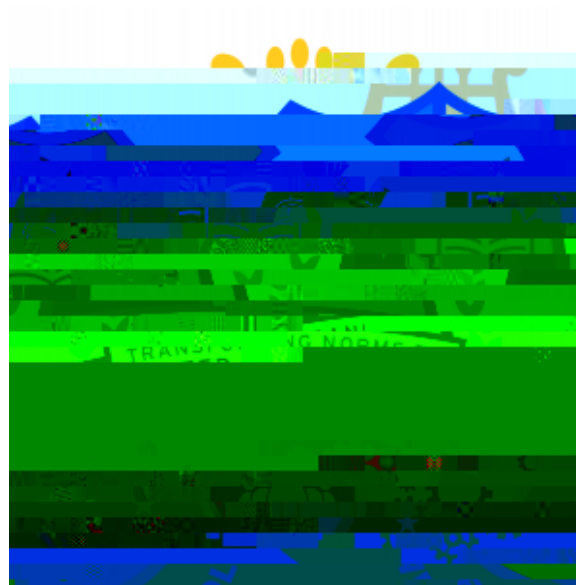


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**Accountability Rating: Not Rated**





## **F c v c / f t k x g p " k p u v t w e v k q p**

### **C n k i p g f " R N E ø u <**

\* Campus instructional leaders for the 2023-2024 school year will review lesson plans weekly within PLC's for alignment to the standards to deliver a robust level of rigor.

### **U v w f g p v " i t q y v j <**

, "Teachers for the 2023-2024 school year will utilize weekly common assessment data to plan/deliver corrective instruction action planning to analyze data, identify trends in student misconceptions, and determine the root cause as to why students may not have learned the concept, and create plans to reteach.

# Core Values

# Vcdng"qh"Eqpvgpvu

Comprehensive Needs Assessment

# Eq o r t g j g p u k x g " P g g f u " C u u g u u o g p v

Revised/Approved: April 18, 2023

## Demographics

### Demographics Summary

The Fort Worth ISD student enrollment serves over 72,000+ students. The recent population of the Wedgwood MS area consist of: 48,394 residents, which 52.6 are Hispanic, 29% AA, 13.8% White, and the remainder other. Wedgwood Middle School is a Title 1 campus that is comprised of 90 staff members that serve over 500+ students in grades 7-8. The student enrollment for each grade level and demographic are below.

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

Total 529 Female 261 Male 268 Asian 15 Black/African American 185 Hispanic 268 Multiple 19 Pacific Islander 2 White 40 ELL 164 SPED 69

241 7th graders with 182 that are economically disadvantaged and 288 8th graders with 207 that are economically disadvantaged

Our staff is diverse in terms of years of experience as well as race/ethnicity. Due to change in administration there was an increase in staff turn over the summer of the 2023-2024 school year causing the 100% staff retention rate to drop to a 60% retention rate leaving the campus with many vacancies and several long term subs to start the school year. The

having a 49% rate over all of chronically absent students and Hispanic with a 31% rate over all of chronically absent students. **Root Cause:** Tn

Tn

# Student Learning

## Student Learning Summary

MAP Growth 2022-2023

Mathematics

7th-53%

8th-45%

Reading

7th-64%

8th-58%

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





# **School Processes & Programs**

## **School Processes & Programs Summary**

School Processes & Programs Summary:

### Perceptions Summary

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

### Perceptions Strengths

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

### Problem Statements Identifying Perceptions Needs

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

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**Problem Statement 1:** During the 2022-2023 school year only 35% of AA students in 7th grade met the projected growth from BOY to MOY on the Reading assessment and did not meet the NWEA 50% target for the mid-year MAP growth.

**Root Cause 1:** Lack of instructional rigor in reading instruction and a lack of utilizing the learning continuum during instruction, especially for our AA students.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** During the 2022-2023 school year only 35% of AA students in 7th grade met the projected growth from BOY to MOY on the Math assessment and did not meet the NWEA 50% target for the mid-year MAP growth.

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

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** In 22-23 school year student attendance was only at 90%.

**Root Cause 3:** Lack of an accurate system to track/update attendance hindering consistent communication between home and school.

:

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 8:** Out of focused parental group, perception of lack of student safety is a result of system of active monitoring.

**Root Cause 8:**



- Campus department and/or faculty meeting discussions and data
- T-TESS data

# Future Impact

Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.



**Action Step 1 Details**

**Reviews**

**Action Step 1:** By August 31, develop a system/cycle of PD, observation, and feedback of Literacy instruction aligned to FWISD Literacy trainings and FWISD Instructional framework by mid September.

**Intended Audience:** ELA teachers

**Provider / Presenter / Person Responsible:** Principal, AP, CIC, ELA Department Lead

**Date(s) / Timeframe:** August 2023-2024

**Collaborating Departments:** ELA Department

**Delivery Method:** In-person and virtual

**Funding Sources:** - Title I (211)



**Problem Statement 1:** During the 2022-2023 school year only 35% of AA students in 7th grade met the projected growth from BOY to MOY on the Reading assessment and did not meet the NWEA 50% target for the mid-year MAP growth. **Root Cause:** Lack of instructional rigor in reading instruction and a lack of utilizing the learning continuum during instruction, especially for our AA students.

Early Math



**Problem Statement 2:** During the 2022-2023 school year only 35% of AA students in 7th grade met the projected growth from BOY to MOY on the Math assessment and did not meet the NWEA 50% target for the mid-year MAP growth. **Root Cause:** Lack of instructional rigor in math instruction and a lack of utilizing the learning continuum (i.e. Carnegie) during instruction, especially for our AA students.

Early Math

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Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

Increase the percentage of students who score at MEETS or above in Algebra 1 from 90 % to \_100\_% by May 2024.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 90\_% to 95\_% by May 2024.

**Evaluation Data Sources:** MAP Growth, Benchmark, PLC's, STAAR

Implement a PLC system to support the delivery an inclusive, rigorous and on-grade level Tier 1 instruction with monitoring and adjustments/scaffolds.

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

90% of teacher flexibility in use of Tier 1 instructional best practices to meet students' learning needs (one instructional strategy/practice may not work for all students), that align with the CF.

90% coaching conversations in STRIVE will focus on equity and Tier 1 instruction.

**Staff Responsible for Monitoring:** Administration, teachers, Instructional Coaches

**Title I:**

2.4, 2.5, 2.6




- **TEA Priorities:**

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

- **ESF Levers:**

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

**Problem Statements:** Student Learning 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Ensure that 100% of required teachers/staff participate in all Springboard trainings. <b>Intended Audience:</b> Admin, Math teachers <b>Provider / Presenter / Person Responsible:</b> Vendor, CIC, admin, Math department <b>Date(s) / Timeframe:</b> May 2024 <b>Collaborating Departments:</b> Math Department <b>Delivery Method:</b> In-person and virtual	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modi _ /</span> </div>				





CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Reading from 40 % to 50 % by May

2024.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 35 % to 50 % by May 2024.

**Evaluation Data Sources:** MAP Growth, Benchmark, PLC's, STAAR

Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, formative and summative assessments, from the Curriculum Framework in all courses for all students.

**Strategy's Expected Result/Impact:** Lessons and student work observed are aligned to the appropriate level of rigor for the standard.

Coaching conversations documented in STRIVE will demonstrate job embedded instructional coaching focused on Tier 1 instruction and equity.

**Staff Responsible for Monitoring:** Administration, teachers, Instructional Coaches

**Title I:**

2.4, 2.5, 2.6

- **TEA Priorities:**

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

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- **Targeted Support Strategy**

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews
<p><b>Action Step 1:</b> Teachers will receive professional development on best practices on how to effectively integrate resources in the classroom to increase depth of knowledge for instruction.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> ILT; CIC</p> <p><b>Date(s) / Timeframe:</b> August 2023 - May 2024</p> <p><b>Collaborating Departments:</b> Literacy Department</p> <p><b>Delivery Method:</b> Face-to-Face</p>	

**Action Step 2 Details**

**Reviews**

**Action Step 2:** Ensure that CTE schedules PLC time to increase the rigor as well as to monitor the progression of the CTE program.

**Intended Audience:**

## CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Math from 10 % to 40 % by May 2024.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program,

**Problem Statement 2:** During the 2022-2023 school year only 35% of AA students in 7th grade met the projected growth from BOY to MOY on the Math assessment and did not meet the NWEA 50% target for the mid-year MAP growth. **Root Cause:** Lack of instructional rigor in math instruction and a lack of utilizing the learning continuum (i.e. Carnegie) during instruction, especially for our AA students.

Learning Environment (based on the BOE constraints)

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

Decrease the percentage of students who are chronically absent from 29.3 % to 10 % by May 2024.

Decrease the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 43.1 % to 20 % by May 2024.

**Evaluation Data Sources:** Student survey, Mobility data, Enrollment trends, Discipline records

Build communities (i.e. classroom) that foster students and teachers/staff relationships where interactions, learning communities, and environments are inclusive.

**Strategy's Expected Result/Impact:** Weekly Focus data will incrementally indicate a decrease in chronically absenteeism until the percentage is at 10% as a result of daily/weekly communication with students and families.

**Staff Responsible for Monitoring:** Attendance Clerk, Stay-in School Coordinator, Assistant Principal, Parent Liaison, Counselors, Teachers

**Title I:**

2.4, 2.5, 4.1, 4.2

- **TEA Priorities:**

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

- **ESF Levers:**

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

- **Targeted Support Strategy**

**Problem Statements:** School Processes & Programs 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Implement with fidelity (beginning 1st week teachers return) weekly focus data meeting that will incrementally indicate a decrease in chronically absenteeism until the percentage is at 10% as a result of daily/weekly communication with students and families.</p> <p><b>Intended Audience:</b> Students, Parents, Attendance Team</p> <p><b>Provider / Presenter / Person Responsible:</b> Attendance Clerk, Stay-in School Coordinator, Assistant Principal, Parent Liaison</p> <p><b>Date(s) / Timeframe:</b> August 2023-May 2024</p> <p><b>Collaborating Departments:</b> Attendance Clerk, Stay-in School Coordinator, Assistant Principal, Parent Liaison, Counselors, Teachers</p> <p><b>Delivery Method:</b> In-person, virtual</p> <p><b>Funding Sources:</b> - Title I (211) - 211-11-6129-04N-060-30-510-000000-24F10 - \$22,105</p>	Formative			Summative
	Nov	Jan	Mar	June



Learning Environment (based on the BOE constraints)

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

**Problem Statement 2:** During the 2022-2023 school year there were 137 total incidents and 99 of them were from African American students, 34 were from Hispanic students, 1 from mulitple, and 3 from white. The highest reason for incidents was Fighting/Assault (37), the second highest reason was disrespectful/insubordinate (35), and the third highest reason was persistent misbehavior (32). **Root Cause:** Lack of classroom management being implemented with fidelity by teachers with the highest number of classroom referrals and an inconsistent set of standards being set by campus personnel on the campus.



Learning Environment (based on the BOE constraints)

**Problem Statement 2:** During the 2022-2023 school year there were 137 total incidents and 99 of them were from African American students, 34 were from Hispanic students, 1 from mulitple, and 3 from white. The highest reason for incidents was Fighting/Assault (37), the second highest reason was disrespectful/insubordinate (35), and the third highest reason was persistent misbehavior (32). **Root Cause:** Lack of classroom management being implemented with fidelity by teachers with the highest number of classroom referrals and an inconsistent set of standards being set by campus personnel on the campus.





# Vkvng"K"Rgtuqppgn

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Austin Trezcher	Data Analyst		
Michelle Garza	Title 1 Assistant		
Sylvia Patak	Family Engagement Specialist		

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<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Robbie Davis	Principal
Administrator	Sara Woodson	AP
Classroom Teacher 2	Nancy Carpenter	Teacher
Professional District-Level Staff	Dimitria Campbell	Instructional Coach
Community Representative	Sylvia Patak	Family Engagement Specialist
District-level Professional	Malcolm Johnson	District Personnel
Non-classroom Professional	Paulina Guzzardo	Intervention Specialist
Classroom Teacher 3	Melba Hernandez	Teacher
Administrator	Trezcher Austin	DA
Classroom Teacher 4	Christie Gibson	DERC - Teacher
Parent 1	Edith Breton	Parent
Non-classroom Professional	Lisa Lee	Counselor
Parent 2	Brittany Drake	Parent
Professional Non-Teaching Staff	Luz Almendarez	Secretary

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Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1		Reading materials for classroom use	211-11-6329-04N-060-30-510-000000-24F10	\$5,000.00
1	1	1	1		Subs for professional development	211-11-6112-OPD-060-30-510-000000-24F10	\$5,000.00
2	1	1	2		Data Analyst	211-13-6119-04N-060-30-510-000000-24F10	\$79,751.00
2	1	1	2		Technology for instructional use	211-11-6396-04N-060-30-510-000000-24F10	\$5,000.00
2	1	1	2		Supplies and materials for instructional use	211-11-6399-04N-060-30-510-000000-24F10	\$2,934.79
3	1	1	2		Technology for instructional use	211-11-6396-04N-060-30-510-000000-24F10	\$12,089.00
4	1	1	1		Teacher Assistant	211-11-6129-04N-060-30-510-000000-24F10	\$22,105.00
4	4	1	1		Family Engagement Specialist	211-61-6129-04L-060-30-510-000000-24F10	\$32,604.00
<b>Sub-Total</b>							\$164,483.79
<b>Budgeted Fund Source Amount</b>							\$164,467.79
<b>+/- Difference</b>							<b>-\$16.00</b>
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	1	1	3		Technology for instructional use	199-11-6396-001-060-24-273-000000-	\$8,925.00
<b>Sub-Total</b>							\$8,925.00
<b>Budgeted Fund Source Amount</b>							\$8,925.00

**Parent Engagement**

<b>District Goal</b>	<b>School Performance Objective</b>	<b>Strategy</b>	<b>Action Step</b>	<b>Resources Needed</b>	<b>Description</b>	<b>Account Code</b>	<b>Amount</b>
4	4	1	2		Snacks for Parents to promote participation	211-61-6499-04L-060-30-510-000000-24F10	\$3,618.00
<b>Sub-Total</b>							\$3,618.00
<b>Budgeted Fund Source Amount</b>							\$3,618.00
<b>+/- Difference</b>							



**SPED (199 PIC 23)**

<b>District Goal</b>	<b>School Performance Objective</b>	<b>Strategy</b>	<b>Action Step</b>	<b>Resources Needed</b>	<b>Description</b>	<b>Account Code</b>	<b>Amount</b>
						<b>Grand Total Spent</b>	\$184,196.79
						<b>+/- Difference</b>	\$10,899.00