

**Fort Worth Independent School District**  
**165 Richard J. Wilson Elementary School**  
**2024-2025 Campus Improvement Plan**

**Accountability Rating: Not Rated**



# Mission Statement

To Empower a culture of learning and ignite a pursuit of growth through impactful educational experiences for all.

## Vision

Teachers and students will be empowered by rigorous instruction (real-world connections, academic vocabulary, tasks aligned to grade-level standards) and respectful collaboration to become critical thinkers in the ever-changing world economy.

## Core Beliefs

**Respect**

**Kindness**

**Excellence**

**Collaboration**

**Accountability**

**Mindset**

**Growth**

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# Comprehensive Needs Assessment

Revised/Approved: January 31, 2024

## Demographics

### Demographics Summary

According to Focus enrollment counts in February of 2024, Richard J Wilson's enrollment is 543. Our students are composed of the following:

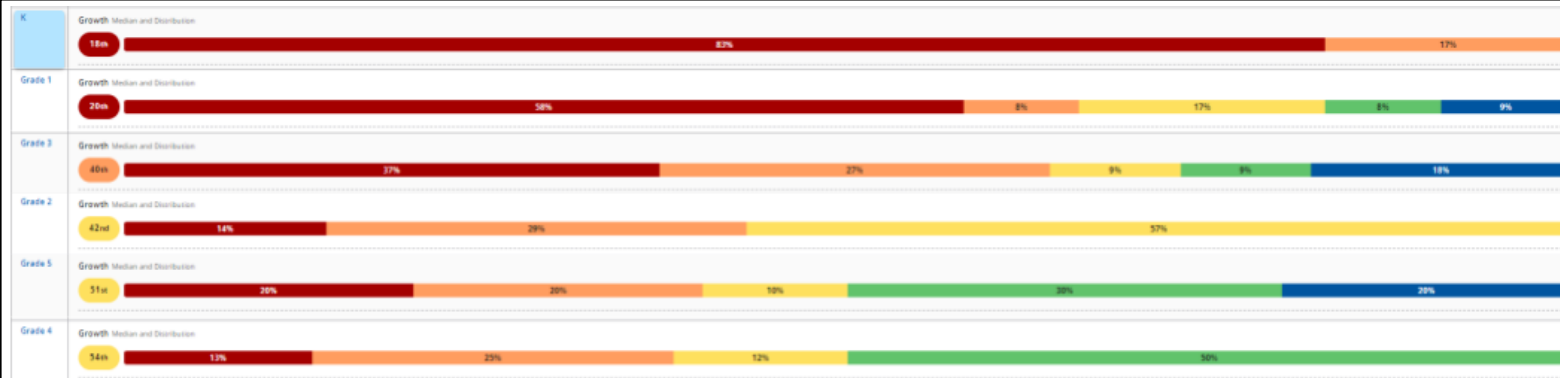
Student Demographics		Teacher Demographics	
Hispanic/Latino	93%	Hispanic/Latino	69%
Black/African American	4%	Black/African American	6%
Caucasian/White	3%	Caucasian/White	25%
Asian/Pacific Islander	1%		
Emergent Bilingual	60%		
Special Ed	11%		
Economically Disadvantaged	95%		
Discipline Referrals			
Office Referrals	20		
Hispanic/Latino	18 90%		
Caucasian/White	2 10%		
Total			
Suspensions	2		

**Retention/Recruitment**  
 2021-2022 50% of teachers either retired, transferred campuses, or left education as a career. In 2022-2023, the same 50% turnover occurred throughout the year. 1/3 of the teachers at Richard J Wilson are within their first 3 years in their teaching careers.

## Grade Span

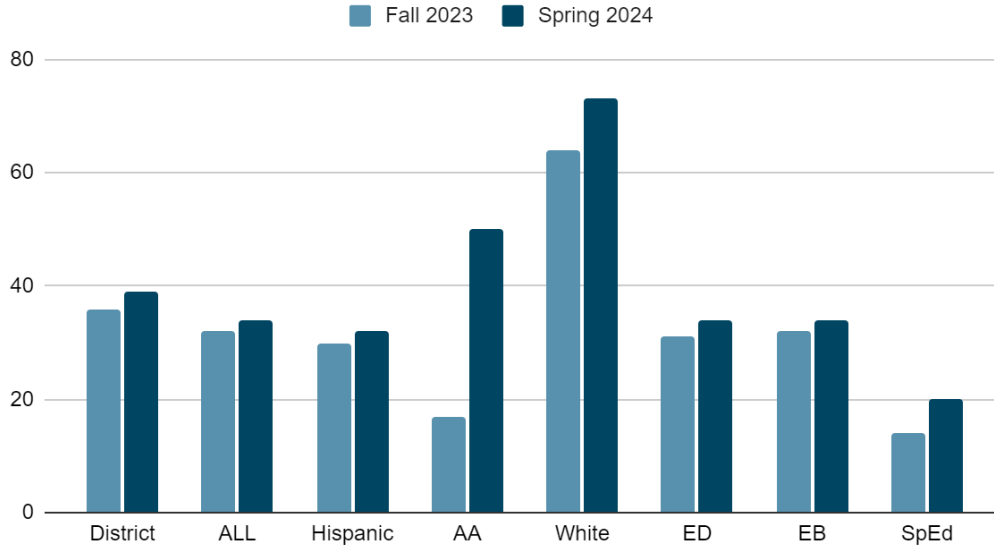
Pre-K Through 5th Grade

### Demographic Area of Opportunity:



During the 2024 Middle of Year NWEA MAP Test, Special Ed students in Kindergarten, 1st Grade, and 3rd were in the lowest 25th percentile for Math growth from the Beginning of Year NWEA Map administration.

### Fall vs Spring ELA Interim Comparison Data



During the 2023 STAAR Reading Interim Test, students in all demographic areas showed growth from the Fall in their Summative STAAR projections for the end of the school year. Special Education and African American students showed the most growth while Emergent Bilingual showed the least growth.

### Demographics Strengths

During the 2023 STAAR Reading Interim Test, students in all demographic areas showed growth from the Fall in their Summative STAAR projections for the end of the school year. Special Education and African American students showed the most growth.

Although staff/student demographic ratios are not equal, the staff at Richard J Wilson offers diversity to provide enriching experience for students of all demographics.

Discipline referrals are relatively low and there have only been 2 suspensions in the 2023-2024 school year.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** During the 2024 Middle of Year NWEA MAP Test, SPED students in Kindergarten, 1st Grade, and 3rd were in the lowest 25th percentile for Math growth from the Beginning of Year NWEA Map administration. **Root Cause:** Lack of systems for recruitment resulted in inconsistent hiring of candidates.

**Problem Statement 2:** Emergent Bilingual students showed the least growth in the Middle of Year NWEA MAP Interim Math assessment. **Root Cause:** Effective Tier 1

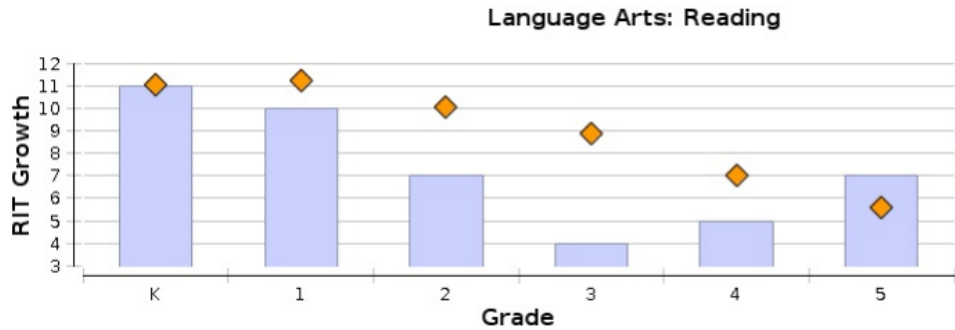
instructional practices were not provided to all students due to this year's professional development in Tier 1 strategies being too recent for immediate progress to be seen in a campus where this demographic has performed low over the past several years.

# Student Learning

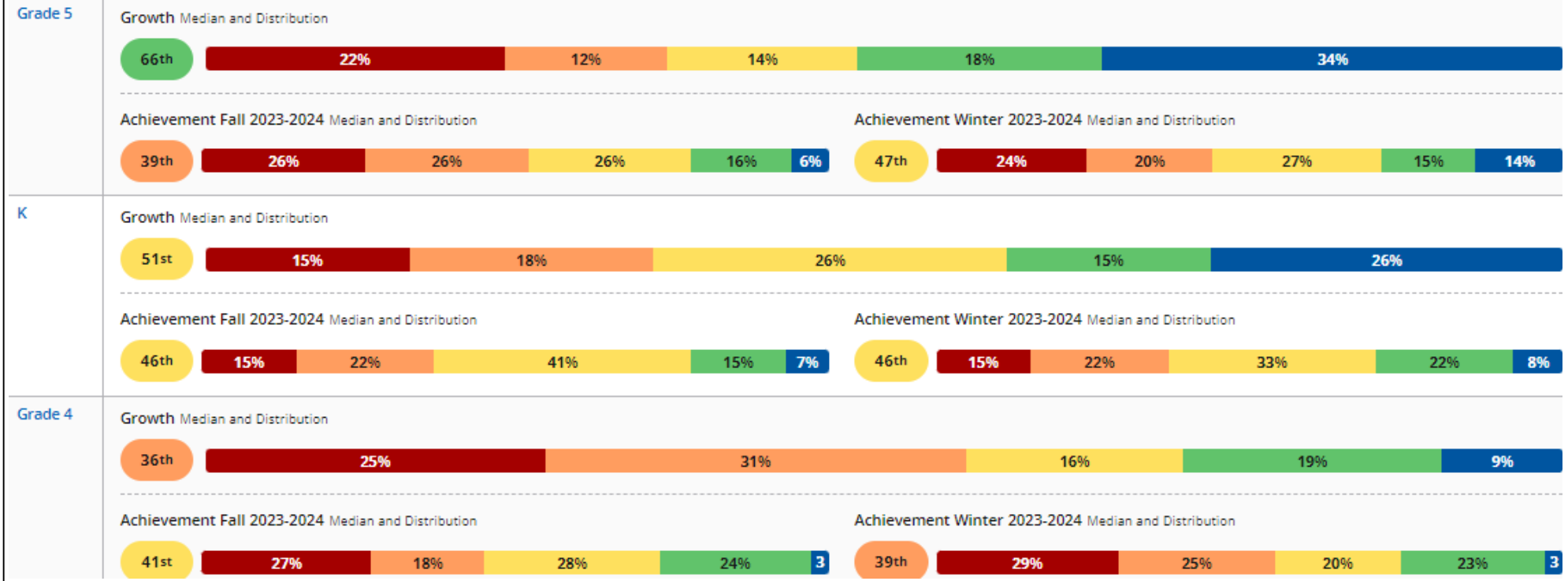
## Student Learning Summary

### Language Arts and Reading

Middle of Year NWEA MAP

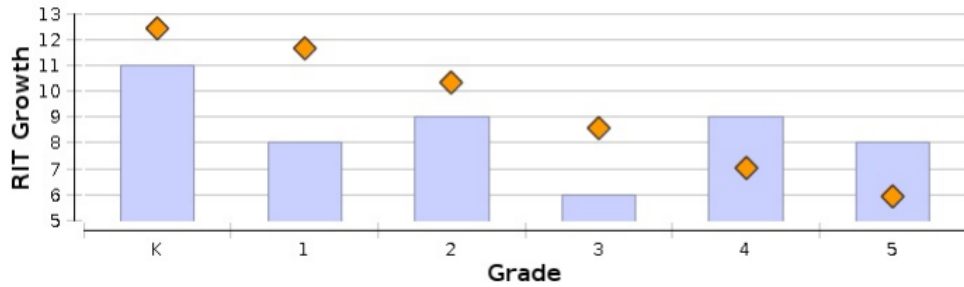


Students in Kinder and 5th Grade met or achieved their projected growth targets by the 2024 Middle of Year NWEA MAP assessment. 2nd and 4rd grade were well below their target. Although 4th grade was well below their growth targets, 4th grade has the 3rd highest growth:

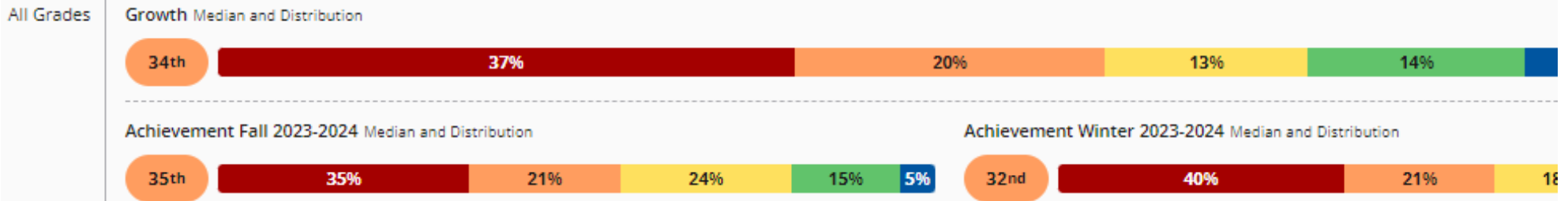




### Math: Math K-12

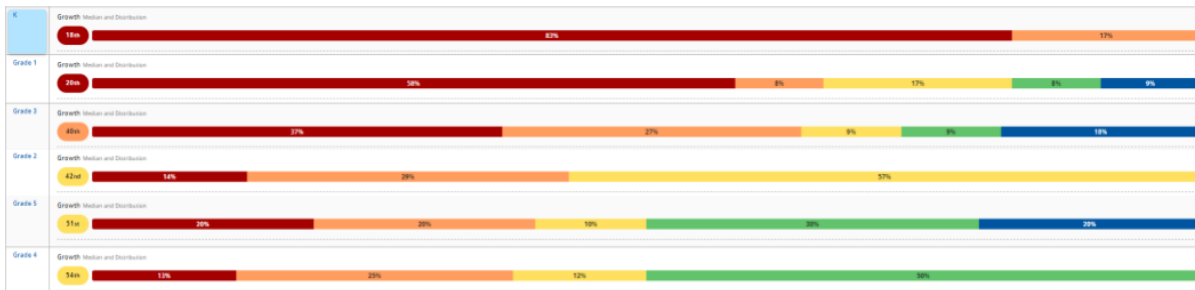


4th and 5th Grade students far exceeded their growth targets in the 2024 Middle of Year NWEA MAP assessment. 3rd and 1st grade students were far below their growth targets.



Overall, Richard J Wilson is in the 32nd percentile for achievement and 34th percentile for growth in Math.

### Demographic Area of Opportunity:



During the 2024 Middle of Year NWEA MAP Test, Special Ed students in Kindergarten, 1st Grade, and 3rd were in the lowest 25th percentile for Math growth of Year NWEA Map administration.

### Student Learning Strengths

Students in Kinder and 5th Grade met or achieved their projected growth targets by the 2024 Middle of Year NWEA MAP assessment. Although 4th grade was well below their growth targets, 4th grade has the 3rd highest growth.

In Math, 4th and 5th Grade students far exceeded their growth targets in the 2024 Middle of Year NWEA MAP assessment.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Richard J Wilson students are scoring low in the national percentile in Math, 32nd percentile for achievement and 34th percentile for growth in Math. **Root Cause:** Historically the primary focus of instructional support has been provided for Language Arts. Instructional Coaching and professional development have not been equally available in the subject of Math.

**Problem Statement 2 (Prioritized):** 3rd Grade Richard J Wilson students are scoring low in Reading, as evidence by their standings in the 27th percentile in achievement and 39th percentile of growth in Reading in the 2024 Middle of Year NWEA MAP assessment. **Root Cause:** Effective Tier 1 instructional practices were not provided to all students due to this year's professional development in Tier 1 strategies being too recent for immediate progress to be seen in a campus where this demographic has performed low over the past several years.

# School Processes & Programs

## School Processes & Programs Summary

### Curriculum & instruction

Richard J Wilson is currently in the first stage of the Effective Schools Framework (ESF) targeted planning process. As part of this process, members of the Region 11 Continuous Improvement team conducted a Campus Needs Assessment.

Pework artifacts, such as "Instructional Leadership Running Agenda," PLC observations, and administrator focus group participants confirm that leadership team members utilize agendas and tracking tools for observations, leadership meetings, PLCs, and Data Meetings.

During the campus PLC, observers stated "it was evident that instructional leaders have a process to lead teachers in analyzing student work (exit tickets) and identifying gaps in understanding."

Furthermore, the prework artifact "Master Data Roster 23-24" and the administrator focus group confirm that campus instructional leaders meet to review data. Pework artifacts and focus groups confirmed that PLCs are dedicated time for discussions about formative student data, effective instructional strategies, and adjustments to instructional delivery.

During the campus visit, 30% of the observed classrooms implemented rigorous instruction. This included strategies that actively engaged students in cognitive activities, such as encouraging discussions and demanding evidence to support claims.

### Professional Development and Communication

Ongoing Professional Development has been provided to teachers in ELPS, Habits of Discussion, and Unpacking Standards. Additionally, the Campus Instructional Coach (CIC) has provided ongoing coaching cycles to the 10 teachers on her caseload.

Data Driven Instruction (DDI) has been implemented this year and is the highest implementation lever of the ESF Diagnostic. The DDI process is used on a weekly basis to unpack standards, plan for implementation of the upcoming week's most highest leverage standard, plan effective exit tickets, the disaggregation of student work samples, and the planning of reteaching based on trend analysis. However, as of the date of the ESF, teachers have not yet practiced the reteach response.

## Class Sizes

According to data found in Focus, the campus sits at an average of a 20:1 student to teacher ratio. Dual Language Kindergarten is over the average with a 27:1 Ratio.

## Retention and Recruitment

Of the 5 teachers not returning for the 2024-2025 school year:

- 1 teacher is transferring within FWISD.
- 1 teacher has left the profession.
- 1 teacher is moving to another county.
- 2 teachers are retiring.

Recruitment events have been held and teachers have been included in hiring committees in preparation for the 2024-2025 school year.

Additionally, a focus on staff culture has been made through a partnership with community partners to provide incentives for teachers.

Campus leadership team meets daily to discuss improving instruction and addressing concerns of campus climate.

Principal and AP morning walks to check in on teacher needs are scheduled daily after arrival.

20% of the faculty are within the first 3 years of teaching. 17% of the staff will be new to the campus.

## Technology

Each classroom is outfitted with a BenQ Interactive Display Module. All teachers have been provided a MacBook Air and iPad.

The Library Maker Space has a competition robotics set and a 3D Printer.

## School Processes & Programs Strengths

The shift to a campus data culture has allowed for the regular analysis and action planning. Because of this, Data Driven Instruction (DDI) has been implemented this year and is the highest implementation level of the ESF Diagnostic.

Ongoing Professional Development has been provided to teachers in ELPS, Habits of Discussion, and Unpacking Standards. Additionally, the Campus Instructional Coach (CIC) has

provided ongoing coaching cycles to the 10 teachers on her caseload.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** During the ESF Diagnostic, 30% of the observed classrooms implemented rigorous instruction. This included strategies that actively engaged students in cognitive activities, such as encouraging discussions and demanding evidence to support claims. **Root Cause:** There is one Campus Instructional Coach. She is limited to supporting 10 teachers for their caseloads for reinforcing professional development and for coaching teachers to success.

**Problem Statement 2:** DDI implementation has not yet reached the point where teachers are able to practice reteaching to internalize the process. **Root Cause:** The DDI process is a novel process for the campus and has required time to build capacity in the leadership team as well in teachers in its process and in its effective implementation.

# Perceptions

## Perceptions Summary

In the 2023-2024 school year, as evident in PTO sign ins, PTO has seen an increase in the number of parent volunteers on campus. Additionally, according to PTO budget updates during parent meetings, there has been an increase in money brought in during fundraising activities, and community engagement events.

Templo Betel & Travis Baptist congregations have provided support in the form of student mentors, leading "All Pro Dads" parent classes, and have provided support during after school community engagement events.

Extra Curricular Activities have expanded from Optimist Club Sports (Football, Soccer, and Softball) to the Garden Club, Running Club, and Art club to offer extended enrichment and culture building opportunities.

According to the data collected from RJW's community , "Compared to last year to this year - she is enjoying it. Likes staying for tutoring and loves the staff. Noticed that students enjoy time with each other. Students do not talk bad about school it is neutral. There has been a big positive shift since the changing of admin. The staff had said that they enjoy this year better that the previous years."

Additionally, the community stated the want for more frequent school to parent communication.

During beginning of the year Professional Development, RJ Wilson faculty and staff refined the Mission, Vision, and Values of the school. ESF noted that this information was not displayed or communicated regularly with stakeholders.

## Perceptions Strengths

According to the Perceptions committee of teachers, parents and community members of the SBDM, parents and students have given positive feedback regarding changes made this school year. Teacher-led extra curriculums are being provided on a larger scale this year. Due to the opening of lunch visits, recitals, and other campus events, our parent visitor sign ins have increased by 281% (351 parent sign-ins in the 2022-2023 school year to 1339), as indicated by the Raptor system.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** The mission/vision/values of Richard J Wilson Elementary was not visible, equally across the campus, according the ESF Diagnostic in Spring of 2024. **Root Cause:** The mission/vision/values of Richard J Wilson Elementary have not only been communicated to faculty and staff, without student or parent input.

**Problem Statement 2 (Prioritized):** Parents present in the CNA focus group expressed that there is not enough communication from the campus to parents. **Root Cause:** Parent newsletters have only been sent sporadically and whole school communication has been on an as-needed basis rather than systematic.

# Priority Problem Statements

**Problem Statement 1:** During the 2024 Middle of Year NWEA MAP Test, SPED students in Kindergarten, 1st Grade, and 3rd were in the lowest 25th percentile for Math growth from the Beginning of Year NWEA Map administration.

**Root Cause 1:** Lack of systems for recruitment resulted in inconsistent hiring of candidates.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Richard J Wilson students are scoring low in the national percentile in Math, 32nd percentile for achievement and 34th percentile for growth in Math.

**Root Cause 2:** Historically the primary focus of instructional support has been provided for Language Arts. Instructional Coaching and professional development have not been equally available in the subject of Math.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** 3rd Grade Richard J Wilson students are scoring low in Reading, as evidence by their standings in the 27th percentile in achievement and 39th percentile of growth in Reading in the 2024 Middle of Year NWEA MAP assessment.

**Root Cause 3:** Effective Tier 1 instructional practices were not provided to all students due to this year's professional development in Tier 1 strategies being too recent for immediate progress to be seen in a campus where this demographic has performed low over the past several years.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** During the ESF Diagnostic, 30% of the observed classrooms implemented rigorous instruction. This included strategies that actively engaged students in cognitive activities, such as encouraging discussions and demanding evidence to support claims.

**Root Cause 4:** There is one Campus Instructional Coach. She is limited to supporting 10 teachers for their caseloads for reinforcing professional development and for coaching teachers to success.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** The mission/vision/values of Richard J Wilson Elementary was not visible, equally across the campus, according the ESF Diagnostic in Spring of 2024.

**Root Cause 5:** The mission/vision/values of Richard J Wilson Elementary have not only been communicated to faculty and staff, without student or parent input.

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 6:** Parents present in the CNA focus group expressed that there is not enough communication from the campus to parents.

**Root Cause 6:** Parent newsletters have only been sent sporadically and whole school communication has been on an as-needed basis rather than systematic.

**Problem Statement 6 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- Campus goals
- HB3 Reading and math goals for PreK-3
- Planning and decision making committee(s) meeting data

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

## Student Data: Behavior and Other Indicators

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

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data



- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Organizational structure data
- Communications data
- Capacity and resources data
- Study of best practices
- Action research results

# Goals

Revised/Approved: April 10, 2024

**Goal 1:** Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

**Performance Objective 1:** Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 21% to 40% by May 2025.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 14% to 40% by May 2025.

Increase the percentage of Hispanic students from 21% to 40% by May 2025.

**Evaluation Data Sources:** CLI Circle Data

**Strategy 1:** Improve the quality and alignment of Tier 1 instruction for PK students through the use of Creative Curriculum implementation.

**Strategy's Expected Result/Impact:** Students in PK will be on track on CIRCLE Phonological Awareness skills.

**Staff Responsible for Monitoring:** Teachers, Administrators and Creative Curriculum Coach.

**Title I:**





2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

**Problem Statements:** Student Learning 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Provide PD for teachers to improve lessons based on research-based instructional needs. <b>Intended Audience:</b> Pre-K Teachers <b>Provider / Presenter / Person Responsible:</b> Administrators/Early Learning Department <b>Date(s) / Timeframe:</b> Ongoing <b>Delivery Method:</b> Professional Development Sessions  <b>Funding Sources:</b> Subs for PD - TITLE I (211) - 211-11-6112-0PD-165-30-510-000000-25F10 - \$200	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Provide professional support to ECSE classroom in the form of experienced ECSE Sub. <b>Intended Audience:</b> ECSE Teacher <b>Provider / Presenter / Person Responsible:</b> Admin  <b>Funding Sources:</b> - BASIC (199 PIC 11) - 199-11-6117-XXX-165-11-313-000000- - \$200	Formative		Summative	
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 2:</b> 3rd Grade Richard J Wilson students are scoring low in Reading, as evidence by their standings in the 27th percentile in achievement and 39th percentile of growth in Reading in the 2024 Middle of Year NWEA MAP assessment. <b>Root Cause:</b> Effective Tier 1 instructional practices were not provided to all students due to this year's professional development in Tier 1 strategies being too recent for immediate progress to be seen in a campus where this demographic has performed low over the past several years.</p>

**Goal 1: Early Literacy**

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

**Performance Objective 2:** Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 31% to 50% by May 2025.

Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 26% to 40% by May 2025.

**Evaluation Data Sources:** NWEA MAP Fluency

**Strategy 1:** Empower teachers to deliver high-quality literacy instruction by equipping them with data analysis skills to understand student needs and supporting the use of explicit lesson delivery strategies to ensure clear learning goals. This will be done by providing professional development in instructional planning for effective lessons and expanding access to a diverse range of instructional materials and resources to engage all students.

**Strategy's Expected Result/Impact:** Teacher efficacy will be increased and students meeting and exceeding grade level expectations will increase.

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

**Title I:**

2.4, 2.6

**- TEA Priorities:**





Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**- Targeted Support Strategy**

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

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Leverage Professional Learning Communities (PLCs) to create a collaborative environment where teachers can develop their capacity to implement curriculum, refine teaching, analyze data, and gather supplies for the classroom; resulting in improved Tier 1 instruction.</p> <p><b>Intended Audience:</b> Teachers  <b>Provider / Presenter / Person Responsible:</b> Administration, Instructional Coaches  <b>Date(s) / Timeframe:</b> Weekly PLCs  <b>Collaborating Departments:</b> FWISD Learning and Leading  <b>Delivery Method:</b> Face-to-Face</p> <p><b>Funding Sources:</b> Supplies - BASIC (199 PIC 11) - 199-11-6399-XXX-165-11-313-000000- - \$2,664, Supplies for Bilingual Classrooms - BEA (199 PIC 25) - 199-11-6399-001-165-25-313-000000 - \$1,118, Supplies for Special Education Students - SPED (199 PIC 23) - \$1,173, After School Tutoring for At-Risk Students - SCE (199 PIC 24) - 199-11-6116-001-165-24-313-000000- - \$3,219</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Provide Access to Teachers to attend Lead4WARD "Rockin' Review" Conference to plan STAAR preparation.</p> <p><b>Intended Audience:</b> Teachers  <b>Provider / Presenter / Person Responsible:</b> Lead4WARD, CICs  <b>Date(s) / Timeframe:</b> February 2025  <b>Delivery Method:</b> PD</p> <p><b>Funding Sources:</b> Lead4Ward Registration - UNDISTRIBUTED (199 PIC 99) - 199-13-6411-XXX-165-99-313-000000- - \$1,540</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Leverage substitutes to provide coverage for professional development during the school day.</p> <p><b>Intended Audience:</b> Teachers  <b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team  <b>Date(s) / Timeframe:</b> Ongoing  <b>Delivery Method:</b> Substitutes</p> <p><b>Funding Sources:</b> Subs for PD - TITLE I (211) - 211-11-6112-OPD-165-30-510-000000-25F10</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

**Performance Objective 2 Problem Statements:**

**School Processes & Programs**

**Problem Statement 1:** During the ESF Diagnostic, 30% of the observed classrooms implemented rigorous instruction. This included strategies that actively engaged students in cognitive activities, such as encouraging discussions and demanding evidence to support claims. **Root Cause:** There is one Campus Instructional Coach. She is limited to supporting 10 teachers for their caseloads for reinforcing professional development and for coaching teachers to success.

**Goal 1: Early Literacy**

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

**Performance Objective 3:** Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 40% to 60% by May 2025.

Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 48% to 65% by May 2025.

Increase the percentage of Hispanic students who meet or exceed projected growth on MAP Growth Reading in English from 39% to 55% by May 2025.

**Strategy 1:** Provide opportunities to create a culture of literacy for students, staff, and families.

**Strategy's Expected Result/Impact:** Students will show improvement in reading scores in NWEA MAP and STAAR

**Staff Responsible for Monitoring:** Reading CIC, Administration

**Title I:**

2.4, 2.5, 2.6, 4.2

**- TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**





Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Provide updated books for library circulation. <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Librarian <b>Date(s) / Timeframe:</b> Beginning of Year  <b>Funding Sources:</b> Library Books - UNDISTRIBUTED (199 PIC 99) - 199-12-6329-XXX-165-99-313-000000- - \$5,000	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Update technology for Campus Instructional Coach to support teachers in coaching cycles. <b>Intended Audience:</b> Campus Instructional Coach <b>Provider / Presenter / Person Responsible:</b> Principal, CIC <b>Date(s) / Timeframe:</b> July <b>Delivery Method:</b> Laptop  <b>Funding Sources:</b> Laptop - UNDISTRIBUTED (199 PIC 99) - 199-23-6396-XXX-165-99-313-000000- - \$1,200	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Provide Extra Duty Pay to ensure After School Tutoring opportunities are available. <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Teachers/Campus Instructional Leadership Team <b>Date(s) / Timeframe:</b> Ongoing <b>Delivery Method:</b> After School and Weekend Tutoring  <b>Funding Sources:</b> - TITLE I (211) - 211-11-6116-04E-165-30-510-000000-25F10 - \$2,500	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 4 Details	Reviews			
<b>Action Step 4:</b> Provide resources to support literacy instruction and intervention. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Admin, Secretary <b>Date(s) / Timeframe:</b> Ongoing <b>Delivery Method:</b> Supplies for classroom  <b>Funding Sources:</b> Supplies for classroom - TITLE I (211) - 211-11-6399-04E-165-30-510-000000-25F10 - \$3,298.60	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 5 Details	Reviews			
<b>Action Step 5:</b> Provide Enriching Field Trips to students <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Staff <b>Date(s) / Timeframe:</b> Ongoing <b>Delivery Method:</b> Buses and Registration/Entry Fees  <b>Funding Sources:</b> - BASIC (199 PIC 11) - 199-11-6412-XXX-165-11-313-000000- - \$1,000	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>



Action Step 6 Details	Reviews			
<b>Action Step 6:</b> Provide access to teachers to run copies of instructional materials <b>Intended Audience:</b> Teachers  <b>Funding Sources:</b> Xerox Service - UNDISTRIBUTED (199 PIC 99) - 199-23-6299-XXX-165-99-313-000000- - \$2,210	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 7 Details	Reviews			
<b>Action Step 7:</b> Provide supplies to support literacy initiatives in the library. <b>Intended Audience:</b> Library <b>Date(s) / Timeframe:</b> Ongoing <b>Delivery Method:</b> Supplies  <b>Funding Sources:</b> Library Supplies - UNDISTRIBUTED (199 PIC 99) - 199-12-6399-XXX-165-99-313-000000- - \$300	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 3 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Richard J Wilson students are scoring low in the national percentile in Math, 32nd percentile for achievement and 34th percentile for growth in Math. <b>Root Cause:</b> Historically the primary focus of instructional support has been provided for Language Arts. Instructional Coaching and professional development have not been equally available in the subject of Math.</p>

**Goal 2: Early Math**

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

**Performance Objective 1:** Increase the percentage of PK students who score On Track on Circle Math from 67% to 80% by May 2025.

Increase the percentage of Hispanic PK students who score On Track on Circle Math from 67% to 80% by May 2025.

**Evaluation Data Sources:** CLI Circle Math

**Strategy 1:** Daily instruction is provided at the depth and complexity of PK curriculum standards including the student performance tasks/center activities, classroom activities, intervention and formative assessments from the Curriculum Framework.

**Strategy's Expected Result/Impact:** Students in PK will master math fluency and basic concept attainment.

**Staff Responsible for Monitoring:** Teachers, IC and Campus Administrators





**Title I:**

2.4, 2.6

**- TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> PLC's and after-school PD will be held weekly to help teacher assistants plan meaningful lessons and daily activities to Creative Curriculum with fidelity.</p> <p><b>Intended Audience:</b> PK Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Administrators, Early Learning Dept.</p> <p><b>Date(s) / Timeframe:</b> Ongoing</p> <p><b>Collaborating Departments:</b> Early Learning Dept.</p> <p><b>Delivery Method:</b> In person PLC Meetings</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 1 Problem Statements:**

## Student Learning

**Problem Statement 1:** Richard J Wilson students are scoring low in the national percentile in Math, 32nd percentile for achievement and 34th percentile for growth in Math. **Root Cause:** Historically the primary focus of instructional support has been provided for Language Arts. Instructional Coaching and professional development have not been equally available in the subject of Math.

**Goal 2: Early Math**

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

**Performance Objective 2:** Increase the percentage of Kinder students who score On Track on TX-KEA Math from 30% to 50% by May 2025.

**Strategy 1:** Develop the capacity of teacher in Kinder to implement the FWISD Math framework through targeted professional development in critical thinking, problem solving application and district resources

**Strategy's Expected Result/Impact:** Kinder students' Math achievement will increase as measured by the TX-KEA

**Staff Responsible for Monitoring:** Teachers, IC and School Administrators

**Title I:**


2.4, 2.5, 2.6


**- TEA Priorities:**


Build a foundation of reading and math, Improve low-performing schools


**Problem Statements:** Demographics 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Math manipulatives will be provided to teachers to help with lesson implementation and problem-solving mastery.</p> <p><b>Intended Audience:</b> Classroom teachers and students</p> <p><b>Provider / Presenter / Person Responsible:</b> Lead teachers, Math Campus Lead</p> <p><b>Date(s) / Timeframe:</b> Ongoing</p> <p><b>Collaborating Departments:</b> Learning and Leading</p> <p><b>Delivery Method:</b> Instructional Resources</p> <p><b>Funding Sources:</b> - TITLE I (211) - 211-11-6399-04E-165-30-510-000000-25F10 - \$3,298.60</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 2 Problem Statements:**

## Demographics

**Problem Statement 1:** During the 2024 Middle of Year NWEA MAP Test, SPED students in Kindergarten, 1st Grade, and 3rd were in the lowest 25th percentile for Math growth from the Beginning of Year NWEA Map administration. **Root Cause:** Lack of systems for recruitment resulted in inconsistent hiring of candidates.

**Goal 2: Early Math**

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

**Performance Objective 3:** Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 41% to 55% by May 2025.

**Strategy 1:** Empower teachers to deliver high-quality math instruction by equipping them with data analysis skills to understand student needs and supporting the use of explicit lesson delivery strategies to ensure clear learning goals. This will be done by providing professional development in instructional planning for effective lessons and expanding access to a diverse range of instructional materials and resources to engage all students.

**Strategy's Expected Result/Impact:** Teacher efficacy will be increased and students meeting and exceeding grade level expectations will increase.

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

**Title I:**

2.4, 2.5, 2.6, 4.1

**- TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools


**- ESF Levers:**


Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction


**Problem Statements:** Student Learning 1, 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Leverage Professional Learning Communities (PLCs) to create a collaborative environment where teachers can develop their capacity to implement curriculum, refine teaching, analyze data, and gather supplies for the classroom; resulting in improved Tier 1 instruction.</p> <p><b>Intended Audience:</b> Teachers  <b>Provider / Presenter / Person Responsible:</b> Administration, Instructional Coaches  <b>Date(s) / Timeframe:</b> Weekly PLCs  <b>Collaborating Departments:</b> FWISD Learning and Leading  <b>Delivery Method:</b> Face-to-Face</p> <p><b>Funding Sources:</b> Supplies - BASIC (199 PIC 11) - 199-11-6399-XXX-165-11-313-000000- - \$2,664, Supplies for Bilingual Classrooms - BEA (199 PIC 25) - 199-11-6399-001-165-25-313-000000 - \$1,117, Supplies for Special Education Students - SPED (199 PIC 23) - \$1,173, After School Tutoring for At-Risk Students - SCE (199 PIC 24) - 199-11-6116-001-165-24-313-000000- - \$3,216</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> To provide ongoing professional development in mathematics instruction, an instructional coach will be recruited.</p> <p><b>Intended Audience:</b> Teachers  <b>Provider / Presenter / Person Responsible:</b> Principal  <b>Date(s) / Timeframe:</b> July  <b>Delivery Method:</b> FTE</p> <p><b>Funding Sources:</b> Instructional Coach - TITLE I (211) - 211-13-6119-04E-165-30-510-000000-25F10 - \$86,946</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Provide coverage, via substitutes, to allow teachers time to attend job embedded professional development.</p> <p><b>Intended Audience:</b> Teachers  <b>Provider / Presenter / Person Responsible:</b> Campus Leadership Team  <b>Date(s) / Timeframe:</b> Ongoing  <b>Delivery Method:</b> Substitutes</p> <p><b>Funding Sources:</b> Substitutes - TITLE I (211) - 211-11-6112-0PD-165-30-510-000000-25F10 - \$600</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 4 Details	Reviews			
<p><b>Action Step 4:</b> Create opportunities for parents to take part in data analysis of their student's progress.</p> <p><b>Intended Audience:</b> Parents  <b>Provider / Presenter / Person Responsible:</b> Campus Leadership Team, Teachers  <b>Date(s) / Timeframe:</b> Ongoing  <b>Delivery Method:</b> Family Data Nights</p> <p><b>Funding Sources:</b> Extra Duty for Family Data Nights - TITLE I (211) - 211-61-6116-04L-165-30-510-000000-25F10 - \$2,000</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 5 Details	Reviews			
<p><b>Action Step 5:</b> Provide incentives and snacks for students who attend tutoring after school.</p> <p><b>Intended Audience:</b> Students  <b>Provider / Presenter / Person Responsible:</b> Campus Leadership Team  <b>Date(s) / Timeframe:</b> October through March  <b>Delivery Method:</b> Snacks and incentives</p> <p><b>Funding Sources:</b> - TITLE I (211) - 211-11-6499-04E-165-30-510-000000-25F10 - \$2,000</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

### Performance Objective 3 Problem Statements:

#### Student Learning

**Problem Statement 1:** Richard J Wilson students are scoring low in the national percentile in Math, 32nd percentile for achievement and 34th percentile for growth in Math. **Root Cause:** Historically the primary focus of instructional support has been provided for Language Arts. Instructional Coaching and professional development have not been equally available in the subject of Math.

**Problem Statement 2:** 3rd Grade Richard J Wilson students are scoring low in Reading, as evidence by their standings in the 27th percentile in achievement and 39th percentile of growth in Reading in the 2024 Middle of Year NWEA MAP assessment. **Root Cause:** Effective Tier 1 instructional practices were not provided to all students due to this year's professional development in Tier 1 strategies being too recent for immediate progress to be seen in a campus where this demographic has performed low over the past several years.



**Goal 3: CCMR**

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025

**Performance Objective 1:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 36% to 46% by May 2025.

**Evaluation Data Sources:** Interim STAAR

**Strategy 1:** Provide Materials to ensure access to Math manipulatives, Math practice, and interventions.

**Strategy's Expected Result/Impact:** Students will have access to improved Tier I and Tier 2 Math instruction.

**Staff Responsible for Monitoring:** CIC, Admin

**Title I:**

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

**Problem Statements:** Demographics 1 - Student Learning 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Provide Opportunities for parents to attend content driven family nights such as Literacy Night, Math Night, and Science Night.</p> <p><b>Intended Audience:</b> Families, Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Teachers</p> <p><b>Date(s) / Timeframe:</b> Ongoing</p> <p><b>Delivery Method:</b> Extra Duty</p> <p><b>Funding Sources:</b> Extra Duty for parent engagement nights. - TITLE I (211) - 211-61-6116-04L-165-30-510-000000-25F10 - \$3,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

**Performance Objective 1 Problem Statements:**

### Demographics

**Problem Statement 1:** During the 2024 Middle of Year NWEA MAP Test, SPED students in Kindergarten, 1st Grade, and 3rd were in the lowest 25th percentile for Math growth from the Beginning of Year NWEA Map administration. **Root Cause:** Lack of systems for recruitment resulted in inconsistent hiring of candidates.

### Student Learning

**Problem Statement 1:** Richard J Wilson students are scoring low in the national percentile in Math, 32nd percentile for achievement and 34th percentile for growth in Math. **Root Cause:** Historically the primary focus of instructional support has been provided for Language Arts. Instructional Coaching and professional development have not been equally available in the subject of Math.

**Goal 3: CCMR**

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025

**Performance Objective 2:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 21% to 40% by May 2025.

**Evaluation Data Sources:** Interim STAAR

**Strategy 1:** Provide enrichment for students at the meets or masters level.

**Strategy's Expected Result/Impact:** Provide an increase in student achievement at the Meets level.

**Staff Responsible for Monitoring:** Administration

**Title I:**


2.4, 2.5


**- TEA Priorities:**


Build a foundation of reading and math, Improve low-performing schools


**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Provide resources for our Maker Space for student use. <b>Intended Audience:</b> Students identified as Gifted and Talented. <b>Provider / Presenter / Person Responsible:</b> Librarian <b>Date(s) / Timeframe:</b> August <b>Delivery Method:</b> Resources  <b>Funding Sources:</b> Supplies - GT (199 PIC 21) - \$588	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Richard J Wilson students are scoring low in the national percentile in Math, 32nd percentile for achievement and 34th percentile for growth in Math. <b>Root Cause:</b> Historically the primary focus of instructional support has been provided for Language Arts. Instructional Coaching and professional development have not been equally available in the subject of Math.</p>

**Goal 4:** Learning Environment (based on the BOE constraints)

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

**Performance Objective 1:** Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 7% to 4% by May 2025.

**Strategy 1:** Track attendance, communicate with parents and provide incentives for positive attendance support.

**Strategy's Expected Result/Impact:** Student attendance will increase.

**Staff Responsible for Monitoring:** Assistant Principal

**Title I:**





2.5, 2.6

- **TEA Priorities:**

Improve low-performing schools

**Problem Statements:** Perceptions 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Provide Parent Engagement Specialist with supplies for parent engagement activities.</p> <p><b>Intended Audience:</b> Parents  <b>Provider / Presenter / Person Responsible:</b> FES  <b>Date(s) / Timeframe:</b> Ongoing  <b>Delivery Method:</b> Supplies</p> <p><b>Funding Sources:</b> Supplies - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-165-30-510-000000-25F10 - \$1,056</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Provide snack for parent classes.</p> <p><b>Intended Audience:</b> Parents  <b>Provider / Presenter / Person Responsible:</b> FES  <b>Date(s) / Timeframe:</b> Ongoing  <b>Delivery Method:</b> Snacks/Refreshments</p> <p><b>Funding Sources:</b> Snacks - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-165-30-510-000000-25F10 - \$1,000</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Provide access to office to safely destroy student information to protect confidentiality, in alignment with board policy.</p> <p><b>Intended Audience:</b> Office Staff  <b>Provider / Presenter / Person Responsible:</b> Contracted Service  <b>Date(s) / Timeframe:</b> Ongoing  <b>Delivery Method:</b> Contracted Service</p> <p><b>Funding Sources:</b> - UNDISTRIBUTED (199 PIC 99) - 199-23-6299-XXX-165-99-313-000000- - \$200</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 4 Details	Reviews			
<p><b>Action Step 4:</b> Provide opportunities for custodians to participate in extra duty when supporting after school parent engagement events. Additionally, campus monitor will support for extra duty with parent engagement.</p> <p><b>Intended Audience:</b> Custodians  <b>Provider / Presenter / Person Responsible:</b> Head Custodian  <b>Date(s) / Timeframe:</b> Ongoing  <b>Delivery Method:</b> Extra Duty Pauy</p> <p><b>Funding Sources:</b> Extra duty for Custodian - UNDISTRIBUTED (199 PIC 99) - 199-51-6121-XXX-165-99-313-000000- - \$250, Extra Duty for Campus Monitor - UNDISTRIBUTED (199 PIC 99) - 199-52-6121-XXX-165-99-313-000000- - \$800</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 1 Problem Statements:**

<b>Perceptions</b>
<p><b>Problem Statement 2:</b> Parents present in the CNA focus group expressed that there is not enough communication from the campus to parents. <b>Root Cause:</b> Parent newsletters have only been sent sporadically and whole school communication has been on an as-needed basis rather than systematic.</p>

**Goal 4: Learning Environment** (based on the BOE constraints)

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

**Performance Objective 2:** Decrease the number of out of school suspensions for students from 6 to 1 by May 2025.

**Evaluation Data Sources:** Focus Discipline Action Code Data

**Strategy 1:** Create Positive Behavior Intervention Systems to increase the positive culture of the school and decrease discipline issues.

**Strategy's Expected Result/Impact:** Students will show decreased behavior incidents.

**Staff Responsible for Monitoring:** Assistant Principal

**Title I:**

2.6

**- TEA Priorities:**





Improve low-performing schools

**- ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Perceptions 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Utilize the Ron Clark System and Proud Wolf Award for daily PBIS incentives. <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Teachers/Staff/Admin <b>Date(s) / Timeframe:</b> August through May <b>Delivery Method:</b> Incentives	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Create opportunities for parent engagement through after school museum night. Provide extra duty to include TAs in parent outreach.</p> <p><b>Intended Audience:</b> Families  <b>Provider / Presenter / Person Responsible:</b> FES  <b>Date(s) / Timeframe:</b> Ongoing  <b>Delivery Method:</b> Museum Registration</p> <p><b>Funding Sources:</b> Family Science Night - FAMILY ENGAGEMENT (211) - 211-61-6299-04L-165-30-510-000000-25F10 - \$800, Overtime for TAs - UNDISTRIBUTED (199 PIC 99) - 199-23-6121-XXX-165-99-313-000000- - \$200</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Create an environment in the counseling suite to build capacity for students to self-regulate emotions.</p> <p><b>Intended Audience:</b> Counselor  <b>Date(s) / Timeframe:</b> Ongoing</p> <p><b>Funding Sources:</b> Counseling Supplies - UNDISTRIBUTED (199 PIC 99) - 199-31-6399-XXX-165-99-313-000000- - \$350, Counseling furniture - UNDISTRIBUTED (199 PIC 99) - 199-31-6398-XXX-165-99-313-000000- - \$150</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Strategy 2:** Implement a SEL Framework for aligning campus culture to counseling lessons.

**Strategy's Expected Result/Impact:** Students will be educated in citizenship and will show less discipline referrals.

**Staff Responsible for Monitoring:** Counselor and Admin

**Title I:**

2.6





- **TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Perceptions 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Utilize the Every Monday Matters (or FWISD equivalent) SEL Curriculum to improve student citizenship and increase positive school culture. <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Counselor <b>Date(s) / Timeframe:</b> August though May <b>Delivery Method:</b> Counseling Lessons	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Provide students with an artistic outlet in Music and Art. <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Fine Art Teacher and Music Teacher <b>Date(s) / Timeframe:</b> Ongoing <b>Delivery Method:</b> Supplies  <b>Funding Sources:</b> Art Supplies - BASIC (199 PIC 11) - 199-11-6399-XXX-165-11-313-000000- - \$1,666, Music Supplies - BASIC (199 PIC 11) - 199-11-6399-XXX-165-11-313-000000- - \$1,666	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Strategy 3:** To reinforce Drug and Violence Prevention, Suicide Prevention, and Conflict Resolution efforts; PBIS systems, cafeteria monitor, and behavior incentives will be provided.

**Strategy's Expected Result/Impact:** Perceptions of Safety will be increased by students and parents.

**Staff Responsible for Monitoring:** Assistant Principal

**Title I:**

2.6

- **TEA Priorities:**





Improve low-performing schools

- **ESF Levers:**

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

**Problem Statements:** Perceptions 1



Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Cafeteria Monitor will be retained to implement PBIS systems and to monitor for safety. <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Campus Cafeteria Monitor <b>Date(s) / Timeframe:</b> Lunch Hours <b>Delivery Method:</b> Personnel  <b>Funding Sources:</b> - UNDISTRIBUTED (199 PIC 99) - 199-35-6127-XXX-165-99-313-000000- - \$6,500	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Provide systems to increase school culture by implementing the House System. <b>Intended Audience:</b> Students, Teachers <b>Provider / Presenter / Person Responsible:</b> Administration <b>Date(s) / Timeframe:</b> Ongoing <b>Delivery Method:</b> Ron Clark House Program for campus  <b>Funding Sources:</b> Ron Clark House Program - TITLE I (211) - 211-11-6329-04E-165-30-510-000000-25F10 - \$2,400	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 2 Problem Statements:**

Perceptions
<p><b>Problem Statement 1:</b> The mission/vision/values of Richard J Wilson Elementary was not visible, equally across the campus, according the ESF Diagnostic in Spring of 2024.  <b>Root Cause:</b> The mission/vision/values of Richard J Wilson Elementary have not only been communicated to faculty and staff, without student or parent input.</p>

# Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Subs for PD	Subs for professional development	211-11-6112-OPD-165-30-510-000000-25F10	\$200.00
1	2	1	3	Subs for PD	Subs for professional development	211-11-6112-OPD-165-30-510-000000-25F10	\$0.00
1	3	1	3		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-165-30-510-000000-25F10	\$2,500.00
1	3	1	4	Supplies for classroom	Supplies and materials for instructional use	211-11-6399-04E-165-30-510-000000-25F10	\$3,298.60
2	2	1	1		Supplies and materials for instructional use	211-11-6399-04E-165-30-510-000000-25F10	\$3,298.60
2	3	1	2	Instructional Coach	Instructional Coach	211-13-6119-04E-165-30-510-000000-25F10	\$86,946.00
2	3	1	3	Substitutes	Subs for professional development	211-11-6112-OPD-165-30-510-000000-25F10	\$600.00
2	3	1	4	Extra Duty for Family Data Nights	Extra duty for family engagement activities after hours (Teachers)	211-61-6116-04L-165-30-510-000000-25F10	\$2,000.00
2	3	1	5		Snacks or incentives for students	211-11-6499-04E-165-30-510-000000-25F10	\$2,000.00
3	1	1	1	Extra Duty for parent engagement nights.	Extra duty for family engagement activities after hours (Teachers)	211-61-6116-04L-165-30-510-000000-25F10	\$3,000.00
4	2	3	2	Ron Clark House Program	Reading materials & Software for classroom use	211-11-6329-04E-165-30-510-000000-25F10	\$2,400.00
<b>Sub-Total</b>							\$106,243.20
<b>Budgeted Fund Source Amount</b>							\$106,243.20
<b>+/- Difference</b>							\$0.00

FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1	Supplies	Supplies and materials for parental involvement	211-61-6399-04L-165-30-510-000000-25F10	\$1,056.00
4	1	1	2	Snacks	Snacks for parents to promote participation	211-61-6499-04L-165-30-510-000000-25F10	\$1,000.00
4	2	1	2	Family Science Night	Family Engagement Contracted Services/ Family Science Night	211-61-6299-04L-165-30-510-000000-25F10	\$800.00
<b>Sub-Total</b>							\$2,856.00
<b>Budgeted Fund Source Amount</b>							\$2,856.00
<b>+/- Difference</b>							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	2		INSTRUCTION   TEMP/ HOURLY - PROFESSIONAL	199-11-6117-XXX-165-11-313-000000-	\$200.00
1	2	1	1	Supplies	INSTRUCTION   GENERAL SUPPLIES	199-11-6399-XXX-165-11-313-000000-	\$2,664.00
1	3	1	5		INSTRUCTION   TRAVEL - STUDENT	199-11-6412-XXX-165-11-313-000000-	\$1,000.00
2	3	1	1	Supplies	INSTRUCTION   GENERAL SUPPLIES	199-11-6399-XXX-165-11-313-000000-	\$2,664.00
4	2	2	2	Art Supplies	INSTRUCTION   GENERAL SUPPLIES	199-11-6399-XXX-165-11-313-000000-	\$1,666.00
4	2	2	2	Music Supplies	INSTRUCTION   GENERAL SUPPLIES	199-11-6399-XXX-165-11-313-000000-	\$1,666.00
<b>Sub-Total</b>							\$9,860.00
<b>Budgeted Fund Source Amount</b>							\$9,860.00
<b>+/- Difference</b>							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	1	Supplies		GENERAL SUPPLIES	\$588.00

GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
<b>Sub-Total</b>							\$588.00
<b>Budgeted Fund Source Amount</b>							\$588.00
<b>+/- Difference</b>							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Supplies for Special Education Students	GENERAL SUPPLIES		\$1,173.00
2	3	1	1	Supplies for Special Education Students	GENERAL SUPPLIES		\$1,173.00
<b>Sub-Total</b>							\$2,346.00
<b>Budgeted Fund Source Amount</b>							\$2,346.00
<b>+/- Difference</b>							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	After School Tutoring for At-Risk Students	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-165-24-313-000000-	\$3,219.00
2	3	1	1	After School Tutoring for At-Risk Students	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-165-24-313-000000-	\$3,216.00
<b>Sub-Total</b>							\$6,435.00
<b>Budgeted Fund Source Amount</b>							\$6,435.00
<b>+/- Difference</b>							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Supplies for Bilingual Classrooms	Supplies and materials - instruction	199-11-6399-001-165-25-313-000000	\$1,118.00
2	3	1	1	Supplies for Bilingual Classrooms	Supplies and materials - instruction	199-11-6399-001-165-25-313-000000	\$1,117.00
<b>Sub-Total</b>							\$2,235.00
<b>Budgeted Fund Source Amount</b>							\$2,235.00
<b>+/- Difference</b>							\$0.00

**UNDISTRIBUTED (199 PIC 99)**

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	2	Lead4Ward Registration	STAFF DEVELOPMENT   TRAVEL - EMPLOYEE ONLY	199-13-6411-XXX-165-99-313-000000-	\$1,540.00
1	3	1	1	Library Books	INSTRCTNL RES/MED SVCS   OTHER READING MATERIALS	199-12-6329-XXX-165-99-313-000000-	\$5,000.00
1	3	1	2	Laptop	SCHOOL LEADERSHIP   TECHNOLOGY < \$5000	199-23-6396-XXX-165-99-313-000000-	\$1,200.00
1	3	1	6	Xerox Service	SCHOOL LEADERSHIP   MISC CONTRACTED SERVICES	199-23-6299-XXX-165-99-313-000000-	\$2,210.00
1	3	1	7	Library Supplies	INSTRCTNL RES/MED SVCS   GENERAL SUPPLIES	199-12-6399-XXX-165-99-313-000000-	\$300.00
4	1	1	3		SCHOOL LEADERSHIP   MISC CONTRACTED SERVICES	199-23-6299-XXX-165-99-313-000000-	\$200.00
4	1	1	4	Extra duty for Custodian	PLANT MAINT & OPERATION   EXTRA DUTY/OT - SUPPORT	199-51-6121-XXX-165-99-313-000000-	\$250.00
4	1	1	4	Extra Duty for Campus Monitor	SECURITY AND MONITORING   EXTRA DUTY/OT - SUPPORT	199-52-6121-XXX-165-99-313-000000-	\$800.00
4	2	1	2	Overtime for TAs	SCHOOL LEADERSHIP   EXTRA DUTY/OT - SUPPORT	199-23-6121-XXX-165-99-313-000000-	\$200.00
4	2	1	3	Counseling Supplies	GUIDANCE & COUNSELING SVC   GENERAL SUPPLIES	199-31-6399-XXX-165-99-313-000000-	\$350.00
4	2	1	3	Counseling furniture	GUIDANCE & COUNSELING SVC   FURN&EQUIP < \$5000	199-31-6398-XXX-165-99-313-000000-	\$150.00
4	2	3	1		FOOD SERVICE   NON-CONTRACT - SUPPORT	199-35-6127-XXX-165-99-313-000000-	\$6,500.00
<b>Sub-Total</b>							<b>\$18,700.00</b>
<b>Budgeted Fund Source Amount</b>							<b>\$18,700.00</b>

**UNDISTRIBUTED (199 PIC 99)**

<b>Goal</b>	<b>Performance Objective</b>	<b>Strategy</b>	<b>Action Step</b>	<b>Resources Needed</b>	<b>Description</b>	<b>Account Code</b>	<b>Amount</b>
						<b>+/- Difference</b>	\$0.00
						<b>Grand Total Budgeted</b>	\$149,263.20
						<b>Grand Total Spent</b>	\$149,263.20
						<b>+/- Difference</b>	\$0.00

# Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Child Abuse and Neglect	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Coordinated Health Program	Administrative Services, Learning and Leading, Operations	8/22/2024	Lisa Inzar	8/21/2024
Decision-Making and Planning Policy Evaluation	Administrative Services, Governance and Strategic Communications	8/22/2024	Lisa Inzar	8/21/2024
Disciplinary Alternative Education Program (DAEP)	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dropout Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dyslexia Treatment Program	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Title I, Part C Migrant	Learning and Leading, Business and Finance	8/22/2024	Lisa Inzar	8/21/2024
Pregnancy Related Services	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Post-Secondary Preparedness	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Recruiting Teachers and Paraprofessionals	Talent Management, Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Crisis Intervention Programs and Training	Learning and Leading, Administrative Services	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Discipline/Conflict/Violence Management	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Technology Integration	Technology	8/22/2024	Lisa Inzar	8/21/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Administrative Services, Safety & Security	8/22/2024	Lisa Inzar	8/21/2024