

El Paso Independent School District
Wiggs Middle School
2021-2022 Campus Improvement Plan



Mission Statement

The mission of the Wiggs Middle School community of faculty, parents and students is to actively engage all learners in critical thinking, creativity, collaboration, and effective communication knowing that these skills are essential to successful, 21st century employment and citizenship.

Vision

The vision of Wiggs Middle School is to prepare all students with lifelong learning skills for 21st century educational, technological, and employable opportunities and to be contributing citizens in a changing global society.

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Comprehensive Needs Assessment

Revised/Approved: April 7, 2021

Demographics

Demographics Summary

The mix and diversity of students and teachers on our campus create an environment of teaching and learning beyond academics. This diverse population creates an environment for developing the whole child including acceptance, tolerance, and respect for each other. Wiggs MS will create a multicultural environment within the campus and throughout the community.

Demographics Strengths

Our student population consistently comprises of a broad spectrum of student groups allowing each student to interact with each other regardless of race, creed, socioeconomic status, or abilities. An increase in Pupil Transfer Requests and approvals contribute to our strengths. To teach this variety of students are experienced and dedicated teachers from different backgrounds and cultures.

Needs: During the 2019-2020 academic year, approximately 388 students participated in the Dual Language (English and Spanish) programs at Wiggs in addition to 400 students in general education classrooms. Due to enrollment numbers in the 2019-2020 academic year, our Dual Language and general education classes were above capacity, which made it difficult for teachers to provide high quality, rigorous instruction. To accommodate for general education, Wiggs is in need of highly effectively mono-lingual teachers to include professional development in best practices.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance rates declined from 96.14% in 2019 to 95.91% in 2020 to approximately 91.4% in 2021. **Root Cause:** Virtual learning and COVID 19 pandemic led to an unexpected decline in attendance. Additionally, to promote student engagement, Wiggs is in need of highly effective bi-literate and mono-lingual teachers who are afforded professional development in best practices and active learning strategies.

Problem Statement 2: Student enrollment numbers dropped from 880 in 2019-2020 to 830 in 2020-2021 with a projection of 791 in 2021-2022. **Root Cause:** Virtual learning and COVID 19 pandemic led to an unexpected decline in enrollment.

Student Learning

Student Learning Summary

Harold Wiggs Middle School, opened its doors in January 1987, is located near downtown El Paso, and serves a student population mostly comprised of Hispanic students (91%) living in well-established neighborhoods. A small portion of our families live in local shelters. Of our population, approximately 68% are considered "Economically Disadvantaged." Wiggs Middle School ranks toward the top among middle schools in the El Paso Independent School District and across the State of Texas. Our priorities continue to be assisting and supporting our sub populations towards academic achievement. Each department whose area is tested regularly reviews student data, looks at overall population and specific subgroup data, and sets goals to increase achievement levels for each group who needs the extra help. Students are reviewed through STAAR data and 3-6-9 weeks data including benchmarks. Overall, Wiggs aims to increase the percentage of students who meet and master grade level standards. Both English and Spanish data are necessary to measure the progress of the Dual Language program.

Student Learning Strengths

The dedication and determination of the entire Wiggs community are key factors in the academic success of our students. Due to the pandemic no STAAR data is available for 2019-2020. However, in 2018-2019, our raw STAAR scores were above District mean scores in most areas and higher than schools with similar demographics. Regular lesson planning, data-mining, and instruction interventions conducted in PLCs focus on student needs which drive our campus. Extracurricular activities and an inviting school atmosphere contribute to the school's success.

We offer Pre-AP Math, Science, ELAR, Social Studies and Spanish courses. We also offer AP Spanish Language and Culture (Spanish IV). AP scores typically outscore high schoolers. Also offered are Dual Language in 6th through 8th grade Math, Science, and Social Studies as well our 6th through 8th Grade GT Dual Language program called Connecting Worlds/Mundos Unidos CW/MU, which includes GT Math, GT Science, PAP ELAR, and PAP Social Studies.

Departments use continuous assessments that identify students' needs to individualize and/or accelerate instruction. Additionally, based on assessments, students participate in small group instruction (in class), push-in tutoring, mandatory tutoring, specific content symposiums. The periodic use of Achieve 3000 help strengthen student skills in reading comprehension. Clubs, Academic UIL, Fine Arts, and athletic teams support and promote academic culture. Individual student's needs are assessed and accommodations are provided whether required by law or not. The Jane Schaeffer Writing Model is used to support the curriculum as well as content area specific vocabulary per course. STAAR 2018 indicated strong scores in the areas of Science and Social Studies. Across all tested subjects students identified as LEP did well.

Needs: Both English and Spanish data are necessary to measure the progress of the Dual Language program. During the 2019-2020 academic year, teachers were not able to use data from district common assessments to measure the progress of the Dual Language program, or plan program specific instruction. Teachers do not have the necessary tools or proper platform to offer adequate data for planning for instruction. Based on the STAAR 2018 results, areas in need of support include Math and Reading across grades six, seventh, and eighth as well as Special Education in all tested subjects. During the 2019-2020 school year, teachers used features introduced the year before in ELlevation as tools to support language acquisition in core subject areas. Additional training is needed to optimize these tools.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Based on the STAAR 2019 results, the scores for academic growth and academic achievement for mathematics did not meet the state's targeted score for Special Education. **Root Cause:** Teachers need additional resources to support academic interventions during and beyond the instructional day.

Problem Statement 2: Evidence from administrative walk throughs show limited rigor, project based learning opportunities, real world applications, and supports for English Language Learners (ELL). **Root Cause:** Lack of funds for instructional resources, incentives, field trips, as well as professional development to help teachers to feel comfortable

with the project based learning model, extensive ELL supports, and virtual teaching.

School Processes & Programs

School Processes & Programs Summary

The mission of Wiggs Middle School is to provide a rigorous quality education through shared responsibility in a safe supportive environment for all students to meet the challenges of a global society. The TEKS Resource System continue to guide standards aligned curriculum, instruction, and assessment. Schoology is the platform that has been used as a platform for both face-to-face and virtual instruction. Students were also issued Mac laptops to allow for 1:1 device access. A majority of our teaching staff have several years of teaching, giving our students expertise and stability in the classroom. Approximately, 38:55 of our teachers have 11 or more years of instructional experience. Campus-based professional development is relative and addresses the needs of our students and staff. Special programs include Connecting Worlds/Munidos Unidos as well as Connecting Languages. Wiggs offers a variety of committees to support the school's mission, such as the Campus Improvement Team (CIT), Instructional Leadership Team (ILT), Positive Behavioral Intervention and Supports (PBIS) Team, as well as Social Emotional Learning (SEL) Team. Wiggs strives to improve the STAAR scores of SPED, LEP, and SPED/LEP, specifically with the goal of increasing the percentage of students who meet and master grade level standards.

School Processes & Programs Strengths

Core teachers have a common planning time for lesson planning, data-mining, and discussing interventions and strategies. There is very little attrition in staffing; our teacher base is strong with approximately half with 10+ years veterans. Wiggs has a high retention rate. For many of the teachers, this has been their first and last teaching assignment. Administration participates in job fairs in a continual search to recruit highly qualified bi-literate as well as mono-lingual teachers.

Information, instructional strategies and material learned in professional development are implemented regularly in the classroom. All teachers at Wiggs are highly qualified and increasingly pursue supplemental certifications in areas such as English as a Second Language (ESL), and Bilingual certification. Strategies from data findings from Positive Behavioral Interventions and Supports (PBIS) and Social Emotional Learning activities have been shared at faculty meetings by team leaders.

Needs: Professional development in the areas of Gifted and Talented best practices, Dual Language, Social Emotional Learning (SEL), Special Education, bi-literacy model, differentiation, virtual learning, as well as interdisciplinary instructional approaches is an ongoing need as program requirements change. Lack of district and campus wide professional development and minimal flexibility due to multiple program requirements such as GT, ESL, SPED and remote learning.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Professional development and planning in the areas of best practices pertaining to Gifted and Talented, Dual Language, Social Emotional Learning (SEL), Special Education, bi-literacy model, differentiation, as well as interdisciplinary instructional approaches is an ongoing need as program requirements change. **Root Cause:** Lack of planning time and funds for professional development and minimal flexibility due to multiple program requirements such as GT, ESL, Dual Language, and SPED to name a few.

Problem Statement 2: Disciplinary Offenses increased from 164 in March of 2019 to 189 in March of 2020. However Disciplinary Offenses dropped considerably due to virtual learning, so it is unknown how returning to campus will affect Disciplinary Offenses. **Root Cause:** To optimize the effectiveness of advisory periods, teachers require planning time and instructional resources as well as professional development in the areas of classroom management strategies, Positive Behavioral Interventions Supports, and Social Emotional Learning (SEL) protocols.

Perceptions

Perceptions Summary

Family and community engagement contribute to the strong culture and climate at Wiggs Middle School. A variety of welcoming activities are held throughout the year and contribute to the sense of family and high morale among the staff. Each month, Wiggs recognizes an employee of the month and students as "Wonderful Wolverine." Students who demonstrate the core values of personal responsibility, respect, initiative, determination, and excellence are awarded with free dress once each 9 week period. Wiggs hosts a 5th grade visit and incoming parent orientation to welcome the next generation of Wolverines. Dual Language World Expos highlight our special programs. Programs, services, volunteer opportunities and events draw a variety of parents to our school. Our population consist of 378 students that have transferred in, that is 46% of our student population. While there is a sufficient level of parental support at concerts, sporting events, and special programs, there continues to be room for increased participation. Generally, there is strong parental support for educating the whole child.

Perceptions Strengths

The Parental Engagement Liason helps to establish strong customer service and quality programs for our local community. Bi-lingual parent meetings are held regularly and have addressed topics such as drugs and alcohol, test taking skills, and nutrition. Programs exist to assist students and parents in the challenges of middle school, such as setting boundaries and disciplinary approaches. Parents, for the most part, are very supportive of the academic and disciplinary process at our school. Wiggs also participates in Partners in Education. Wiggs also offers Shadow Days for parents to gain insight into what their children are learning in the Dual Language program. Parents and community members have a voice in decisions that affect our campus through involvement in the Parent Teacher Association (PTA) and Volunteers in Public Schools (VIPs). CIT is actively involved in decision making proceses. Additional examples of our approach to building positive relationships and establishing strong lines of communication include: Wiggs website and Facebook, Wolverine Wednesday/Open House, grade level meetings, celebration of student achievements on the marquee, announcements on the Wolverine Growl (newsletter), online learning through Schoology, access of academic records through Parent Portal, regular CIT meetings, GT meetings, teacher sponsored clubs and activities, and weekly meetings with department chairs to emphasize students' needs. The master schedule maximizes the amount of time spent in instruction, while at the same time providing opportunity for student choice.

Needs: Evidence from administrative walk throughs show limited rigor and project based learning opportunities for students. Lack of professional development in this area to help teachers to feel comfortable with the project based learning model.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The 2018-2019 School Climate Survey results show that students have a declining impression of parental involvement in school activities. **Root Cause:** Only 78% of students participated in the 2018-2019 School Climate Survey and was provided in English only for students.

Problem Statement 2: According to the 2018-2019 School Climate Survey approximately 11% of students and 14% of parents did not perceive teachers as getting along. **Root Cause:** Wiggs seeks to sustain and continue to grow in teacher morale.

Priority Problem Statements

Problem Statement 1: Based on the STAAR 2019 results, the scores for academic growth and academic achievement for mathematics did not meet the state's targeted score for Special Education.

Root Cause 1: Teachers need additional resources to support academic interventions during and beyond the instructional day.

Problem Statement 1 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: May 28, 2021

Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:
Board Goals 1-3





Performance Objective 1: Curriculum and Instruction - Increase the percentage of students who "meets standard" by 5% in each of the STAAR tested areas, to include: Math, Reading, Writing, Science, and Social Studies.

Evaluation Data Sources: Texas Academic Performance Report

Strategy 1 Details	Reviews			
Strategy 1: Bimonthly Instructional Leadership Team Meetings and weekly Professional Learning Communities. Strategy's Expected Result/Impact: Information and data dissemination to increase academic performance. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Leadership Team (ILT), Teachers, Active Learning Leader, Librarian Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Fund one Math Teacher and 2 DL Social Studies Teacher through Title One Funding as well as one Science Teacher through SCE.</p> <p>Strategy's Expected Result/Impact: Lower student/teacher ratio and will provide a decrease in teacher class loads then will affect in increase in student achievement in assessment including the STAAR</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal (211 and 185 allotments were previously taken out by district)</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: Stipends - 211 ESEA Title I (Campus) - 211.11.6118.052.24.801.052, Fringes-MS DL Teacher (2) - 211 ESEA Title I (Campus) - 211.11.614X.052.24.801.052, Salary_MS Science Teacher - 185 SCE (Campus) - 185.11.6119.052.30.00.052, Fringes-MS Science Teacher - 185 SCE (Campus) - 185.11.614x.052.30.000.052, MS Math Teacher - 211 ESEA Title I (Campus) - 211.11.6119.052.24.801.052, Fringes-MS Math Teacher - 211 ESEA Title I (Campus) - 211.11.614X.052.24.801.052, MS DL Teacher (2) - 211 ESEA Title I (Campus) - 211.11.6119.052.24.801.052</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide opportunities for students to take college prep exams that they've prepared for, including CBE, EOC, PSAT, and AP exams.</p> <p>Strategy's Expected Result/Impact: Increase number of students taking exams and being successful by passing</p> <p>Staff Responsible for Monitoring: Principal, Testing Coordinator and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>Funding Sources: Testing - 199 General Fund - 199.11.6339.052.11.100.052 - \$9,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Assure student success through purchasing/leasing necessary materials, instructional supplies, and equipment including, but not limited to: student planners, peripherals and technology, additional paper supplies, novels, printer cartridges, markers, Riso, copiers, furniture (ie desks, chairs, white boards, etc.) and weekly progress reports.</p> <p>Strategy's Expected Result/Impact: Provide students and teacher the necessary materials for student success</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Faculty and Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Science 8th Mentoring Minds - 185 SCE (Campus) - 185.11.6299.052.30.019.052, - 185 SCE (Campus) - 185.11.6399.052.30.000.052 - \$1,078.57, Instructional Supplies (FY20 Carryover) - 211 ESEA Title I (Campus) - 211.11.6399.052.24.019.052, Technology for instruction (FY20 Carryover) - 211 ESEA Title I (Campus) - 211.11.6395.052.24.019.052, Instructional supplies/materials and peripherals and technology for students/classrooms (FY20 Carryover) - 185 SCE (Campus) - 185.11.6399.052.30.019.052, Instructional Technology - 185 SCE (Campus) - 185.11.6395.052.30.000.052, Instructional Supplies such as peripherals and technology - 211 ESEA Title I (Campus) - 211.11.6399.052.24.801.052 - \$8,431, General Supplies - 199 General Fund - 199.11.6399.052.11.100.052 - \$11,277.40, Technology - 211 ESEA Title I (Campus) - 211.11.6395.052.24.801.052</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Fund teacher tutors</p> <p>Strategy's Expected Result/Impact: Provide instructional support in the core subjects and elective courses</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: Tutoring - 199 General Fund - 199.11.6117.052.11.362.052 - \$12,912</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Purchase reading materials and incentives (such as author visits, etc.) for the library</p> <p>Strategy's Expected Result/Impact: Support literacy</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Librarian</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Funding Sources: Reading Materials - 199 General Fund - 199.12.6329.052.11.100.052 - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Augment curriculum through supplemental materials, awards and ceremonies, communications, field trips, competitions, travel both local and abroad (including regional, state, national competitions), as well as registration fees and per diems that encourage learning and pursuit of higher education</p> <p>Strategy's Expected Result/Impact: Increase number of student participation and education outside of school setting with real world applications</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Faculty, Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Funding Sources: Student Field trips - 199 General Fund - 199.11.6494.052.11.100.052 - \$1,000, Misc. Operating Costs - 199 General Fund - 199.11.6499.052.11.100.052 - \$3,000</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Active Learning





El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:

Board Goals 1-3

Performance Objective 2: Attendance - Increase campus attendance rates by 5% from 91% to 96%.

Evaluation Data Sources: Attendance Reports, Texas Academic Performance Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to provide incentives to promote high academic achievement, engagement, and good attendance.</p> <p>Strategy's Expected Result/Impact: Increase the attendance rates</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Faculty and Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Active Learning





El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:
Board Goals 1-3

Performance Objective 3: Special Education - Increase the percentage of students with special needs who "meets standard" by 5% in each of the STAAR tested areas, to include: Math, Reading, Writing, Science, and Social Studies.

Targeted or ESF High Priority

Evaluation Data Sources: Texas Academic Performance Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Bimonthly Instructional Leadership Team Meetings and weekly Professional Learning Communities. Strategy's Expected Result/Impact: Sharing best practices and data dissemination to increase academic performance. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Leadership Team (ILT), Teachers, Active Learning Leader, Librarian Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:
Board Goals 1-3

Performance Objective 4: Dual Language/Bilingual Education/EL - Increase the percentage of dual language/bilingual/EL students who "meets standard" by 5% in each of the STAAR tested areas, to include: Math, Reading, Writing, Science, and Social Studies.

Evaluation Data Sources: Texas Academic Performance Report, TELPAS

Strategy 1 Details	Reviews			
<p>Strategy 1: Bimonthly Instructional Leadership Team Meetings and weekly Professional Learning Communities as well as monthly LPAC meetings and Dual Language PLCs.</p> <p>Strategy's Expected Result/Impact: Sharing best practices and data dissemination to increase academic performance.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Leadership Team (ILT), Teachers, Active Learning Leader, Librarian, Dual Language Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:
Board Goals 1-3

Performance Objective 5: Migrant Student - Increase the percentage of migrant students who "meets standard" by 5% in each of the STAAR tested areas, to include: Math, Reading, Writing, Science, and Social Studies.

Evaluation Data Sources: Texas Academic Performance Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Strive to assure accurate PEIMS coding to provide strategies and interventions for students of at-risk students, including programs and strategies that assist migrant and homeless students.</p> <p>Strategy's Expected Result/Impact: Clear all PEIMS review with minimal incidents</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.6, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Active Learning





El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:

Board Goals 1-3

Performance Objective 6: Gifted and Talented - Increase the percentage of gifted and talented students who "meets standard" by 5% in each of the STAAR tested areas, to include: Math, Reading, Writing, Science, and Social Studies.

Evaluation Data Sources: Texas Academic Performance Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure proper program placement by providing opportunities for parent awareness of identification process, product rigor and requirements, Connecting Worlds/Mundos Unidos program, and program options through Parent Orientation Night and Parent Trainings</p> <p>Strategy's Expected Result/Impact: Accurate identification of students in GT and CW/MU programs</p> <p>Staff Responsible for Monitoring: Wiggs Administration and GT Screening Committee, Faculty</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 3.2, 3.2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Bimonthly Instructional Leadership Team Meetings and weekly Professional Learning Communities as well as monthly GT meetings.</p> <p>Strategy's Expected Result/Impact: Sharing best practices and data dissemination to increase academic performance.</p> <p>Staff Responsible for Monitoring: Principal . Assistant Principal, and GT Teachers, GT Screening Committee</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5</p>	Formative			Summative
	Nov	Feb	Apr	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>				

Goal 1: Active Learning





El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:

Board Goals 1-3

Performance Objective 7: At-Risk Student Support - Increase the percentage of at-risk students who "meets standard" by 5% in each of the STAAR tested areas, to include: Math, Reading, Writing, Science, and Social Studies.

Evaluation Data Sources: Texas Academic Performance Report





Strategy 1 Details	Reviews			
Strategy 1: Strive to assure accurate PEIMS coding to provide strategies and interventions for students of at-risk students. Strategy's Expected Result/Impact: Clear all PEIMS review with minimal incidents Staff Responsible for Monitoring: Principal, Assistant Principal, and Staff Title I Schoolwide Elements: 2.4, 2.4, 2.6, 2.6	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Create instructional day and after school tutoring for students At-Risk Strategy's Expected Result/Impact: Daily, Weekly, formative, and summative assessments Staff Responsible for Monitoring: Principal, Assistant Principal, ALL, Teachers Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Great Community Schools

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 1: Employee Retention and Recruitment - Continue to recruit and retain Highly Effective and Qualified Staff.

Evaluation Data Sources: Texas Academic Performance Report





Strategy 1 Details	Reviews			
Strategy 1: Participate in district and local job fairs Strategy's Expected Result/Impact: Recruit highly effective and qualified personnel Staff Responsible for Monitoring: Principal, Assistant Principals Title I Schoolwide Elements: 2.4, 2.4	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Great Community Schools

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 2: Professional Development - Support staff with continuing professional development in best practices to include: the three pillars of dual language, gifted and talented strategies, special education/inclusion accommodations and modifications, differentiated instruction, Social Emotional Learning/Positive Behavioral Interventions and Supports, Ellevation, technology integration, professional learning communities, interdisciplinary and vertically aligned teaming, active learning strategies, as well as response to intervention.

Evaluation Data Sources: Sign In Sheets, Certificates, CPE Credits, Mandated Training (EPISD PD Management System)





Strategy 1 Details	Reviews			
<p>Strategy 1: Access professional development for teachers, paraprofessionals, counselors, and administrators through PLC planning days, local, state, and national conferences (employee travel) that address the needs of our student population to include current district initiatives (such as Active Learning, Connecting Worlds, Connecting Languages, PBIS, RtI, SEL, Writing Across the Curriculum, etc.) as well as employee travel for local, state, national competitions with students</p> <p>Strategy's Expected Result/Impact: Increase and improve the quality of instruction</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Faculty and Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Substitutes - 211 ESEA Title I (Campus) - 211.11.6112.052.24.362.052 - \$2,500, Substitutes- fringe - 211 ESEA Title I (Campus) - 211.11.6141.052.24.362.052 - \$37, Substitute Teachers/Profs - 199 General Fund - 199.11.6112.052.11.362.052, Travel Subsistence Employee (Teacher) - 199 General Fund - 199.13.6411.052.11.100.052 - \$4,000, Travel Subsistence Employee (Admin) - 199 General Fund - 199.23.6411.052.99.100.052 - \$3,000, Travel Subsistence Employee - 199 General Fund - 199.36.6411.052.99.100.052 - \$1,000, Substitutes - 185 SCE (Campus) - 185.11.6112.052.30.362.052 - \$300 , Substitutes-fringes - 185 SCE (Campus) - 185.11.6141.052.30.362.052 - \$8</p>	Formative			Summative
	Nov	Feb	Apr	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>			

Goal 2: Great Community Schools

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 3: Discipline/PBIS/SEL/School Culture - Initiate a Social Emotional Learning Program and continue implementation of PBIS, Anti-Bullying efforts and addressing the "whole child" education.

Evaluation Data Sources: Intervention Logs, Discipline Audits, Campus Discipline Offense Summary Reports





Strategy 1 Details	Reviews			
<p>Strategy 1: Continue roll out of PBIS activities that align with campus core values of personal responsibility, respect, initiative, determination, and excellence.</p> <p>Strategy's Expected Result/Impact: Decrease the number of disciplinary incidents by teaching students the core values of PRIDE at Wiggs MS</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Faculty, Staff, PBIS Team</p> <p>Title I Schoolwide Elements: 2.5, 2.5, 2.6, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Lead with Character and Ethics

El Paso ISD will demonstrate fiscal and ethical responsibility as well as a deep commitment to service and support in all district operations.

Performance Objective 1: Budget Management - Ensure that resources are distributed in a timely and equitable manner.

Evaluation Data Sources: Campus Improvement Plan (CIP), Budget Department

Strategy 1 Details	Reviews			
<p>Strategy 1: Continuously monitor budget and expenses to assure compliance in order to increase learning time and establish well-rounded educational experiences.</p> <p>Strategy's Expected Result/Impact: All budget opportunities are balanced by the end of year</p> <p>Staff Responsible for Monitoring: Principal and Staff</p> <p>Title I Schoolwide Elements: 2.5, 2.5</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 4: Community Partnerships

El Paso ISD will maintain positive and productive partnerships with parents and state and community organizations to facilitate the success of all students.

Performance Objective 1: Family Engagement- Host regular meetings and events to encourage family and community engagement.

Evaluation Data Sources: School Climate Survey, Sign In Sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Support Parent Engagement Leader to coordinate and support the school's efforts to implement Title I requirements by building relationships with parents (through meetings, classes, trips and snacks) by communicating in both languages, to increase student success and involvement in school activities as well as providing staff development opportunities for the PEL and parents</p> <p>Strategy's Expected Result/Impact: Increase parent/community involvement and attendance during campus activities</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Parent Engagement Leader</p> <p>Title I Schoolwide Elements: 3.1, 3.1, 3.2, 3.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: General Supplies - 211 ESEA Title I (Campus) - 211.61.6399.052.24.801.052 - \$2,188</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Promote campus safety through the purchase of supplies to increase learning time</p> <p>Strategy's Expected Result/Impact: Increase safety of students, teachers, faculty, and staff</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Patrol, School Resource Officer, Faculty and Staff</p> <p>Title I Schoolwide Elements: 2.5, 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: General Supplies - 199 General Fund - 199.23.6399.052.99.100.052</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Positively reinforce teachers through tokens of appreciation and incentives to promote well rounded education</p> <p>Strategy's Expected Result/Impact: Increase teacher retention through positive school climate</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and Staff</p> <p>Title I Schoolwide Elements: 2.5, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Misc. Operating Costs - 199 General Fund - 199.23.6499.052.99.100.052</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Issue weekly progress reports Strategy's Expected Result/Impact: Increase parent/guardian involvement in student's academic performance Staff Responsible for Monitoring: Faculty, Principal, Assistant Principal Title I Schoolwide Elements: 2.4, 2.4, 2.6, 2.6	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Students participating in extracurricular activities will engage in community service to promote a well rounded education Strategy's Expected Result/Impact: Promote a spirit of service at school and beyond Staff Responsible for Monitoring: Club Sponsors, Sport Coaches, Principal, Assistant Principal Title I Schoolwide Elements: 2.5, 2.5	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

State Compensatory

Personnel for Wiggs Middle School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Emma Venegas	MS Science	SCE	1.0

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

1.1: Comprehensive Needs Assessment

The Wiggs 2021/2022 Campus Improvement Plan (CIP) is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, **particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards.**

Wiggs Middle School reviewed and updated the 2021/2022 CNA on 4/7/21 with CIT input. Members in attendance included: Eduardo Gonzalez(AP), Adriana Jimenez(SS Teacher), Sandra Torres (ELA Teacher), Jerusha Hunt (District Rep), Emma Venegas (ScienceTeacher), Karla Camacho (ALL), Oscar Navarrete (Technology Teacher).

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

2.1 : Campus Improvement Plan developed with appropriate stakeholders

2.2: Regular monitoring and revision

2.2 : Regular monitoring and revision

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

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

2.4: Opportunities for all children to meet State standards

2.4 : Opportunities for all children to meet State standards

2.5: Increased learning time and well-rounded education

2.5 : Increased learning time and well-rounded education

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Diana Orpinel	MS DL Social Studies	Title 1	1.0
Lucila G. Carbajal	MS Math	Title I	1.0
Michelle Soriano	MS DL Social Studies	Title 1	1.0

Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Testing	199.11.6339.052.11.100.052	\$9,000.00
1	1	4	General Supplies	199.11.6399.052.11.100.052	\$11,277.40
1	1	5	Tutoring	199.11.6117.052.11.362.052	\$12,912.00
1	1	6	Reading Materials	199.12.6329.052.11.100.052	\$2,000.00
1	1	7	Student Field trips	199.11.6494.052.11.100.052	\$1,000.00
1	1	7	Misc. Operating Costs	199.11.6499.052.11.100.052	\$3,000.00
2	2	1	Substitute Teachers/Profs	199.11.6112.052.11.362.052	\$0.00
2	2	1	Travel Subsistence Employee (Teacher)	199.13.6411.052.11.100.052	\$4,000.00
2	2	1	Travel Subsistence Employee (Admin)	199.23.6411.052.99.100.052	\$3,000.00
2	2	1	Travel Subsistence Employee	199.36.6411.052.99.100.052	\$1,000.00
4	1	2	General Supplies	199.23.6399.052.99.100.052	\$0.00
4	1	3	Misc. Operating Costs	199.23.6499.052.99.100.052	\$0.00
Sub-Total					\$47,189.40
Budgeted Fund Source Amount					\$73,964.00
+/- Difference					\$26,774.60
185 SCE (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Salary_MS Science Teacher	185.11.6119.052.30.00.052	\$0.00
1	1	2	Fringes-MS Science Teacher	185.11.614x.052.30.000.052	\$0.00
1	1	4	Science 8th Mentoring Minds	185.11.6299.052.30.019.052	\$0.00
1	1	4		185.11.6399.052.30.000.052	\$1,078.57
1	1	4	Instructional supplies/materials and peripherals and technology for students/classrooms (FY20 Carryover)	185.11.6399.052.30.019.052	\$0.00
1	1	4	Instructional Technology	185.11.6395.052.30.000.052	\$0.00
2	2	1	Substitutes	185.11.6112.052.30.362.052	\$300.00
2	2	1	Substitutes-fringes	185.11.6141.052.30.362.052	\$8.00
Sub-Total					\$1,386.57

185 SCE (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$63,150.00
+/- Difference					\$61,763.43
211 ESEA Title I (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Stipends	211.11.6118.052.24.801.052	\$0.00
1	1	2	Fringes-MS DL Teacher (2)	211.11.614X.052.24.801.052	\$0.00
1	1	2	MS Math Teacher	211.11.6119.052.24.801.052	\$0.00
1	1	2	Fringes-MS Math Teacher	211.11.614X.052.24.801.052	\$0.00
1	1	2	MS DL Teacher (2)	211.11.6119.052.24.801.052	\$0.00
1	1	4	Instructional Supplies (FY20 Carryover)	211.11.6399.052.24.019.052	\$0.00
1	1	4	Technology for instruction (FY20 Carryover)	211.11.6395.052.24.019.052	\$0.00
1	1	4	Instructional Supplies such as peripherals and technology	211.11.6399.052.24.801.052	\$8,431.00
1	1	4	Technology	211.11.6395.052.24.801.052	\$0.00
2	2	1	Substitutes	211.11.6112.052.24.362.052	\$2,500.00
2	2	1	Substitutes- fringe	211.11.6141.052.24.362.052	\$37.00
4	1	1	General Supplies	211.61.6399.052.24.801.052	\$2,188.00
Sub-Total					\$13,156.00
Budgeted Fund Source Amount					\$218,800.00
+/- Difference					\$205,644.00
Grand Total					\$61,731.97

Addendums