

El Paso Independent School District
Wiggs Middle School
2019-2020 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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Academic Achievement	5
School Processes & Programs	7
Perceptions	9
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	14
Goals	15
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	14
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.	26
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.	29
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.	30
Title I Schoolwide Elements	32
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	32
1.1: Comprehensive Needs Assessment	32
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	32
2.1: Campus Improvement Plan developed with appropriate stakeholders	32
2.2: Regular monitoring and revision	32
2.3: Available to parents and community in an understandable format and language	33
2.4: Opportunities for all children to meet State standards	33
2.5: Increased learning time and well-rounded education	33
2.6: Address needs of all students, particularly at-risk	34
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	34
3.1: Develop and distribute Parent and Family Engagement Policy	34
3.2: Offer flexible number of parent involvement meetings	35
Campus Funding Summary	36

Comprehensive Needs Assessment

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 2018-2019 academic year, approximately 475 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 2018-2019 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 anticipated growth in the Dual Language program, Wiggs is in need of highly effective bi-literate teachers as well as additional professional development in areas such as Two Way Instruction Observation Protocol (TWIOP). 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: During the 2018-2019 academic year, approximately 475 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 2018-2019 academic year, our Dual Language and general education classes were above capacity, which made it difficult for teachers to provide high quality, rigorous instruction. **Root Cause:** To accommodate for anticipated growth in the Dual Language program, Wiggs is in need of highly effective bi-literate teachers as well as additional professional development in areas such as Two Way Instruction Observation Protocol (TWIOP). To accommodate for general education, Wiggs is in need of highly effectively mono-lingual teachers to include professional development in best practices.

Student Academic Achievement

Student Academic Achievement Summary

Harold Wiggs Middle School, opening 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 72% are considered "Economically Disadvantaged." Our Tier 1 ranking continues in the 2018-2019 school year, proof of the combined efforts of teachers, students and parents who are focused on student needs and addressing them in creative ways. Wiggs Middle School ranks toward the top among middle schools in the El Paso Independent School District and across the State of Texas. Wiggs received 7/7 State distinctions in 2018-2019. 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 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 Academic Achievement Strengths

The dedication and determination of the entire Wiggs community are key factors in the academic success of our students. In 2018-2019, our raw STAAR scores were above District mean scores in most areas and higher than schools with a 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, 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 as 6th through 8th GT Dual Language program called Connecting Worlds/Mundos Unidos CW/MU, which includes GT Math, GT Science, and Humanities.

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 2018-2019 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.

Problem Statements Identifying Student Academic Achievement Needs

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

Problem Statement 2: During the 2018-2019 school year, the number of students who registered for the Advanced Placement (AP) Spanish exam decreased. However, both English and Spanish data are necessary to measure the progress of the Dual Language program. **Root Cause:** Students need substantial resources for preparation and may lack the financial resources to pay for the exam.

Problem Statement 3: 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 as well as extensive ELL supports.

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 and Schoology continued to be rolled out during the 2018-2019 school year to guide standards aligned curriculum, instruction, and assessment. 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), and Positive Behavioral Intervention and Supports (PBIS) 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). Strategies from data findings from Positive Behavioral Interventions and Supports (PBIS), and student products from the National History Day competition have been shared at faculty meetings.

Needs: Professional development in the areas of Gifted and Talented best practices, 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. Lack of district and campus wide professional development and minimal flexibility due to multiple program requirements such as GT, ESL, and SPED to name a few.

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.

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 a student "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. In the Spring of 2019, the families and community of Wiggs enjoyed an annual star gazing party and monthly "Lunch with Loved Ones" throughout the school year. Programs, services, volunteer opportunities and events draw a variety of parents to our school. 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 processes. Additional examples of our approach to building positive relationships and establishing strong lines of communication include: Wiggs website and Facebook, Twitter, Wolverine Wednesday, 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: The 2018-2019 School Climate Survey results show that students have a declining impression of safety at school. **Root Cause:** Only 78% of students participated in the 2018-2019 School Climate Survey and was provided in English only for students.

Problem Statement 3: While the 2018-2019 School Climate Survey results show increasing impression of teachers getting along, Wiggs seeks to sustain and continue to grow in teacher morale. **Root Cause:** According to the 2018-2019 School Climate Survey approximately 11% of students and 14% of parents did not perceive teachers as getting along.

Problem Statement 4: Evidence from administrative walk throughs show a need for additional classroom management strategies and Positive Behavioral Interventions and Supports (PBIS). **Root Cause:** Lack of professional development to help teachers to feel comfortable with various classroom management strategies and PBIS activities, to include Social Emotional Learning (SEL) protocols.

Priority Problem Statements

Problem Statement 1: During the 2018-2019 academic year, approximately 475 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 2018-2019 academic year, our Dual Language and general education classes were above capacity, which made it difficult for teachers to provide high quality, rigorous instruction.

Root Cause 1: To accommodate for anticipated growth in the Dual Language program, Wiggs is in need of highly effective bi-literate teachers as well as additional professional development in areas such as Two Way Instruction Observation Protocol (TWIOP). To accommodate for general education, Wiggs is in need of highly effectively mono-lingual teachers to include professional development in best practices.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 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.

Root Cause 2: Teachers need additional resources to support academic interventions during and beyond the instructional day.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: During the 2018-2019 school year, the number of students who registered for the Advanced Placement (AP) Spanish exam decreased. However, both English and Spanish data are necessary to measure the progress of the Dual Language program.

Root Cause 3: Students need substantial resources for preparation and may lack the financial resources to pay for the exam.

Problem Statement 3 Areas: Student Academic Achievement

Problem Statement 4: Evidence from administrative walk throughs show limited rigor, project based learning opportunities, real world applications, and

supports for English Language Learners (ELL).

Root Cause 4: 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 as well as extensive ELL supports.

Problem Statement 4 Areas: Student Academic Achievement

Problem Statement 5: The 2018-2019 School Climate Survey results show that students have a declining impression of parental involvement in school activities.

Root Cause 5: Only 78% of students participated in the 2018-2019 School Climate Survey and was provided in English only for students.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Evidence from administrative walk throughs show a need for additional classroom management strategies and Positive Behavioral Interventions and Supports (PBIS).

Root Cause 6: Lack of professional development to help teachers to feel comfortable with various classroom management strategies and PBIS activities, to include Social Emotional Learning (SEL) protocols.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: 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 7: 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 7 Areas: School Processes & Programs

Problem Statement 8: While the 2018-2019 School Climate Survey results show increasing impression of teachers getting along, Wiggs seeks to sustain and continue to grow in teacher morale.

Root Cause 8: According to the 2018-2019 School Climate Survey approximately 11% of students and 14% of parents did not perceive teachers as getting along.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: The 2018-2019 School Climate Survey results show that students have a declining impression of safety at school.

Root Cause 9: Only 78% of students participated in the 2018-2019 School Climate Survey and was provided in English only for students.

Problem Statement 9 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Goals

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.

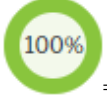



Directly Supports: Board Goals 1-3

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 Source(s) 1: Texas Academic Performance Report

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Build a foundation of reading and math 1) Bimonthly Instructional Leadership Team Meetings and weekly Professional Learning Communities.	2.4, 2.4, 2.5, 2.6	Principal, Assistant Principal, Instructional Leadership Team (ILT), Teachers, Active Learning Leader, Librarian	Information and data dissemination to increase academic performance.				
Problem Statements: Student Academic Achievement 1							

<p>TEA Priorities</p> <p>Recruit, support, retain teachers and principals</p> <p>2) Fund two Math Teachers and one Science Teacher through Title One Funding as well as one Social Studies Teacher through SCE.</p>	2.4, 2.4, 2.5, 2.6, 2.6	Principal and Assistant Principal (211 and 185 allotments were previously taken out by district)	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				
	Problem Statements: Demographics 1						
<p>TEA Priorities</p> <p>Connect high school to career and college</p> <p>Build a foundation of reading and math</p> <p>3) Provide opportunities for students to take college prep exams that they've prepared for, including CBE, EOC, PSAT, and AP exams.</p>	2.4, 2.4, 2.5, 2.6	Principal, Testing Coordinator and Teachers	Increase number of students taking exams and being successful by passing				
	Problem Statements: Student Academic Achievement 2 Funding Sources: 199 General Fund - 6000.00						
<p>4) Assure student success through purchasing/leasing necessary materials, instructional supplies, and equipment including, but not limited to: student planners, additional paper supplies, novels, printer cartridges, markers, Riso, copiers, furniture (ie desks, chairs, white boards, etc.) and weekly progress reports.</p>	2.4, 2.4, 2.5, 2.6	Principal, Assistant Principals, Faculty and Staff	Provide students and teacher the necessary materials for student success				
	Problem Statements: Student Academic Achievement 3 Funding Sources: 211 ESEA Title I (Campus) - 26837.18, 199 General Fund - 2450.20						
<p>TEA Priorities</p> <p>Build a foundation of reading and math</p> <p>5) Fund teacher tutors</p>	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Principal	Provide instructional support in the core subjects				
	Problem Statements: Student Academic Achievement 1 Funding Sources: 185 SCE (Campus) - 34564.00, 199 General Fund - 3112.00						
<p>TEA Priorities</p> <p>Build a foundation of reading and math</p> <p>6) Purchase reading materials and incentives (such as author visits, etc.) for the library</p>	2.4, 2.5, 2.5, 2.6	Principal, Assistant Principal, Librarian	Support literacy				
	Problem Statements: Student Academic Achievement 3 Funding Sources: 199 General Fund - 5000.00						
<p>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>	2.4, 2.5, 2.5, 2.6	Principal, Assistant Principal, Faculty, Staff	Increase number of student participation and education outside of school setting with real world applications				
	Problem Statements: Student Academic Achievement 3 Funding Sources: 199 General Fund - 7000.00						
<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>							

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: During the 2018-2019 academic year, approximately 475 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 2018-2019 academic year, our Dual Language and general education classes were above capacity, which made it difficult for teachers to provide high quality, rigorous instruction. **Root Cause 1:** To accommodate for anticipated growth in the Dual Language program, Wiggs is in need of highly effective bi-literate teachers as well as additional professional development in areas such as Two Way Instruction Observation Protocol (TWIOP). To accommodate for general education, Wiggs is in need of highly effectively mono-lingual teachers to include professional development in best practices.

Student Academic Achievement

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

Problem Statement 2: During the 2018-2019 school year, the number of students who registered for the Advanced Placement (AP) Spanish exam decreased. However, both English and Spanish data are necessary to measure the progress of the Dual Language program. **Root Cause 2:** Students need substantial resources for preparation and may lack the financial resources to pay for the exam.

Problem Statement 3: Evidence from administrative walk throughs show limited rigor, project based learning opportunities, real world applications, and supports for English Language Learners (ELL). **Root Cause 3:** 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 as well as extensive ELL supports.

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 1% from the state goal 96% to 97%.


Evaluation Data Source(s) 2: Attendance Reports, Texas Academic Performance Report

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Continue to provide incentives to promote high academic achievement, engagement, and good attendance.	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Principal, Assistant Principal, Faculty and Staff	Increase the attendance rates				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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.

Evaluation Data Source(s) 3: Texas Academic Performance Report

Summative Evaluation 3:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Bimonthly Instructional Leadership Team Meetings and weekly Professional Learning Communities.	2.4, 2.5, 2.6	Principal, Assistant Principal, Instructional Leadership Team (ILT), Teachers, Active Learning Leader, Librarian	Sharing best practices and data dissemination to increase academic performance.				
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 3 Problem Statements:

Student Academic Achievement
Problem Statement 1: 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. Root Cause 1: Teachers need additional resources to support academic interventions during and beyond the instructional day.
School Processes & Programs

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 1:** 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.

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/ESL - Increase the percentage of dual language/bilingual/ESL students who "meets standard" by 5% in each of the STAAR tested areas, to include: Math, Reading, Writing, Science, and Social Studies.

Evaluation Data Source(s) 4: Texas Academic Performance Report, TELPAS

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Bimonthly Instructional Leadership Team Meetings and weekly Professional Learning Communities as well as monthly LPAC meetings and Dual Language PLCs.	2.4, 2.5, 2.6	Principal, Assistant Principal, Instructional Leadership Team (ILT), Teachers, Active Learning Leader, Librarian, Dual Language Coordinator	Sharing best practices and data dissemination to increase academic performance.	0%	0%		
Problem Statements: Student Academic Achievement 3 - School Processes & Programs 1							

Performance Objective 4 Problem Statements:

Student Academic Achievement
Problem Statement 3: Evidence from administrative walk throughs show limited rigor, project based learning opportunities, real world applications, and supports for English Language Learners (ELL). Root Cause 3: 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 as well as extensive ELL supports.
School Processes & Programs

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 1:** 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.

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 Source(s) 5: Texas Academic Performance Report

Summative Evaluation 5:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
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.	2.4, 2.6, 2.6	Principal, Assistant Principal, Staff	Clear all PEIMS review with minimal incidents				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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 Source(s) 6: Texas Academic Performance Report

Summative Evaluation 6:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
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	2.4, 2.4, 2.5, 2.5, 3.2, 3.2	Wiggs Administration and GT Screening Committee, Faculty	Accurate identification of students in GT and CW/MU programs				
2) Bimonthly Instructional Leadership Team Meetings and weekly Professional Learning Communities as well as monthly GT meetings.	2.4, 2.4, 2.5	Principal . Assistant Principal, and GT Teachers, GT Screening Committee	Sharing best practices and data dissemination to increase academic performance.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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 Source(s) 7: Texas Academic Performance Report

Summative Evaluation 7:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Strive to assure accurate PEIMS coding to provide strategies and interventions for students of at-risk students.	2.4, 2.6, 2.6	Principal, Assistant Principal, and Staff	Clear all PEIMS review with minimal incidents				
2) Create instructional day and after school tutoring for students At-Risk	2.4, 2.5, 2.6, 2.6	Principal, Assistant Principal, ALL, Teachers	Daily, Weekly, formative, and summative assessments				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


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 Source(s) 1: Texas Academic Performance Report

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Participate in district and local job fairs	2.4, 2.4	Principal, Assistant Principals	Recruit highly effective and qualified personnel				
Problem Statements: Demographics 1							
							

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: During the 2018-2019 academic year, approximately 475 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 2018-2019 academic year, our Dual Language and general education classes were above capacity, which made it difficult for teachers to provide high quality, rigorous instruction. Root Cause 1: To accommodate for anticipated growth in the Dual Language program, Wiggs is in need of highly effective bi-literate teachers as well as additional professional development in areas such as Two Way Instruction Observation Protocol (TWIOP). To accommodate for general education, Wiggs is in need of highly effectively mono-lingual teachers to include professional development in best practices.</p>

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, technology integration, professional learning communities, interdisciplinary and vertically aligned teaming, active learning strategies, as well as response to intervention.

Evaluation Data Source(s) 2: Sign In Sheets, Certificates, CPE Credits, Mandated Training (EPISD PD Management System)

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
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	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Principal, Assistant Principal, Faculty and Staff	Increase and improve the quality of instruction				
Problem Statements: School Processes & Programs 1 Funding Sources: 199 General Fund - 23609.00							

Performance Objective 2 Problem Statements:

School Processes & Programs
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 1: 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.

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 Source(s) 3: Intervention Logs, Discipline Audits, Campus Discipline Offense Summary Reports

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Continue roll out of PBIS activities that align with campus core values of personal responsibility, respect, initiative, determination, and excellence.	2.5, 2.5, 2.6, 2.6	Principal, Assistant Principal, Faculty, Staff, PBIS Team	Decrease the number of disciplinary incidents by teaching students the core values of PRIDE at Wiggs MS				
Problem Statements: Perceptions 4 Funding Sources: 211 ESEA Title I (Campus) - 600.00							

Performance Objective 3 Problem Statements:

Perceptions
<p>Problem Statement 4: Evidence from administrative walk throughs show a need for additional classroom management strategies and Positive Behavioral Interventions and Supports (PBIS). Root Cause 4: Lack of professional development to help teachers to feel comfortable with various classroom management strategies and PBIS activities, to include Social Emotional Learning (SEL) protocols.</p>

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 Source(s) 1: Campus Improvement Plan (CIP), Budget Department

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Continuously monitor budget and expenses to assure compliance in order to increase learning time and establish well-rounded educational experiences.	2.5	Principal and Staff	All budget opportunities are balanced by the end of year				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


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 Source(s) 1: School Climate Survey, Sign In Sheets

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
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	3.1, 3.1, 3.2, 3.2	Principal, Assistant Principal, Parent Engagement Leader	Increase parent/community involvement and attendance during campus activities				
Problem Statements: Perceptions 1 Funding Sources: 211 ESEA Title I (Campus) - 2500.00							
2) Promote campus safety through the purchase of supplies to increase learning time	2.5	Principal, Assistant Principal, Campus Patrol, School Resource Officer, Faculty and Staff	Increase safety of students, teachers, faculty, and staff				
Problem Statements: Perceptions 2 Funding Sources: 199 General Fund - 5000.00							
TEA Priorities Recruit, support, retain teachers and principals	2.5	Principal, Assistant Principal, and Staff	Increase teacher retention through positive school climate				
3) Positively reinforce teachers through tokens of appreciation and incentives to promote well rounded education	Problem Statements: Perceptions 3 Funding Sources: 199 General Fund - 7000.00						
4) Issue weekly progress reports	2.4, 2.6, 2.6	Faculty, Principal, Assistant Principal	Increase parent/guardian involvement in student's academic performance				

5) Students participating in extracurricular activities will engage in community service to promote a well rounded education	2.5, 2.5	Club Sponsors, Sport Coaches, Principal, Assistant Principal	Promote a spirit of service at school and beyond				
							

Performance Objective 1 Problem Statements:

Perceptions
<p>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 1: Only 78% of students participated in the 2018-2019 School Climate Survey and was provided in English only for students.</p>
<p>Problem Statement 2: The 2018-2019 School Climate Survey results show that students have a declining impression of safety at school. Root Cause 2: Only 78% of students participated in the 2018-2019 School Climate Survey and was provided in English only for students.</p>
<p>Problem Statement 3: While the 2018-2019 School Climate Survey results show increasing impression of teachers getting along, Wiggs seeks to sustain and continue to grow in teacher morale. Root Cause 3: According to the 2018-2019 School Climate Survey approximately 11% of students and 14% of parents did not perceive teachers as getting along.</p>

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

1.1: Comprehensive Needs Assessment

The Wiggs 2019-2020 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 revisited and updated the CNA in March of 2019 with CIT input.

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

The CIP is developed with the involvement of parents and individuals who will carry out such plan, including teachers, principals, other school leaders present in the school, administrators.

The following members participated in the Wiggs Middle School Campus Improvement Team (CIT) throughout the 19-20 school year included:

When developing the 19-20 CIP, parent ... participated.

2.2: Regular monitoring and revision

2.2 : Regular monitoring and revision

The CIP remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly

monitored and revised as necessary based on student needs to ensure that all students* are provided opportunities to meet the challenging State academic standards.

* including students in subgroups defined as economically disadvantaged, from major racial and ethnic groups, students with disabilities, and English learners

* as well as “at-risk” students. The agency shall evaluate the effectiveness of accelerated instruction and support programs provided for students at risk of dropping out of school.

The CIT is to be revised and/or evaluated throughout the 19-20 school year.

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

The CIP is available to the local educational agency, parents, and the public, and the information contained in such plan is in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

The CIP was made available in English on Wiggs Campus Website.

2.4: Opportunities for all children to meet State standards

2.4 : Opportunities for all children to meet State standards

The 2019-2020 CIP includes Schoolwide Reform Strategies that provide opportunities for all children, including each of the subgroups of students economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learners to meet the challenging State academic standards (pages).

2.5: Increased learning time and well-rounded education

2.5 : Increased learning time and well-rounded education

The 2019-2020 CIP includes methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-

rounded education (pages).

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

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

The 2019-2020 CIP address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards (pages).

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

3.1: Develop and distribute Parent and Family Engagement Policy

On 4-15-19, the following CIT members gave input on the written parent and family engagement policy, which is referred to as our School and Family Compact. This was made available in both English and Spanish as part of our registration packets.

The following individuals were a part of the development of the Parent and Family Engagement Policy:

3.1 Parent and Family Engagement: Sec. 1116(e) Building Capacity for Involvement – To ensure effective involvement of parents and to support a partnership among the school involved, parents and the community to improve student academic achievement, Wiggs Middle School

*Provided assistance to parents to understand the State’s academic standards, the State and local assessment standards and how to work with educators to improve their child’s achievement through parent portal and registration packet.

*Provided materials and training to help parents work with their child, such as literacy and technology training through monthly presentations.

*Educated teachers, principals, and other staff, with the assistance of parents, in the value and utility of the contribution of parents and how to communicate with and work with parents and equal partners through Wolverine Growl (email), Facebook, campus website, Blackboard messenger, marquee, and parent letters.

*Coordinated and integrated parent involvement programs and activities with other Federal, State, and local programs by connecting with a variety of presenters such as the FBI, Border Patrol, and El Paso Police Department.

*Provide information to families in a uniform formats in English and Spanish.

*Provide reasonable support for family engagement activities through regular communication with parents (in written and verbal forms).

3.2: Offer flexible number of parent involvement meetings

3.2: Offer flexible number of parent involvement meetings

Wiggs offers a flexible number of meetings, to include monthly morning meetings at 9:00 AM in the school cafeteria and Wolverine Wednesday on... at ... as well as Walk the Schedule on... at ... (both of which were throughout the campus). An introduction to the Dual Language CW/MU program for incoming parents was offered on ... at ... in the library and incoming parent orientation on... at ... in the cafeteria.

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	\$6,000.00
1	1	4	General Supplies	199.11.6399.052.11.100.052	\$2,450.20
1	1	5	Tutoring	199.11.6117.052.11.362.052	\$3,112.00
1	1	6	Reading Materials	199.12.6329.052.11.100.052	\$3,500.00
1	1	6	Misc Contracted Services	199.12.6299.052.11.100.052	\$1,500.00
1	1	7	Misc. Operating Costs	199.11.6499.052.11.100.052	\$7,000.00
2	2	1	Substitute Teachers/Profs	199.11.6112.052.11.362.052	\$7,609.00
2	2	1	Travel Subsistence Employee (Teacher)	199.13.6411.052.11.100.052	\$8,000.00
2	2	1	Travel Subsistence Employee (Admin)	199.23.6411.052.99.100.052	\$5,000.00
2	2	1	Travel Subsistence Employee	199.36.6411.052.99.100.052	\$3,000.00
4	1	2	General Supplies	199.23.6399.052.99.100.052	\$5,000.00
4	1	3	Misc. Operating Costs	199.23.6499.052.99.100.052	\$7,000.00
Sub-Total					\$59,171.20
Budgeted Fund Source Amount					\$73,964.00
+/- Difference					\$14,792.80
185 SCE (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Tutoring	185.11.6117.052.30.100.052	\$34,564.00
Sub-Total					\$34,564.00
Budgeted Fund Source Amount					\$34,825.16
+/- Difference					\$261.16
211 ESEA Title I (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	General Supplies	211.11.6399.052.24.801.052	\$26,837.18

2	3	1	General Supplies	211.11.6399.052.24.801.052	\$600.00
4	1	1	General Supplies	211.61.6399.052.24.801.052	\$2,500.00
Sub-Total					\$29,937.18
Budgeted Fund Source Amount					\$29,937.18
+/- Difference					\$0
Grand Total					\$123,672.38