

Waxahachie Independent School District

Wedgeworth Elementary

2023-2024 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

Description of Our School

Wedgeworth Elementary is one of nine 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 687 for the 21-22 school and in 2022-2023, our highest enrollment was at 720 students. We ended the year with 704 students.

2021 to 2023 Comparison

Economically Disadvantaged	2021: 355 (56.35%)	2023: 477 (67.95%)
Section 504 Students	2021: 31 (4.9%)	2023: 37(5.27%)
EB/EL Students	2021: 189 (30%)	2023: 187 (26.64%)
Bilingual/ESL 250	2021: 250 (39.7%)	2023: 238 (33.90%)
Students w/ Dyslexia	2021: 34 (5.4%)	2023: 47(6.7%)
Special Education	2021: 84 (13.3%)	2023: 103 (14.67%)
Gifted and Talented	2021: 37 (5.9%)	2023: 43 (6.13%)
At-Risk	2021: 356 (56.5%)	2023: 409 (58.26%)

Attendance

2018-2019-93.80%

2021-2022-93.22%

2022-2023-93.99%

Office Referrals Numbers

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

Demographics Strengths

Demographics Strengths

- Front office staff and administrator who speaks Spanish
- Two-Way Dual Language Campus
- Highly qualified faculty members who work together in Professional Learning Communities (PLCs) 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 (Prioritized): The number of office referrals continues to increase as our enrollment has increased. **Root Cause:** A lack of consistent PBIS implementation across the campus as our demographics have continued to change in the last 3 years.

Problem Statement 2 (Prioritized): The overall attendance continues to be less than 95%. **Root Cause:** COVID along with other illnesses and an increase in families not putting school as a priority.

Problem Statement 3: There is an increase in the number of Special Education students identified and not a lot of growth in our GT students being identified. **Root Cause:** Instructional gaps due to COVID, lack of instructional background for some students, and lack of exposure to Enrichment opportunities.

Student Learning

Student Learning Summary

Wedgeworth has shown significant growth in most academic areas based on 21-22 STAAR data (22-23 data not yet available). Although our campus tends to perform below the district average for STAAR, we've seen significant growth especially in reading and growth in how our students serviced through our SPED department performed in 21-22. Math continues to be a subject in which our students struggle to show growth. We did see growth in STAAR math scores in some grade levels, but it was less significant than what we saw in reading. Our African American students sometimes perform below their peers, more often in reading than in math. While we are showing more growth in the approaches category, the growth in meets and masters is less significant. MAP data also supports that more of our AA students are performing below their peers. 50% of AA students "did not meet" on MAP in both reading and math while their white peers had 25% and 30% respectively did not meet.

Current MAP data shows that we are showing more growth as a campus in the area of math. 2nd-4th grade met the growth projections for math in MAP. 2nd-5th grade did not meet the growth projection in reading and 1st grade surpassed the growth projection in reading. No grade levels that are tested in science (3rd-5th) met growth projections on MAP.

In Kindergarten and 2nd, 44% of our students are reading below grade level at the middle of the year and 54% of our 1st graders are reading below grade level. 1st and 2nd showed growth in the number of students reading on grade level, but ideally, we would have 80% of our students reading on grade level.

Our campus data is telling us that our focus for student achievement should be in the areas of math and science, ensuring that all students of all races (in particular our African American students) are performing in line with their peers, and that we need to focus on growing all students including those students who fall into meets and masters. 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

- 84% of our 5th-grade students passed the STAAR reading test and performed in line with the district.
- Saw more significant growth in reading scores overall.
- Students served under SPED showed growth in all grades and all content areas.
- 2nd-4th grade students met growth projections on the math MAP test in winter 2023.
- 1st-grade students exceeded growth projections on the reading MAP test in winter 2023.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Half or more of our K-2 students are not reading on grade level. **Root Cause:** Consistency in guided reading groups.

Problem Statement 2 (Prioritized): 3-5 science MAP scores are not meeting growth projections **Root Cause:** Across the campus, science minutes are not being met. Need for vertical alignment so rigor is appropriate.

Problem Statement 3: The majority of students are in approaches or DNM for MAP in all grade levels when we want the majority of our students in meets and masters. **Root Cause:** Students need more exposure and need to spend most of their day with grade-level material (scaffold v. modifying). Using Tribe Time more effectively for intervention versus reteaching. Establish when these two things are happening during the day.

Problem Statement 4 (Prioritized): Math scores are still trending below reading scores. **Root Cause:** Students are still lacking foundational skills from COVID learning loss.

Problem Statement 5 (Prioritized): Our African American students are performing below their peers in STAAR and MAP. **Root Cause:** Discipline? We need more culturally responsive teaching strategies to keep all students engaged.

School Processes & Programs

School Processes & Programs Summary

Professional learning communities meet by grade level on a weekly basis. If progress is not occurring, MTSS meetings are being held to address student concerns. 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 resource SpEd Teachers and one that is bilingual. SpEd teachers have started co-teaching to better meet needs of students.

School Processes & Programs Strengths

PBIS is developed and we have great plan - it just needs to be implemented

PLC time has become much more intentional

- 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)
- Currently have 3 special education teachers in Resource with two being bilingual

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Increase in problem behavior of students in all grades, in all settings (classroom, hallway, cafeteria, etc.). **Root Cause:** Not all staff buy into the PBIS plan which creates inconsistency, not setting the tone at the beginning of the year as a campus, accountability for not following PBIS/code of conduct as a campus, and incentives for older grades hold no weight (target their interests)

Problem Statement 2: (School conditions for learning) Too many special population students are removed from the classroom environment (least restrictive environment) **Root Cause:** Lack of interactive/hands-on training for all teachers (how to read an IEP; deal with emotional disturbance, autism, etc., and understand the special pops student's perspective)

Problem Statement 3 (Prioritized): (Retaining high-quality educators & support powerful teaching) Instructional coach not readily available (when on campus) to support teachers with curriculum concerns **Root Cause:** Asked to attend to tasks outside the scope of their role

Problem Statement 4: Pacing Guide changed during the school year without notice & Rockin' Review change without notice **Root Cause:** Transparency from the curriculum, inconsistent communication, instructional coach not available to communicate changes from curriculum

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, Adam Rope, and Knob & Key Realty to strengthen community support and enhance the student and parent educational experience.

Our school also offers plenty of activities for parents such as Dads at the Door, DEAR Day, Trunk or Treat, Literacy 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.
- Parents feel comfortable approaching the administration and teachers if they have concerns.
- Plenty of parents are involved in after-school activities
- Community partners feel welcome and appreciated.
- Students feel safe and comfortable with educators.
- Diverse student population.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students perceive that they are not given a chance to explain their ideas. **Root Cause:** A fast pace curriculum and a limited amount of minutes per subject may be limiting students' opportunities to express themselves.

Problem Statement 2 (Prioritized): Staff members feel as if communication needs to improve. **Root Cause:** Too many emails are received on a daily basis and communication may be misunderstood between leaders and staff members.

Problem Statement 3 (Prioritized): Twenty-six percent of staff members are not receiving valuable feedback. **Root Cause:** Specific and content-related feedback is needed to grow as an effective teacher.

Problem Statement 4 (Prioritized): Parents reported that the campus discipline procedures are not being enforced consistently. **Root Cause:** Discipline is assigned based on the student code of conduct and their specific needs.

Priority Problem Statements

Problem Statement 1: 3-5 science MAP scores are not meeting growth projections

Root Cause 1: Across the campus, science minutes are not being met. Need for vertical alignment so rigor is appropriate.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: The number of office referrals continues to increase as our enrollment has increased.

Root Cause 2: A lack of consistent PBIS implementation across the campus as our demographics have continued to change in the last 3 years.

Problem Statement 2 Areas: Demographics

Problem Statement 3: The overall attendance continues to be less than 95%.

Root Cause 3: COVID along with other illnesses and an increase in families not putting school as a priority.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Math scores are still trending below reading scores.

Root Cause 4: Students are still lacking foundational skills from COVID learning loss.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Our African American students are performing below their peers in STAAR and MAP.

Root Cause 5: Discipline? We need more culturally responsive teaching strategies to keep all students engaged.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Students perceive that they are not given a chance to explain their ideas.

Root Cause 6: A fast pace curriculum and a limited amount of minutes per subject may be limiting students' opportunities to express themselves.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Parents reported that the campus discipline procedures are not being enforced consistently.

Root Cause 7: Discipline is assigned based on the student code of conduct and their specific needs.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Increase in problem behavior of students in all grades, in all settings (classroom, hallway, cafeteria, etc.).

Root Cause 8: Not all staff buy into the PBIS plan which creates inconsistency, not setting the tone at the beginning of the year as a campus, accountability for not following PBIS/ code of conduct as a campus, and incentives for older grades hold no weight (target their interests)

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Twenty-six percent of staff members are not receiving valuable feedback.

Root Cause 9: Specific and content-related feedback is needed to grow as an effective teacher.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: Staff members feel as if communication needs to improve.

Root Cause 10: Too many emails are received on a daily basis and communication may be misunderstood between leaders and staff members.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: (Retaining high-quality educators & support powerful teaching) Instructional coach not readily available (when on campus) to support teachers with curriculum concerns

Root Cause 11: Asked to attend to tasks outside the scope of their role

Problem Statement 11 Areas: School Processes & Programs

Priorities





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, DRA, STAAR/EOC, state provided Interim assessments, collaboratively developed progress measures, teacher developed common formative assessments, TX KEA, Circle (pre-K), DRA/EDL, TELPAS and TRS Performance Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in collaborative team meetings (PLC) using the 4 guiding questions with our Essential Standards.</p> <p>The guiding questions are:</p> <ul style="list-style-type: none"> 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>WW Scorecard: 1.1C</p> <p>Strategy's Expected Result/Impact: Student Growth</p> <p>Staff Responsible for Monitoring: Teachers Team Leaders Administrators</p> <p>Title I: 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use data to identify students in need of intervention and enrichment and then create intentional plans 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 Strategy's Expected Result/Impact: Student academic growth Staff Responsible for Monitoring: Teachers Administrators</p> <p>Title I: 2.6 Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
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; DRA/EDL; Common Formative Assessments)</p> <p>Wedgeworth Scorecard: 1.1A Strategy's Expected Result/Impact: Student academic growth Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.6 Problem Statements: Student Learning 4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Title I funds will be used to supplement resources, pay for salaries for support and mentor staff, 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 Strategy's Expected Result/Impact: Student academic growth Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 5 Details	Reviews			
<p>Strategy 5: Our ELAR/Math/Science committees will create and help implement a campus-created format (or system) for students to set goals in Reading, Math, 5th Science, and or behavior. We will also 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> <p>Problem Statements: Student Learning 2, 4, 5</p>	Formative			Summative
	Nov	Jan	Mar	June
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> <p>Problem Statements: Student Learning 4, 5 - 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:

Student Learning
<p>Problem Statement 2: 3-5 science MAP scores are not meeting growth projections Root Cause: Across the campus, science minutes are not being met. Need for vertical alignment so rigor is appropriate.</p>
<p>Problem Statement 4: Math scores are still trending below reading scores. Root Cause: Students are still lacking foundational skills from COVID learning loss.</p>
<p>Problem Statement 5: Our African American students are performing below their peers in STAAR and MAP. Root Cause: Discipline? We need more culturally responsive teaching strategies to keep all students engaged.</p>
Perceptions
<p>Problem Statement 1: Students perceive that they are not given a chance to explain their ideas. Root Cause: A fast pace curriculum and a limited amount of minutes per subject may be limiting students' opportunities to express themselves.</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 campus-wide PBIS expectations. The campus PBIS committee will meet monthly to review campus implementation, review behavioral data, and advocate the need for teachers on the team to be consistent in implementation.</p> <p>Wedgeworth Scorecard: 1.2A</p> <p>Strategy's Expected Result/Impact: Improving positive relationships with students and reduction in the number of referrals and ISS.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Problem Statements: Demographics 1 - Student Learning 5 - School Processes & Programs 1 - Perceptions 4</p>	Formative			Summative
	Nov	Jan	Mar	June
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</p> <p>Strategy's Expected Result/Impact: Building positive relationships with students.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Problem Statements: Demographics 1 - Student Learning 5 - School Processes & Programs 1 - Perceptions 4</p>	Formative			Summative
	Nov	Jan	Mar	June
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.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Problem Statements: Demographics 2</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

Problem Statement 1: The number of office referrals continues to increase as our enrollment has increased. **Root Cause:** A lack of consistent PBIS implementation across the campus as our demographics have continued to change in the last 3 years.

Problem Statement 2: The overall attendance continues to be less than 95%. **Root Cause:** COVID along with other illnesses and an increase in families not putting school as a priority.

Student Learning

Problem Statement 5: Our African American students are performing below their peers in STAAR and MAP. **Root Cause:** Discipline? We need more culturally responsive teaching strategies to keep all students engaged.

School Processes & Programs





Problem Statement 1: Increase in problem behavior of students in all grades, in all settings (classroom, hallway, cafeteria, etc.). **Root Cause:** Not all staff buy into the PBIS plan which creates inconsistency, not setting the tone at the beginning of the year as a campus, accountability for not following PBIS/code of conduct as a campus, and incentives for older grades hold no weight (target their interests)

Perceptions

Problem Statement 4: Parents reported that the campus discipline procedures are not being enforced consistently. **Root Cause:** Discipline is assigned based on the student code of conduct and their specific needs.

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
	Nov	Jan	Mar	June
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
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Priority 2: Honor and Support Staff

Performance Objective 1: Honor staff contributions and achievements.





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
	Nov	Jan	Mar	June
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
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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
	Nov	Jan	Mar	June
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
	Nov	Jan	Mar	June
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> <p>Problem Statements: Perceptions 2, 3</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:

Perceptions
<p>Problem Statement 2: Staff members feel as if communication needs to improve. Root Cause: Too many emails are received on a daily basis and communication may be misunderstood between leaders and staff members.</p>





Perceptions

Problem Statement 3: Twenty-six percent of staff members are not receiving valuable feedback. **Root Cause:** Specific and content-related feedback is needed to grow as an effective teacher.

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.

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 and student growth Staff Responsible for Monitoring: Campus Administrators Lead Teachers</p> <p>Title I: 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Jan	Mar	June
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> <p>Problem Statements: Perceptions 3</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:





Perceptions
<p>Problem Statement 3: Twenty-six percent of staff members are not receiving valuable feedback. Root Cause: Specific and content-related feedback is needed to grow as an effective teacher.</p>

Priority 2: Honor and Support Staff

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

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> <p>Problem Statements: School Processes & Programs 3</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Performance Objective 4 Problem Statements:

School Processes & Programs
<p>Problem Statement 3: (Retaining high-quality educators & support powerful teaching) Instructional coach not readily available (when on campus) to support teachers with curriculum concerns Root Cause: Asked to attend to tasks outside the scope of their role</p>

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</p> <p>Strategy's Expected Result/Impact: Increase engagement of family members</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
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</p> <p>Strategy's Expected Result/Impact: Increase engagement of family members</p> <p>Staff Responsible for Monitoring: Campus Administration Counselors</p> <p>Title I: 4.2</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>				

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> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 2: The overall attendance continues to be less than 95%. Root Cause: COVID along with other illnesses and an increase in families not putting school as a priority.</p>

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
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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
	Nov	Jan	Mar	June
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
	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>				

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
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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