

Waxahachie Independent School District

Wedgeworth Elementary

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Science



Board Approval Date: November 12, 2018
Public Presentation Date: November 12, 2018

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 fifteen 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 2017 Accountability Report and 2016-17 TAPR Report.

Wedgeworth Elementary had an enrollment of approximately 750 students for the 2016-17 school year and 700 students for the 2017-18 school year. This school year (2018-19) we are starting at 655.

Ethnic Distribution:

- American Indian/Alaskan: 2 (.3%)
- Asian: 4 (.5%)
- Black/African American: 70 (9.4%)
- Hispanic/Latino 359 (48%)
- White 289 (38.6%)
- Hawaiian Pacific Islander: 3 (.4%)
- Two or More: 21 (2.8%)

Student Groups:

- Economically Disadvantaged: 460 (61.5%)
- Limited English Proficient (LEP): 228 (30.5%)
- Students with Disciplinary Placement: 0
- At Risk: 403 (53.9%)
- Special Education: 82 (11%)
- Gifted and Talented: 13 (1.7%)
- Career & Technical Education: 0

Demographics Strengths

- Class Size Average: 18.4
- Student Attendance Rate: 96.7% (above district and state levels)
- ELL Student Attendance Rate: 97.9%
- Front Office staff member and administrators that speak Spanish
- Two-Way Dual language

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our African American Population under performs on State Assessments. **Root Cause:** 1. Lack of teacher professional development that addresses our sub-pops. 2. Our African American Population is one of our smallest populations.

Student Academic Achievement

Student Academic Achievement Summary

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring 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 Academic Achievement 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 Academic Achievement Needs

Problem Statement 1: Our Writing score is low and below district percentage. **Root Cause:** One teacher was on FMLA with a long-term sub and the 4th grade team was not a cohesive team.

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 we lost 2 interventionist even though we only lost about 40 students. Student performance is also encouraged through teacher professional development. We have 2 resource 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 tech badges and online resources, but in the same time an area of need because of lack of devices. We are 650+ students with 2 ipad carts and 1 chromebook cart. Teachers do have 4-5 devices in their room, but more is needed. The other issue with technology is the connectivity.

We have many extra curricular 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
- IStation / 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 strenght

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
- Dedicated Intervention time campus wide
- Weekly Professional Learning Community meetings with administration
- Data meetings with district curriculum representatives
- Dual Language classrooms, smaller teacher/student ratio in STAAR grades
- All teachers trained and utilize G & G Best Practices
- Student Success Team (SST) 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 2 special education teachers in Resource with one being bilingual

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 3rd and 4th Grade STAAR scores are lower than district. **Root Cause:** Teachers need continual professional development to increase student achievement.

Problem Statement 2: Our African population is growing but the STAAR scores are low. **Root Cause:** Teachers need professional development that targets the African American population culturally and academically.

Problem Statement 3: Lack of technological devices. **Root Cause:** Lack of money.

Perceptions

Perceptions Summary

We have worked hard to develop a positive relationship with parents, students and staff. Parents feel welcomed at the school and we will regularly see them during lunch or volunteering. Our PTO is growing and has a more receptive and inviting atmosphere. Parents are involved in family nights and school activities. They support our afternoon clubs and organizations.

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 Dad" to school days.

Teachers and staff feel safe and supported at school. Students also feel safe and secure at Wedgworth.

Perceptions Strengths

Surveys from Students, Parents and Staff:

- 100% of our students feel their teacher believes in them
- 94% of our students feel safe at school
- 91% of parents feel welcomed on our campus
- 97% of parents feel their student is safe at school
- 100% of staff feel they work here because they enjoy the work environment
- 100% of staff feel the principal promotes a positive environment
- 96% of staff feel the principal is highly visible

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 68% of the students feel that the campus is Bully Free and 31% do not. **Root Cause:** Students lack of understanding of what bullying is.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

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 2019, 75% of all students will meet Approaches level on the STAAR writing assessment, 85% of all students and each student group will meet Approaches Level on the reading and math state assessments (STARR) while the African American, Hispanic, Economically Disadvantaged, and Special Education student groups will show at least 5% growth.

Evaluation Data Source(s) 1: State Index Calculation Reports and Summary Tables, District Common Assessments Data Points

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Monitor and support the district's guaranteed and viable curriculum (TRS) within lesson plans, PLC and TTESS observations.</p>		Principal, Assistant Principal, and Teachers	Improved instruction Improved student achievement				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>2) Teachers will attend and participate in District planning and best practice sessions.</p>		Curriculum and Instruction Department Principal Teachers	Improved Instruction Improved student achievement				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>3) Decrease the gap in STAAR achievement between student groups in all subject areas by using the following strategies/programs but not limited to: Thinking Maps, SIOP/Sheltered Instruction, Leveled Literacy Intervention (LLI), First Steps in Mathematics, Title I Interventionist - Math, Reading LLI, Reading (Read Naturally), Esperanza and Reading Recovery</p>		Administrators Teachers and Staff Counselor	Improved instruction Increase percentage of students meeting expectations on the Texas Assessment Instruments - STAAR				

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>4) Increase teacher and student use of technology to enhance academic achievement through a variety of campus and district technology resources.</p>		Administrators Teachers and Staff	Academic improvement				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>5) Decrease the percentage of students retained at the Student Success Initiative (SSI) grade levels (grade 5) by offering tutoring and support from our Title 1 interventionist.</p>		Administrators Teachers	Increased the number of 5th grade students that are promoted.				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>6) Increase the percentage of students meeting expectations on the K-2 reading assessment: (a). Provide reading support for struggling readers through guided reading groups, (b). Continue Leveled Literacy Intervention (LLI) training and usage, (c) Title 1 Reading and (d) Reading Recovery</p>		Teachers Interventionist Paraprofessionals	Improved instruction Improved student achievement				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>7) Increase the percentage of special education students included in general education classes by providing accommodations and inclusions support to the needs of the student.</p>		Administrators Teachers Paraprofessionals	Improved student performance and achievement				
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>8) Increase the number of ESL certified teachers: (a). Provide certification training by district personnel, and (b). Provide reimbursement for ESL certification testing and certification fees</p>		Bilingual/ESL Coordinator, Principals	Improved student achievement Improved language support				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>9) Increase the percentage of LEP students earning the Advanced High proficiency rating: (a). Continue the use of SIOP/Sheltered Instruction strategies in the classroom, (b). Review and purchase appropriate resources.</p>		Bilingual/ESL Coordinator, LPAC Committees, Principals, Teachers	More students earning Advanced rating on TELPAS Improved student achievement				

<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>10) Increase the percentage of students who meet exit requirements from the Dual Language program within 5 years of entry with the use of the ELPS and Bilingual interventionist.</p>		<p>Bilingual/ESL Coordinator, Principals, LPAC Committees, Teachers</p>	<p>Improved language achievement of our ELL students</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>11) Continue to support the Response to Intervention (RtI) layered model of support by utilizing the following programs, frameworks and professional staff but not limited to: (a). Research of Dr. Andrea Ogonosky, (b). Literacy, Math, Science, and Social Studies Frameworks, (c). First Steps in Mathematics (Kindergarten through Grade 5) (d). Fountas and Pinnell Leveled Literacy Intervention (LLI), (e). Reading Recovery, (f). Read Naturally, (g). Dyslexia, (h). Esperanza, (i). Empowering Writers and (j).Curriculum and Instruction Team</p>		<p>Administrators Teachers Counselor Interventionist</p>	<p>Improved student achievement Closing achievement gaps Increased student usage of iStation and Education Galaxy Reduce number of SPED referrals.</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>12) Gather feedback from all teachers regarding the implementation of all local benchmarks and curriculum checks; Data must be reviewed via Eduphoria: Teachers review data from district common assessments at purposeful planning sessions to improve student mastery</p>		<p>Curriculum and Instruction Department, Principals, Teachers</p>	<p>-Improved student achievement -Closing achievement gaps</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							


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

Performance Objective 2: By July 2019, of Wedgeworth Special Education students will meet Level II Satisfactory on all sections of the state assessments.


Evaluation Data Source(s) 2: State Index Calculation Reports and Summary Tables, District Common Assessments Data Points

Summative Evaluation 2:

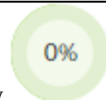
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) Training of staff in the area of effective inclusion strategies.		Principal, Assistant Principal, Special Education support	Improved academic performance Improved STAAR Scores				
Critical Success Factors CSF 1 2) After or before school tutoring available using small group tutoring, Education Galaxy and iStation Reading.		Principal, Assistant Principal and Teachers	Improved academic performance Improved STAAR Scores				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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

Performance Objective 3: By July 2019, 80% of Wedgeworth African American students will meet Level II Satisfactory on all sections of the state assessment (STAAR).

Evaluation Data Source(s) 3: State Index Calculation Reports and Summary Tables, District Common Assessments Data Points

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) After school tutoring available using small group tutoring, Education Galaxy and iStation Reading, Read Naturally, Mentoring Mind Resources and other STAAR Resources		Principal, Assistant Principal	Improved academic performance Improved STAAR Scores				
Critical Success Factors CSF 1 2) Title I pull-out and classroom support during school day.		Principal, Assistant Principal and Teachers	Improved academic performance Improved STAAR Scores				
Critical Success Factors CSF 1 3) PLC and RtI meetings for collaboration on targeted student needs.		Principal, Assistant Principal, Counselor, Instructional Coach, Title I staff, General Education teachers	Improved academic performance Improved STAAR Scores				
Critical Success Factors CSF 1 4) Increased use of hands-on science activities.		Principal, Assistant Principal and Teachers	Improved academic performance Improved STAAR Science Scores				

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

Performance Objective 4: By July 2019, 85% of Wedgeworth Hispanic students will meet Level II Satisfactory on all sections of the state assessment (STAAR).

Evaluation Data Source(s) 4: State Index Calculation Reports and Summary Tables, District Common Assessments Data Points

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) After school tutoring available using small group tutoring, Education Galaxy, iStation Reading, Mentoring Mind Resources and other STAAR Resources</p>		Principal, Assistant Principal, Teachers	Improved academic performance Improved STAAR scores				
<p>Critical Success Factors CSF 1</p> <p>2) Title I & Title 3 pull-out and classroom support during school day.</p>		Principal, Assistant Principal, Title 1 & Title 3 Spanish Interventionist	Improved academic performance Improved STAAR Scores				
<p>Critical Success Factors CSF 1</p> <p>3) PLC and RtI meetings for collaboration on targeted student needs.</p>		Principal, Assistant Principal, Counselor, Curriculum Specialist, Title I staff, General Education teachers	Properly identified students for intervention Improved academic performance Improved STAAR scores				
<p>Critical Success Factors CSF 1</p> <p>4) Use of research-based programs for instructional support in 4th grade writing classrooms, such as Esperanza, Empowering Writers and Mentoring Minds</p>		Principal, Assistant Principal, Teachers	Improved academic performance Improved STAAR Scores				
<p>Critical Success Factors CSF 1</p> <p>5) Increased hands-on science activities.</p>		Principal, Assistant Principal, Teachers	Improved academic performance Improved STAAR Science Scores				

<p>Critical Success Factors CSF 1 CSF 7</p> <p>6) Monitor and support dual language program for all bilingual students through purchase of materials needed for instruction, continued use of Esperanza, Read Naturally in Spanish and Gomez/Gomez Dual Language model.</p>		<p>Principal, Assistant Principal, Bilingual coordinator</p>	<p>Improved academic performance Improved STAAR Scores</p>				
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 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

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

Performance Objective 5: By July 2019, 85% of Wedgeworth Economically Disadvantaged students will meet Level II Satisfactory on all sections of the state assessment (STAAR).

Evaluation Data Source(s) 5: State Index Calculation Reports and Summary Tables, District Common Assessments Data Points

Summative Evaluation 5:



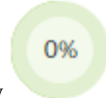

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) After school tutoring available using small group tutoring, LLI, Education Galaxy, iStation Reading Mentoring Mind Resources and other STAAR Resources		Campus Administrators Teachers	Improve academic performance				
Critical Success Factors CSF 1 2) Title I pull-out and classroom support during school day such as Reading Recovery, Read Naturally in English and Spanish, Writing support through, K-5 Title 1 Math Interventionist		Principal Assistant Principals Teachers	Improved academic performance Closing the academic gap				
Critical Success Factors CSF 1 3) PLC Data Review and RtI meetings for collaboration on targeted student needs.		Principal, Assistant Principal, Counselor, Instructional Coach, Title I staff, General Education teachers	Improved academic performance Properly identified students in need				

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

Performance Objective 6: Wedgeworth students will be exposed to college and career day opportunities.

Evaluation Data Source(s) 6: Career Day Agenda

Summative Evaluation 6:



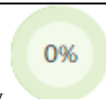

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 6 1) Provide Weekly College Knowledge Days for students (wear college shirts and have a mini lesson regarding higher learning).		Campus Administrators Teachers	College and career ready students Increased student achievement				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </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 1: Wedgeworth Elementary will provide exceptional facilities to create a positive learning environment and foster community pride.

Evaluation Data Source(s) 1: District Surveys, Demography Report, PEIMS Data, and Maintenance Request Log

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) Utilize student enrollment projections to provide appropriate school facilities for student growth		Administrators	All classrooms will be used to the maximum extent possible				
Critical Success Factors CSF 6 2) Conduct ongoing maintenance walks inside and outside the building to identify needs and areas of improvement.		Administrators Maintenance Support Staff	Pride for our campus. Safe and secure campus.				
Critical Success Factors CSF 6 3) Research and review possible Energy Management strategies to reduce energy consumption by 20%.		Administrators Teachers Students	Reduce energy consumption and cost. Positive school atmosphere.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </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 Source(s) 2: Raptor sign-in documentation for all visitors.
 Discipline Referrals Data from Skyward
 Security Survey
 Counseling Lesson Plans

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) All visitors will check in through the office using our raptor system.		Administrators Office Staff Security officer	A safe environment Positive parent feedback				
Critical Success Factors CSF 1 CSF 6 2) Maintain a Positive Behavior Intervention Supports (PBIS) program on campus to provide incentives for positive behaviors.	2.5	Administrators Counselor Teachers and Staff	Campus wide discipline plan Reduced office referrals and Reduced DAEP placements				
Critical Success Factors CSF 6 CSF 7 3) Provide awareness education program and training for campus staff on bullying, suicide prevention, and violence		Administrators Counselor	Tools for identifying bullying situations Fewer safety alerts				
Critical Success Factors CSF 1 CSF 4 CSF 6 4) Implement Behavior Response to Intervention Plan as a layered model of interventions for students not demonstrating success in the classroom/school environment. Use the district's tiered intervention model of strategies, contracts, time-lines, and data collection methods that prove if the action plan is effective.	2.5	Teachers Administrators Counselor	More positive interventions Student misbehavior improves Quality instructional time				


<p>Critical Success Factors CSF 6</p> <p>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>Administrators Counselor Teachers</p>	<p>Positive student interactions Students using strategies for conflict resolution</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </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 3: Wedgeworth Elementary will increase the attendance rate to 97% or higher for the 2018-19 school year.

Evaluation Data Source(s) 3: Skyward (PEIMS) attendance reports, Discipline referrals, TAPR report

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Following state legislative requirements for truancy, students and parents will be notified according to the WISD Attendance Guidelines once tardies or absences have exceeded recommended amount.</p>	2.6	Attendance Clerk Assistant Principal Principal	Reduction in unexcused absences Increased daily attendance rate Increased state funding based on ADA. Decrease tardies and early check outs.				
<p>Critical Success Factors CSF 1</p> <p>2) Offer incentives for students with perfect attendance at various times throughout the year.</p>		Attendance Clerk Assistant Principal Principal	Improved daily attendance Less unexcused absences Increased ADA funding				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>3) Partner with Adam Rope Insurance Agency to provide a bicycle for students with perfect attendance and less than two days tardy each nine weeks.</p>		Principal Assistant Principal Counselor Adam Rope Agency	Improved Student daily attendance				
							





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 Source(s) 1: Certification and professional development records.
 Reduction in employee turnover
 Staff responses on climate and culture survey.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>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>		Assistant Superintendent of Human Resources, HR Department	Highly qualified teachers Improved academic student performance				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Encourage teachers to obtain ESL certification.</p>		Campus Administrators Teachers	Improve academic performance of our ESL students. Improve ESL student equity in classroom				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) Provide a Beginning Teacher in-service and mentoring program (G.U.I.D.E. Program)</p>		Campus Administrators Campus Mentors G.U.I.D.E.(s) campus mentor	Teacher Retention Improved instruction for new teachers				
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>4) Provide professional development in all components identified in the WISD Framework for Effective Teaching and Learning and in areas of need based on campus data.</p>		Curriculum and Instruction Department Campus Administrators	Improved instruction Improved academic performance				

<p>Critical Success Factors CSF 1 CSF 7</p> <p>5) Provide teachers and appraisers update TTESS training</p>		Campus Administrators	Improved instruction Improved academic student performance				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>6) Provide 21st century technology tools and training for teachers and staff as expressed in survey data and through district and campus comprehensive needs assessments.</p>		Campus Administrators	Improved instruction Positive survey results More STEM activities for students				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							





Goal 4: 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 Source(s) 1: Stakeholder feedback from Campus and District surveys, sign-in Sheets, and volunteer logs.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>1) Revise and continually update campus and teacher websites.</p>		Administrators and Teachers	Parents and community members will have updated information about Wedgeworth Elementary.				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>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 -Student Mentoring Programs 		Campus Administrators Counselor	Parents will be involved in their child's education				
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>3) Utilize School Messenger as the tool to share campus newsletter, reminders and for campus emergency news and updates.</p>		Campus Administrators Campus Secretary Principal	Parents will receive information consistently from the same communication system.				

<p>Critical Success Factors CSF 5 CSF 6</p> <p>4) Provide opportunities for the stakeholders to see student work and performances.</p> <p>Open house Parent orientation Music performances by grade level Art Show Family Nights Bring your parent to school days</p>		<p>Campus Administrators Campus PLC PR Director</p>	<p>Stakeholders will have the opportunity to be a part of our students' education.</p>				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>5) Provide parent technology training on the variety of technology tools provided by the district and campus such as the following but not limited to the following:</p> <p>-Skyward Family Access -Istation -Education Galaxy -Bloomz -Seesaw -Remind -Class Dojo</p>		<p>Campus Administrators Technology Committee</p>	<p>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>Critical Success Factors CSF 5 CSF 6</p> <p>6) Teachers will use a collaborative communication platform for communication with parents such as Newsletters, SeeSaw, Remind, Bloomz or Class Dojo.</p>		<p>Campus administrators Teachers</p>	<p>Parents will be connected to their student throughout the school day.</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							


Goal 4: Wedgeworth Elementary will encourage, promote and increase engagement and awareness through effective communication among all stakeholders.

Performance Objective 2: By June 2017, 70% of Wedgeworth Special Education students will meet Level II Satisfactory on all sections of the state assessments.


Evaluation Data Source(s) 2:

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Training of staff in the area of effective inclusion strategies.		Principal, Assistant Principal, Director of Special Education	Documentation of training.				
2) After school tutoring available using small group tutoring, Education Galaxy and iStation Reading,		Principal, Assistant Principal and Teachers	District Common Assessments, IStation Data reports, and STAAR data.				
3) Increased use hands-on science activities.		Principal, Assistant Principal, Teachers	Documentation on lesson plans-STAAR science data				
4) Rigorous, scaffold instruction of Special Education students in small group settings.		Principal, Assistant Principal, Special Education/Resource teacher, Classroom Teachers	Common assessment and STAAR data.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 4: Wedgeworth Elementary will encourage, promote and increase engagement and awareness through effective communication among all stakeholders.

Performance Objective 3: By June 2017, 80% of Wedgeworth African American students will meet Level II Satisfactory on all sections of the state assessment (STAAR).

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) After school tutoring available using small group tutoring, Education Galaxy and iStation Reading, Read Naturally		Principal, Assistant Principal	Common assessment, Reports from iStation and STAAR data.				
2) Title I pull-out and classroom support during school day.		Principal, Assistant Principal	Common assessment and STAAR data.				
3) PLC and RtI meetings for collaboration on targeted student needs.		Principal, Assistant Principal, Counselor, Instructional Coach, Title I staff, General Education teachers	Documentation of PLC and RtI meetings.				
4) Increased used hands-on science activities.		Principal, Assistant Principal	Documentation on lesson plans-STAAR science data				

Goal 4: Wedgeworth Elementary will encourage, promote and increase engagement and awareness through effective communication among all stakeholders.

Performance Objective 4: By June 2017, 80% of Wedgeworth Hispanic students will meet Level II Satisfactory on all sections of the state assessment (STAAR).

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) After school tutoring available using small group tutoring, Education Galaxy and iStation Reading		Principal, Assistant Principal, Teachers	Common assessment, IStation reports and STAAR data.				
2) Title I pull-out and classroom support during school day.		Principal, Assistant Principal, Title I Spanish Interventionist	Common assessment and STAAR data.				
3) PLC and RtI meetings for collaboration on targeted student needs.		Principal, Assistant Principal, Counselor, Instructional Coach, Title I staff, General Education teachers	Documentation of PLC and RtI meetings.				
4) Use of research-based programs for instructional support in 4th grade writing classrooms, such as Esperanza, Empowering Writers and Mentoring Minds		Principal, Assistant Principal, general education teachers.	Common assessment and STAAR data.				
5) Increased hands-on science activities.		Principal, Assistant Principal, Teachers	Documentation on lesson plans-STAAR science data				
6) Monitor and support dual language program for all bilingual students through purchase of materials needed for instruction, continued use of Esperanza, Read Naturally in Spanish and Gomez/Gomez Dual Language model.		Principal, Assistant Principal, Bilingual coordinator	Documentation from Tejas LEE, EDL, STAAR, and district common assessments.				

Goal 4: Wedgeworth Elementary will encourage, promote and increase engagement and awareness through effective communication among all stakeholders.

Performance Objective 5: By June 2017, 75% of Wedgeworth Economically Disadvantaged students will meet Level II Satisfactory on all sections of the state assessment (STAAR).

Evaluation Data Source(s) 5:

Summative Evaluation 5:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) After school tutoring available using small group tutoring, Education Galaxy and iStation Reading		Principal, Assistant Principal	Common assessment and STAAR data.				
2) Title I pull-out and classroom support during school day such as Reading Recovery, Read Naturally in English and Spanish, Writing support through Title 1 Writing interventionist, K-2 Title 1 Math Interventionist, 3-5 Math Title 1 interventionist.		Principal, Assistant Principals	TPRI scores, common assessment and STAAR data				
3) PLC and Rtl meetings for collaboration on targeted student needs.		Principal, Assistant Principal, Counselor, Instructional Coach, Title I staff, General Education teachers	Documentation of PLC and Rtl meetings.				

Goal 5: 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 Source(s) 1: Technology audit
The number of Teacher Tech Badges

Summative Evaluation 1:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Increase student use of technology in the classroom and labs *Increase access to online learning tools that support mastery of the TEKS and credit advancement and recovery *Increase student mastery of Technology Applications TEKS though the academic curriculum</p>		Principal Assistant Principal Grade Level teachers Computer lab Teachers Curriculum and Instruction Department Technology Lead	Improvement in 5th grade technology assessment. Improve overall student achievement.				
<p>Critical Success Factors CSF 1</p> <p>2) Evaluate existing technology hardware, software usage and available resources to determine technology needs</p>		Principal Assistant principal Technology committee	Better technology Increased technology usage More devices				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) Teachers will be become more proficient with their technology use in the classroom.</p>		Principal Assistant principal	Greater use of technology in the classroom Increased usage of online intervention programs Increased number of Tech Badges earned on campus				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

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

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

Evaluation Data Source(s) 1: Budget
Audit Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 3 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		Principal Assistant Principal Title I Coordinator	Better usage of campus funding Financial conservation with regard to funds Finances being utilized for campus and student needs				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

CNA Initial training/meeting - ?

CNA Meeting - ?

CNA meeting to develop CNA

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.3: Available to parents and community in an understandable format and language

CIP developed - date?

CIP will be posted to the website.

CIP is in English and translation will be available to parents upon request.

2.4: Opportunities for all children to meet State standards

Opportunities will be provided for all children to meet State standards:

- Using effective instructional strategies that are scientific research based
- Using effective instructional strategies to meet the needs of economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners

2.5: Increased learning time and well-rounded education

- After school tutoring will be provided to increase learning time
- Extra curricular activities and programs will be introduced to provide a well-rounded education

2.6: Address needs of all students, particularly at-risk

Wedgeworth Elementary will work with Curriculum Coordinator...

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Parent and Family Engagement Policy will be posted to the campus website.

Parent and Family Engagement Policy will be in English and made available to parents in other languages upon request

3.2: Offer flexible number of parent involvement meetings

Dates?

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amber Cain	Title I Aide	Title I	1.0
Monica Gospodarik	LLI Reading	Title 1	1.0
Nydia Rivera	Reading Recovery Teacher	Title I/Reading Recovery	1.0
Stephanie Mace	Title I Aide	Title I	1.0

Campus Advisory Team

Committee Role	Name	Position
Classroom Teacher	Kristen Hughes	Kinder Teacher
Classroom Teacher	Paige Brown	1st Grade Teacher
Classroom Teacher	Irene Florez	2nd Grade Teacher
Classroom Teacher	Kimberly Raney	3rd Grade Teacher
Classroom Teacher	Amanda Yates	4th Grade Teacher
Classroom Teacher	Whittney Trevino	5th Grade Teacher
Parent	Jeremy Brown	Parent
Parent	Patty Ortiz	Parent
Community Representative	Heather Morgan	Community Member
Administrator	Lynda Solis	Principal
Administrator	Veronica Schaeffer	Assistant Principal
Paraprofessional	Priscilla Flores	Paraprofesional