 1: Honor staff contributions and achievements.

High Priority





Evaluation Data Sources: Staff evaluation data

Strategy 1 Details	Reviews			
<p>Strategy 1: Our campus will get feedback from staff/parents/students to recognize our staff through our "Weekly Warriors" (alternate between a teacher and staff member). We will also use feedback from staff/parents/students to recognize a staff member as our "Hero of the Month."</p> <p>Wedgeworth Scorecard: 2.1A Strategy's Expected Result/Impact: Honor and Recognize staff Staff Responsible for Monitoring: Administrators Sunshine Committee</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Create and implement a system for peers to recognize fellow peers through notes/videos.</p> <p>Wedgeworth Scorecard: 2.1A Strategy's Expected Result/Impact: Honor and recognize staff Staff Responsible for Monitoring: Campus Administrators</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Priority 2: Honor and Support Staff

Performance Objective 2: Annually increase faculty and staff satisfaction and engagement.

Evaluation Data Sources: Staff evaluation data and other data related in increased staff engagement





Strategy 1 Details	Reviews			
<p>Strategy 1: The Sunshine committee will provide opportunities for staff to build positive relationships with one another from across the campus.</p> <p>Strategy's Expected Result/Impact: Increase faculty and staff satisfaction and engagement.</p> <p>Staff Responsible for Monitoring: Campus Administrators Sunshine Committee</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Staff will be given choices of learning sessions to attend during our monthly staff meetings. Staff will have an opportunity to provide feedback from the learning session.</p> <p>Wedgeworth scorecard: 2.2A</p> <p>Strategy's Expected Result/Impact: Increase faculty and staff satisfaction and engagement.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus administration will conduct weekly walkthroughs and arrange monthly meetings to provide feedback and answer staff concerns.</p> <p>Wedgeworth Scorecard: 2.2A</p> <p>Strategy's Expected Result/Impact: Increase faculty and staff satisfaction and engagement</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<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>				

Priority 2: Honor and Support Staff

Performance Objective 3: Promote a collaborative culture by engaging instructional staff in the practices of a Professional Learning Community.

High Priority

Evaluation Data Sources: Staff evaluation data, meeting documentation, and other data related in increased staff engagement

Strategy 1 Details	Reviews			
<p>Strategy 1: Grade-level teachers participate weekly in designated PLC collaboration time. Strategy's Expected Result/Impact: Increased collaboration among staff, ongoing assessment and analyzing of student data resulting in student growth Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, Lead Teachers</p> <p>Title I: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 1, 2, 4</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Guiding Coalition will meet monthly to review campus progress in PLC and provide feedback and action steps to help continue our PLC growth.</p> <p>Wedgeworth Scorecard: 2.3B Strategy's Expected Result/Impact: Increased collaboration among staff and student growth Staff Responsible for Monitoring: Campus Admin. Guiding Coalition</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 3 Details	Reviews			
<p>Strategy 3: Grade-level teams will participate in weekly data team meetings, analyzing student data and work samples to determine additional re-teaches.</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<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>				

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: Nearly half of our 3rd graders Did Not Meet on the 3rd STAAR Math test (54% approached). **Root Cause:** Lack of high-quality instructional material. STEMScopes was a program we used 22-23school year, but not with consistency or fidelity.

Problem Statement 2: 46% of students approached on the 5th STAAR Science test. **Root Cause:** Lack of consistency in science vocabulary being used at all grade levels and absence of high quality instructional materials for science. There also was not consistency in the science classroom due to a vacancy.

Problem Statement 4: More than half of 2nd grade students were below average in reading and in math on their winter MAP test (most recent data available at time of meeting). **Root Cause:** Primary classrooms have not had HQIM for any content prior to this year. Additionally, with adoption of HQIM, it has been difficult to find time in the master schedule to provide intervention to fill gaps or reteach current grade-level TEKS. K-2 also did not have manipulatives to implement the math curriculum they were using at the time.





Priority 2: Honor and Support Staff

Performance Objective 4: Invest in staff growth through professional learning/specialized training.

High Priority

Evaluation Data Sources: Goal setting conference data





Strategy 1 Details	Reviews			
<p>Strategy 1: Monthly staff meetings will now be "Professional Learning" opportunities. Options of various learning sessions will be provided for staff to choose to attend (ELAR/Math/SpEd/Behavior/Technology). Staff will then provide feedback as part of the "exit ticket" and demonstrate how they are implementing what they learned, request someone to model strategy, and/or ask for specific training in the future. Teachers will be empowered to lead sessions so we can model the effective use of strategies.</p> <p>Wedgworth Scorecard: 2.4A</p> <p>Strategy's Expected Result/Impact: Staff growth through professional learning</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative			Summative
	Oct	Dec	Feb	Apr

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Priority 3: Community and Stakeholder Relationships

Performance Objective 1: Annually increase satisfaction and engagement of students and families.

Evaluation Data Sources: Analyze and respond appropriately to student and family survey data, Superintendent's Student Advisory Board, Town Hall meeting for families

Strategy 1 Details	Reviews			
<p>Strategy 1: Offering opportunities to serve such as Dads at the Door, PTO, classroom and campus volunteers Strategy's Expected Result/Impact: Increase engagement of family members Staff Responsible for Monitoring: Administration</p> <p>Title I: 4.1, 4.2 Problem Statements: School Processes & Programs 2 - Perceptions 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Offering opportunities for parents and the community to be part of Wedgeworth outside of school hours such as Open House, Reading Night, Math Night, or Counselor presentations Strategy's Expected Result/Impact: Increase engagement of family members Staff Responsible for Monitoring: Campus Administration Counselors</p> <p>Title I: 4.2 Funding Sources: Walmart - Title I Parental Involvement - Oct. 29, 2024 event - \$300</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<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>				

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: Teachers do not have time for intervention for tier 2 and tier 3 students because of the pacing and there's a large number of students who need it. Root Cause: TLI sets pacing; Teachers follow the pacing and no longer submit lesson plans; Critical thinking questions are not included on lesson plans; TLI dictates formative assessments; Weekly data meetings are supposed to drive instruction, but were inconsistent.</p>





Perceptions

Problem Statement 2: Academic/data-driven communication with parents needs to be more clear and consistent. **Root Cause:** Data being sent home is not always explained clearly, parents may not understand the results of their child's progress. All grade levels may not even be sending the data home to families.

Priority 3: Community and Stakeholder Relationships

Performance Objective 2: Annually increase engagement of community and stakeholders.





Evaluation Data Sources: Analyze and respond appropriately to parent survey data, increased community and stakeholder satisfaction and engagement

Strategy 1 Details	Reviews			
<p>Strategy 1: Partner with community members/ businesses to help financially sponsor ways to help reinforce attendance/ behavior/supporting teacher challenges. .</p> <p>Strategy's Expected Result/Impact: Increased engagement of community and stakeholders.</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<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>				

Priority 4: Financial Integrity

Performance Objective 1: Ensure financial stewardship and transparency





Evaluation Data Sources: Budget reports, TAPR and FIRST reports

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: District Guidelines for Federal and State Funds are followed to effectively use campus funds</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<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>				

Priority 4: Financial Integrity

Performance Objective 2: Develop and deploy coherent facility management processes to address student growth.





Evaluation Data Sources: Budget reports, TAPR and FIRST reports

Strategy 1 Details	Reviews			
Strategy 1: Develop staffing priorities and academic plans based on student needs. Strategy's Expected Result/Impact: Increased financial stewardship Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
Strategy 2: For staff and students to feel safe at school, campus administration will use effective communication with the district's support services department to address building facilities and needs. Strategy's Expected Result/Impact: Increased school safety Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Oct	Dec	Feb	Apr
<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>				

Priority 4: Financial Integrity

Performance Objective 3: Ensure effective and efficient operations with transparency

Evaluation Data Sources: Budget reports, TAPR and FIRST reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Evaluate existing programs for all departments based on effectiveness relating to student achievement vs. costs, The Campus Advisory Team will prioritize purchases and programs based on student needs.</p> <p>Strategy's Expected Result/Impact: Ensure effective and efficient operations with transparency</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<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>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
April Barnett	Paraprofessional	Title I	1
Jennifer Russell	Instructional Coach	Title I	pays 80% of 1.0
Kelly Cobb	Paraprofessional	Title I	1

Campus Funding Summary

Title I (211)					
Priority	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Salaries		\$100,188.00
Sub-Total					\$100,188.00
Title I Parental Involvement					
Priority	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Walmart	Oct. 29, 2024 event	\$300.00
Sub-Total					\$300.00