

**El Paso Independent School District**  
**Wiggs Middle School**  
**2023-2024 Goals/Performance Objectives/Strategies**



# Mission Statement

The Wiggs community will equitably educate and holistically support every learner.

## Vision

To be a leading middle school by inspiring and empowering learners to thrive.

## Value Statement

Core Values: Determination, Excellence, Equity, Unity, Integrity

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# Goals

**Goal 1:** WHOLE CHILD DEVELOPMENT El Paso ISD School foster learning environments for the whole child to thrive.

**Performance Objective 1:** By June 2024, Wiggs Middle School will create a culture where each student is supported by caring adults. as measured by an Employee, student, and parent culture climate survey.

**Evaluation Data Sources:** CK-12 Survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Clearly define what "caring support" means within the school context. This could include emotional, academic, and personal guidance. Develop a shared understanding of the desired outcomes among all stakeholders.</p> <p>Organize regular workshops, seminars, and events to involve parents in their children's education and well-being. Create a supportive partnership between parents, teachers, and students to reinforce the culture of care.</p> <p>Implement a system of regular check-ins between teachers/staff and students during Advisory Period. These conversations can help identify individual needs and provide an opportunity for students to voice their concerns.</p> <p>Infuse the curriculum with themes related to empathy, emotional intelligence, and building positive relationships. Encourage students to engage in discussions and activities that foster a culture of care. Use of Advisory Period to promote this strategy.</p> <p>Create a system to recognize and celebrate instances of caring behavior among students and staff. This promotes a positive cycle of supportive actions and reinforces the desired culture.</p> <p>Maintain open lines of communication among all stakeholders through newsletters, meetings, and digital platforms. Keep everyone informed about ongoing initiatives and progress towards the goal.</p> <p>Encourage 100% participation in the Employee, Student Parent Survey.</p> <p><b>Strategy's Expected Result/Impact:</b> All components of the strategy will enhance the overall culture of Wiggs Middle School and ensure that we are effectively seen as a caring learning environment for students.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Counselors, Parent Liaison, Office Staff, Teachers</p> <p><b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Prioritized Needs:</b> L1 Whole Child (Culture &amp; Climate) 1 - L4 Culture of Accountability (Parent &amp; Community Engagement) 2</p>	Formative			Summative
	Oct	Jan	Mar	June
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### Performance Objective 1 Prioritized Needs:

<b>L1 Whole Child (Culture &amp; Climate)</b>
<b>Prioritized Need 1:</b> School wide implementation of SEL/PBIS systems. <b>Root Cause:</b> 594 participants in the Panorama survey indicate that our population struggles with challenging feelings, implementing a positive growth mindset, and understanding of their own personal social awareness. School wide implementation of SEL activities has not been a priority.
<b>L4 Culture of Accountability (Parent &amp; Community Engagement)</b>
<b>Prioritized Need 2:</b> Parent Community Events need to increase and bring meaningful opportunities for Parents to engage in their children's education and be active participants in the Wiggs community. <b>Root Cause:</b> The campus community events were minimal and did not promote building school/community relationships.

**Goal 1: WHOLE CHILD DEVELOPMENT** El Paso ISD School foster learning environments for the whole child to thrive.

**Performance Objective 2:** By June 2024, Wiggs Middle School will increase 6-8 grade student participation in UIL, extra-curricular, co-curricular activities at all levels by 5% from 1,478 participants to 1,626.

**Evaluation Data Sources:** Survey results

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Wiggs Middle School will expand club opportunities by adding Robotics Club and encourage student participation in existing clubs such as Chess, Math, Cubing, and 6th grade intra-murals. <b>Strategy's Expected Result/Impact:</b> More extracurricular involvement of students. <b>Staff Responsible for Monitoring:</b> Club Sponsors, Administration, Coaches, Teachers, Counselors  <b>Title I:</b> 2.5 <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Prioritized Needs:</b> L1 Whole Child (Culture & Climate) 1	Formative			Summative
	Oct	Jan	Mar	June
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**Performance Objective 2 Prioritized Needs:**

L1 Whole Child (Culture & Climate)
<b>Prioritized Need 1:</b> School wide implementation of SEL/PBIS systems. <b>Root Cause:</b> 594 participants in the Panorama survey indicate that our population struggles with challenging feelings, implementing a positive growth mindset, and understanding of their own personal social awareness. School wide implementation of SEL activities has not been a priority.

**Goal 1: WHOLE CHILD DEVELOPMENT** El Paso ISD School foster learning environments for the whole child to thrive.

**Performance Objective 3:** By June 2024, Wiggs Middle School will create an integrated system of school supports, extended learning opportunities and community partnerships by increasing extended PK - 6 extended learning opportunities by from 0 Extended Day Sites to 4 Extended Day Sites and 32 After school Learning sites to 45 After-school Learning Sites.

**Evaluation Data Sources:** District tracking tool

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Wiggs Middle School will create a list of After-School Extended Learning Sites and opportunities to share with stakeholders. <b>Strategy's Expected Result/Impact:</b> Allow Extended Learning Program access to parents and students. <b>Staff Responsible for Monitoring:</b> Administration, Office Staff, Parent Liaison, Counselors  <b>Title I:</b> 2.6, 4.2 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Prioritized Needs:</b> L1 Whole Child (Culture & Climate) 1	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 3 Prioritized Needs:**

L1 Whole Child (Culture & Climate)
<b>Prioritized Need 1:</b> School wide implementation of SEL/PBIS systems. <b>Root Cause:</b> 594 participants in the Panorama survey indicate that our population struggles with challenging feelings, implementing a positive growth mindset, and understanding of their own personal social awareness. School wide implementation of SEL activities has not been a priority.

**Goal 1: WHOLE CHILD DEVELOPMENT** El Paso ISD School foster learning environments for the whole child to thrive.

**Performance Objective 4:** By June 2024, Wiggs Middle School will build mindsets, healthy habits, and skills that strengthen students' social, emotional and academic competence by ensuring Principal and academic support team PBIS/SEL fidelity walkthrough data meets all established percentages for schoolwide behavior expectations, classrooms procedures and instruction, and student and staff awareness.

**Evaluation Data Sources:** District Developed Tracking Rubric

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Implementation and use of Daily Advisory Period to conduct SEL lessons and regular Daily check-ins to evaluate the social-emotional condition of our students and staff. PBIS Matrix will be redone to include teacher input and will be regularly referred to and encouraged to students.  <b>Strategy's Expected Result/Impact:</b> Strengthening of the social, emotional, and academic well-being of the students and staff. Behavior expectations will be enforced through common language that supports the social emotional needs of our students.  <b>Staff Responsible for Monitoring:</b> Administration, Counselors, Parent Liaison, Office Staff, Teachers, Support Personnel  <b>Title I:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Prioritized Needs:</b> L1 Whole Child (Culture & Climate) 1, 2		Formative			Summative
		Oct	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>					





**Performance Objective 4 Prioritized Needs:**

L1 Whole Child (Culture & Climate)
<b>Prioritized Need 1:</b> School wide implementation of SEL/PBIS systems. <b>Root Cause:</b> 594 participants in the Panorama survey indicate that our population struggles with challenging feelings, implementing a positive growth mindset, and understanding of their own personal social awareness. School wide implementation of SEL activities has not been a priority.
<b>Prioritized Need 2:</b> Reduce the total number of days that students are placed in ISS, OSS, or are removed from Campus. <b>Root Cause:</b> PBIS Matrix is not consistently reinforced which leads to student referrals and disciplinary placements.

**Goal 1: WHOLE CHILD DEVELOPMENT** El Paso ISD School foster learning environments for the whole child to thrive.

**Performance Objective 5:** By June 2024, Wiggs Middle School will implement meaningful, engaging practices that develop students' ability to manage and own their behavior as measured by Reduction of all ISS, OSS, Disciplinary Removal for all student groups from 7% to 6% and reduce the overall number of disciplinary removals from 78 to 70.

**Evaluation Data Sources:** On Point Discipline Action Summary Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p><b>Strategy 1:</b> Wiggs Middle School will collaboratively create a Behavior Matrix and a Discipline/Behavior System. The systems supports teachers to build relationships with both students and parents as well as limits punitive discipline and build on positive behavior implementation supports. System encourages teachers to handle discipline in the classroom and not sending students out of the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction in Office Referrals for minor offenses and a reduction in removals of students from the learning environment for disciplinary action.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Counselors, Parent Liaison, Office Staff, Teachers, Support Personnel</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Prioritized Needs:</b> L1 Whole Child (Culture &amp; Climate) 1, 2</p>				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Performance Objective 5 Prioritized Needs:**





L1 Whole Child (Culture & Climate)
<p><b>Prioritized Need 1:</b> School wide implementation of SEL/PBIS systems. <b>Root Cause:</b> 594 participants in the Panorama survey indicate that our population struggles with challenging feelings, implementing a positive growth mindset, and understanding of their own personal social awareness. School wide implementation of SEL activities has not been a priority.</p> <p><b>Prioritized Need 2:</b> Reduce the total number of days that students are placed in ISS, OSS, or are removed from Campus. <b>Root Cause:</b> PBIS Matrix is not consistently reinforced which leads to student referrals and disciplinary placements.</p>

**Goal 2: ACADEMIC EXCELLENCE** El Paso ISD empowers all learners to excel in current and future pursuits.

**Performance Objective 1:** By June 2024, Wiggs Middle School will develop and implement a guaranteed and viable student-centered District curriculum as measured by Principal and academic support team curriculum fidelity walkthrough data meeting all established percentages for rigor, instructional model, and scope and sequence for reading language arts, math, science, and social studies instruction.

**Evaluation Data Sources:** Walk through data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p><b>Strategy 1:</b> Teacher walkthroughs will be done weekly in a 3-week cycle rotation. Each teacher will be provided a walkthrough every 3 weeks and will be given immediate feedback in the form of conversation and or T-TESS feedback form from administration. Administration will complete calibration walkthroughs prior to evaluating new dimension.</p> <p><b>Strategy's Expected Result/Impact:</b> Administration will be able to provide quality feedback to teachers to support their capacity as educators.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Academic Coaches</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Prioritized Needs:</b> L2 Academic Excellence (Curriculum, Instruction, Assessment) 1</p>				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Teachers will work during weekly PLCs to perform Look-backs and Look forwards for the upcoming curriculum and will spend time internalizing the lessons prior to delivering them to students. Lesson Internalization will be complimented by forward facing student slides and lesson plans that support the curriculum and student learning. <b>Strategy's Expected Result/Impact:</b> District curriculum will be followed with fidelity and teachers will be prepared to deliver instruction from week to week. <b>Staff Responsible for Monitoring:</b> Administration, Academic Coaches, teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Prioritized Needs:</b> L2 Academic Excellence (Curriculum, Instruction, Assessment) 2		Formative			Summative
		Oct	Jan	Mar	June
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### Performance Objective 1 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
<b>Prioritized Need 1:</b> Coaching conversations for teachers following walk-throughs. <b>Root Cause:</b> Teachers need feedback so that they may make adjustments to their teaching strategies that effectively meet the needs of students and reflect best practices.
<b>Prioritized Need 2:</b> Create lesson plan system that is a useful tool for teachers and helps them plan and internalize the upcoming lessons. <b>Root Cause:</b> Teachers need a lesson plan system that is meaningful and user friendly, that includes best practices and student activities. Lesson plans are not submitted for review on a regular basis.

**Goal 2: ACADEMIC EXCELLENCE** El Paso ISD empowers all learners to excel in current and future pursuits.

**Performance Objective 2:** By June 2024, Wiggs Middle School will develop and implement a guaranteed and viable student-centered District curriculum as measured by Principal and academic support team dual language fidelity walkthrough data meeting all established percentages for instructional model, classroom environment and instruction, and language acquisition in dual language program.

**Evaluation Data Sources:** Walk through data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p><b>Strategy 1:</b> Wiggs Middle School Dual Language teachers will use strategic and consistent use of the 4+11 language domains in all classrooms and well as the use of Bridge Level 1 and Bridge Level 2 anchor charts to develop both content and language transfer with fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be provided with a greater amount of language acquisition supports and consistency across content areas. This will lend to the movement to the proposed 50/50 model.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Academic Coaches, teachers, Support Personnel</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Prioritized Needs:</b> L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 3</p>				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Performance Objective 2 Prioritized Needs:**

L2 Academic Excellence (Curriculum, Instruction, Assessment)
<p><b>Prioritized Need 1:</b> Coaching conversations for teachers following walk-throughs. <b>Root Cause:</b> Teachers need feedback so that they may make adjustments to their teaching strategies that effectively meet the needs of students and reflect best practices.</p> <p><b>Prioritized Need 3:</b> Resources for implementation and support of the dual language program model. <b>Root Cause:</b> Concerns about the DL program moving to primarily Spanish instruction in core content areas are leading teachers to ask what supports will be provided.</p>





**Goal 2: ACADEMIC EXCELLENCE** El Paso ISD empowers all learners to excel in current and future pursuits.

**Performance Objective 3:** By June 2024, Wiggs Middle School will Increase student achievement outcomes as measured by an increase in Domain 1 Student Achievement STAAR results from 46% to 49%.

**Evaluation Data Sources:** Tableau, Eduphoria, TAPR

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers and Interventionists will use Amplify and Carnegie Curriculum with fidelity, while addressing the individual needs of students as identified by last years STAAR results and BOY, MOY and EOY Map Growth data to build appropriate interventions for students in need. Academic Coaches will support teachers in the classroom and by providing coaching feedback and professional development to support teachers who had student performance that was below campus results, primarily 6th and 7th grade math and reading. Continue to support 8th grade teachers in best practices. <b>Strategy's Expected Result/Impact:</b> Increase in STAAR results resulting in Domain 1 Student Achievement Rating to a Score of a B. <b>Staff Responsible for Monitoring:</b> Administration, Academic Coaches, teachers, Interventionists, Support Personnel  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Prioritized Needs:</b> L2 Academic Excellence (Student Achievement) 1, 2, 3	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> Increase student opportunities to lead to higher academic performance. <b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Faculty, and Staff  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Prioritized Needs:</b> L2 Academic Excellence (Student Achievement) 1, 2, 3 <b>Funding Sources:</b> - 185 SCE (Campus) - \$17,200		Formative			Summative
		Oct	Jan	Mar	June
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> 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. Additionally, a poster maker and laminator are needed to support student visible instruction for anchor charts, data charts, STAAR formula charts, SEL behavior matrix for school, etc. <b>Strategy's Expected Result/Impact:</b> Provide student and teachers the necessary materials for student success <b>Staff Responsible for Monitoring:</b> CTCs, teachers, office manager  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments <b>Prioritized Needs:</b> L2 Academic Excellence (Student Achievement) 1, 2, 3 <b>Funding Sources:</b> - 211 ESEA Title I Part A (Campus) - \$10,700, - 185 SCE (Campus) - \$10,000		Formative			Summative
		Oct	Jan	Mar	June

Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Provide instructional support in core subjects and elective courses through paying teachers and tutors for after school tutorials, Saturday school, and after school homework program. <b>Strategy's Expected Result/Impact:</b> Increase domain 1 in reading and math. <b>Staff Responsible for Monitoring:</b> Principal, APs, CTC, Interventionists  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments <b>Prioritized Needs:</b> L2 Academic Excellence (Student Achievement) 1, 2, 3 <b>Funding Sources:</b> - 211 ESEA Title I Part A (Campus) - \$50,000		Formative			Summative
		Oct	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

### Performance Objective 3 Prioritized Needs:

L2 Academic Excellence (Student Achievement)
<b>Prioritized Need 1:</b> Math STAAR Scores Low, Domain 1 Score which rated C <b>Root Cause:</b> Lack of systems and routines for PLCs, observations/feedback cycles. <b>Prioritized Need 2:</b> 6th & 7th Grade Reading STAAR Scores, Rated C <b>Root Cause:</b> Lack of systems and routines for PLCs, observations/feedback cycles. <b>Prioritized Need 3:</b> EL Reading STAAR Scores, Rated C <b>Root Cause:</b> Lack of systems and routines for PLCs, observations/feedback cycles.

**Goal 2: ACADEMIC EXCELLENCE** El Paso ISD empowers all learners to excel in current and future pursuits.

**Performance Objective 4:** By June 2024, Wiggs Middle School will increase student achievement outcomes in Reading "All students" and two lowest performing student groups demonstrating achievement on 6-8 Grade at the Meet or Masters Level (SPED from 14% - 17%, & EB from 32% - 40%)

**HB3 Goal**

**Evaluation Data Sources:** Tableau, TAPR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<b>Strategy 1:</b> Teachers and Interventionists will use Amplify Reading Curriculum with fidelity, while addressing the individual needs of students as identified by last years STAAR results and BOY, MOY and EOY Map Growth data to build appropriate interventions for students in need. (iReady and interventionist will be used) <b>Strategy's Expected Result/Impact:</b> Increase in student achievement in Reading in grades 6-8 for SPED and EB students. <b>Staff Responsible for Monitoring:</b> Administration, Academic Coaches, Interventionists, teachers, LPAC Committee  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Prioritized Needs:</b> L2 Academic Excellence (Student Achievement) 2, 3				
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Performance Objective 4 Prioritized Needs:**

L2 Academic Excellence (Student Achievement)
<b>Prioritized Need 2:</b> 6th & 7th Grade Reading STAAR Scores, Rated C <b>Root Cause:</b> Lack of systems and routines for PLCs, observations/feedback cycles.
<b>Prioritized Need 3:</b> EL Reading STAAR Scores, Rated C <b>Root Cause:</b> Lack of systems and routines for PLCs, observations/feedback cycles.

**Goal 2: ACADEMIC EXCELLENCE** El Paso ISD empowers all learners to excel in current and future pursuits.

**Performance Objective 5:** By June 2024, Wiggs Middle School will increase student achievement outcomes in Math "All students" and two lowest performing student groups demonstrating achievement on 6-8 Grade at the Meet or Masters Level (SPED from 7% - 13%, & EB from 21% - 26%)

**HB3 Goal**  
**Evaluation Data Sources:** Tableau, TAPR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<b>Strategy 1:</b> Teachers and Interventionists will use Carnegie math Curriculum with fidelity, while addressing the individual needs of students as identified by last years STAAR results and BOY, MOY and EOY Map Growth data to build appropriate interventions for students in need. <b>Strategy's Expected Result/Impact:</b> Increase in student achievement in Math in grades 6-8 for SPED and EB students. <b>Staff Responsible for Monitoring:</b> Administration, Academic Coaches, Interventionists, teachers  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Prioritized Needs:</b> L2 Academic Excellence (Student Achievement) 1				
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				





**Performance Objective 5 Prioritized Needs:**

L2 Academic Excellence (Student Achievement)
<b>Prioritized Need 1:</b> Math STAAR Scores Low, Domain 1 Score which rated C <b>Root Cause:</b> Lack of systems and routines for PLCs, observations/feedback cycles.

**Goal 3:** DESTINATION DISTRICT El Paso ISD solidifies its position as El Paso's destination district.

**Performance Objective 1:** By June 2024, Wiggs Middle School will stabilize enrollment by increasing the number of new students enrolling or transferring back to Wiggs Middle School by .05% from 859 to 864 (5 Students)

**Evaluation Data Sources:** On Point (Fall PEIMS snapshot) and Tableau

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Wiggs Middle School will increase student enrollment by supporting early registration events, communicating registration events on social media, meeting with elementary schools and inviting them to attend our 5th grade orientation event in May and continued promotion of the various programs, Dual Language and Humanities, that bring a large number of transfer students to our campus. <b>Strategy's Expected Result/Impact:</b> Increase in enrollment for upcoming 6th graders and continued enrollment from current transfer students.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture <b>Prioritized Needs:</b> L3 Destination District (Perceptions, Facilities, Programs, Technology) 1 - L4 Culture of Accountability (Parent & Community Engagement) 2, 3	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 1 Prioritized Needs:**

L3 Destination School (Perceptions, Facilities, Programs, Technology)
<b>Prioritized Need 1:</b> Create a plan to reach out to elementary schools to share the benefits of the Dual Language Program and promote Wiggs as a premier middle school in EPISD. <b>Root Cause:</b> Increase enrollment and potential for providing additional transportations options for students of out of boundary elementary schools.
L4 Culture of Accountability (Parent & Community Engagement)
<b>Prioritized Need 2:</b> Parent Community Events need to increase and bring meaningful opportunities for Parents to engage in their children's education and be active participants in the Wiggs community. <b>Root Cause:</b> The campus community events were minimal and did not promote building school/community relationships. <b>Prioritized Need 3:</b> Increased communication to stakeholders. <b>Root Cause:</b> Parents indicate that they do not receive important information from the campus.

**Goal 3:** DESTINATION DISTRICT El Paso ISD solidifies its position as El Paso's destination district.

**Performance Objective 2:** By June 2024, Wiggs Middle School will attract and retain top talent by implementing an employee recruiting and retention plan designed to increase filled positions on first day of school from 91% to 93%.

**Evaluation Data Sources:** # Vacancies data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<b>Strategy 1:</b> Will proactively recruit high quality teachers by initiating referrals from top performing mentor teachers, as well as, interview and hire for positions on our campus as soon as the are available. <b>Strategy's Expected Result/Impact:</b> Retain top tier teachers and implement high standards for new hires. <b>Staff Responsible for Monitoring:</b> Administration, teachers, support personnel  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction <b>Prioritized Needs:</b> L3 Destination District (Staff Recruitment, Retention &Prof. Dev) 1, 2				
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				





**Performance Objective 2 Prioritized Needs:**

L3 Destination School (Staff Recruitment, Retention &Prof. Dev)
<b>Prioritized Need 1:</b> Bilingual Certified Teachers are needed. <b>Root Cause:</b> As Wiggs is a Connecting Worlds, Mundos Unidos campus, and a campus with a high percentage of EL students, we need to ensure that we are supporting our students with teachers that can linguistically support each one.
<b>Prioritized Need 2:</b> New Teacher mentoring <b>Root Cause:</b> New teachers need added support from veteran content teachers to ensure that they are supporting and acquiring the skills necessary to provide effective instruction to students.

**Goal 3:** DESTINATION DISTRICT El Paso ISD solidifies its position as El Paso's destination district.

**Performance Objective 3:** By June 2024, Wiggs Middle School will expand the integration of 21st century learning and innovation skills by developing and implementing an instructional technology campus support plan.

**Evaluation Data Sources:** Technology Campus Support Plan Success Criteria

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Ensure that all students have working digital devices and that teachers have effective means to deliver instruction using digital tools, to include the installation of the digital interactive white boards that are slated to be rolled out by the district.  <b>Strategy's Expected Result/Impact:</b> Students and teachers become skilled at using the digital devices and can confidently use the tools to enhance their learning. <b>Staff Responsible for Monitoring:</b> Administration, teachers, District IT representative, Technology clerk  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Prioritized Needs:</b> L3 Destination District (Perceptions, Facilities, Programs, Technology) 3		Formative			Summative
		Oct	Jan	Mar	June
		<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

**Performance Objective 3 Prioritized Needs:**

L3 Destination School (Perceptions, Facilities, Programs, Technology)
<b>Prioritized Need 3:</b> Interactive digital projection tools/boards in each classroom. <b>Root Cause:</b> District implementation of new digital projection devices was supposed to happen over the summer. Teachers are in need of updated tools to provide interactive opportunities for students to share in the learning process.

**Goal 4: CULTURE OF ACCOUNTABILITY** El Paso ISD cultivates a culture of transparency, care, and service.

**Performance Objective 1:** By June 2024, Wiggs Middle School will foster a welcoming and safe environment where all students feel supported resulting in an increase student attendance rate from 93.01% to 96%.

**Evaluation Data Sources:** Attendance Rate (ADA) data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<b>Strategy 1:</b> Wiggs Middle School will proactively support attendance of all students by conducting attendance contest every 9 weeks, having student/admin/alpha conferences, creating and monitoring effective 45 day plans for those students will excessive absences, and working with parents to resolve unverified absences and support student daily attendance. <b>Strategy's Expected Result/Impact:</b> Attendance rate increases to 96%. <b>Staff Responsible for Monitoring:</b> Administration, support staff, office staff, teachers, Alpha  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Prioritized Needs:</b> L4 Culture of Accountability (Parent & Community Engagement) 1				
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></div>				





**Performance Objective 1 Prioritized Needs:**

L4 Culture of Accountability (Parent & Community Engagement)
<b>Prioritized Need 1:</b> Increase attendance to 96%. <b>Root Cause:</b> Attendance Rates are below the desired 94% district benchmark.

**Goal 4: CULTURE OF ACCOUNTABILITY** El Paso ISD cultivates a culture of transparency, care, and service.

**Performance Objective 2:** By June 2024, Wiggs Middle School will foster a welcoming and safe environment where all families and communities feel supported as well as increase the level of accountability by ensuring 100% we offer all required community events.

**Evaluation Data Sources:** Community Events Documentation

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Wiggs Middle School and the Parent Community Engagement Liaison will promote and hold Two events per month and implement the Community Closet/Pantry.  <b>Strategy's Expected Result/Impact:</b> Increase parent/school interaction and build a community that supports students of Wiggs Middle School while supporting the families as well. <b>Staff Responsible for Monitoring:</b> Administration, Counselors, teachers, Parent Community Engagement Liaison, Support Personnel, Office Staff  <b>Title I:</b> 4.1, 4.2 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Prioritized Needs:</b> L4 Culture of Accountability (Parent & Community Engagement) 2, 3	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Support Parent Engagement Leader to coordinate and support the school's efforts to implement Title 1 requirements by building relationships with parents (through meetings, classes, trips, materials needed, and snacks) by communicating in both languages, to increase student success and involvement in school activities as well as providing staff development for the PEL and parents.  <b>Strategy's Expected Result/Impact:</b> Increase community engagement with the school. <b>Staff Responsible for Monitoring:</b> PEL and administrators.  <b>Title I:</b> 4.1, 4.2 <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Prioritized Needs:</b> L4 Culture of Accountability (Parent & Community Engagement) 2, 3 <b>Funding Sources:</b> - 211 ESEA Title I Part A (Campus) - \$1,000	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

## Performance Objective 2 Prioritized Needs:

### L4 Culture of Accountability (Parent & Community Engagement)

**Prioritized Need 2:** Parent Community Events need to increase and bring meaningful opportunities for Parents to engage in their children's education and be active participants in the Wiggs community. **Root Cause:** The campus community events were minimal and did not promote building school/community relationships.

**Prioritized Need 3:** Increased communication to stakeholders. **Root Cause:** Parents indicate that they do not receive important information from the campus.

**Goal 4: CULTURE OF ACCOUNTABILITY** El Paso ISD cultivates a culture of transparency, care, and service.

**Performance Objective 3:** By June 2024, Wiggs Middle School will implement a two-way communication plan designed to increase the number and quality of opportunities to engage, inform, train, and gather input from family and community stakeholders as measured on Thought Exchange (3 times per year with 40% response rate) and Let's Talk Platform (customer satisfaction rating from 7.8 to 9 and response rate from 10.5 days to 3 days).

**Evaluation Data Sources:** Thought Exchange and Let's Talk

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide Professional Development for Staff and community meeting for Stakeholders on the use of communication platforms such as Thought Exchange, Let's Talk Platform, Wiggs Facebook Page, Blackboard, and Wiggs Website.  <b>Strategy's Expected Result/Impact:</b> Open lines of communication between Wiggs Middle School and students, parents, and community/business members. <b>Staff Responsible for Monitoring:</b> Administration, Office staff, Counselors, Parent Community Engagement Liaison, Support Personnel  <b>Title I:</b> 4.1, 4.2 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Prioritized Needs:</b> L4 Culture of Accountability (Parent & Community Engagement) 3	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Performance Objective 3 Prioritized Needs:**

L4 Culture of Accountability (Parent & Community Engagement)
<b>Prioritized Need 3:</b> Increased communication to stakeholders. <b>Root Cause:</b> Parents indicate that they do not receive important information from the campus.

**Goal 5: EQUITY BY DESIGN** El Paso ISD champions a targeted approach to universal access and system equity.

**Performance Objective 1:** By June 2024, Wiggs Middle School will foster equitable access to opportunities as measured by an increase in the percent of underrepresented (i.e., special education and emergent bilingual) middle school students who complete high school credits.

Emer. Bil... Alg. 1 (14% to 16%)

Emer. Bil... LOTE (50% to X)

Emer. Bil.. Other (87% to X)

SPED Alg 1 (6% to X)

SPED LOTE (30% to X)

SPED Other (82% to X)

**Evaluation Data Sources:** Frontline Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Wiggs Middle School will effectively track student progress and growth and promote high school credit courses for all students, including students in underrepresented groups. Counselors and teachers  <b>Strategy's Expected Result/Impact:</b> Increase in the number of students in underrepresented groups participating and receiving credit for high school level courses. <b>Staff Responsible for Monitoring:</b> Administration, counselors, teachers, interventionists, SPED personnel, LPAC Committee  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Prioritized Needs:</b> L4 Culture of Accountability (Parent & Community Engagement) 3 - L5 Equity by Design (Demographics) 1	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Performance Objective 1 Prioritized Needs:**





L4 Culture of Accountability (Parent & Community Engagement)
<b>Prioritized Need 3:</b> Increased communication to stakeholders. <b>Root Cause:</b> Parents indicate that they do not receive important information from the campus.

<b>L5 Equity by Design (Demographics)</b>
<b>Prioritized Need 1:</b> Exit a higher percentage of EB/TELPAS students. <b>Root Cause:</b> Need the prepare students for speaking portion of the TELPAS Assessment.

**Goal 5: EQUITY BY DESIGN** El Paso ISD champions a targeted approach to universal access and system equity.

**Performance Objective 2:** By June 2024, Wiggs Middle School will foster equitable access to opportunities and eliminating barriers as measured by a reduction in the percentage of long-term Emergent Bilinguals Achieving Beg/Int on TELPAS Composite from 30% to 19% as well as reduce the number of Emergent Bilingual Achieving Beginning on TELPAS reading from 14% to 7% [RDA]

**Evaluation Data Sources:** TELPAS

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Collaborate with educators, administrators, and support staff to identify the barriers that prevent Emergent Bilinguals from achieving higher scores. Determine the root causes of these barriers, which could include language barriers, lack of resources, instructional methods, and cultural considerations.</p> <p>Provide professional development for teachers, staff, and administrators on equity, inclusion, and culturally responsive teaching practices. Empower educators to create an inclusive classroom environment that supports Emergent Bilinguals' diverse needs.</p> <p>Develop strategies for differentiated instruction that cater to varying language proficiency levels and offer intensive language development courses, tutoring. Provide resources and tools that help teachers address individual student needs effectively and gives students opportunities to practice the test format.</p> <p>Engage parents and the community in the education process to create a supportive network for Emergent Bilinguals. Provide resources, workshops, and materials in multiple languages to facilitate communication..</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction in the number of students that achieve Beginning on TELPAS Reading and Composite Scores.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, counselors, teachers, interventionists, LPAC Committee, Parent Community Engagement Liaison</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Prioritized Needs:</b> L5 Equity by Design (Demographics) 1</p>	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 2 Prioritized Needs:**

<b>L5 Equity by Design (Demographics)</b>
<b>Prioritized Need 1:</b> Exit a higher percentage of EB/TELPAS students. <b>Root Cause:</b> Need the prepare students for speaking portion of the TELPAS Assessment.