Fort Worth Independent School District

165 Richard J. Wilson Elementary School

2026-2027 Campus Improvement Plan



Board Approval Date: November 10, 2026

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.

Value Statement

Respect

Kindness

Excellence

Collaboration

Accountability

Mindset

Growth

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Comprehensive Needs Assessment

Revised/Approved: November 10, 2026

Demographics

Demographics Summary

Richard J. Wilson Elementary School serves a student population of approximately **510 students** in grades PK–5, characterized by high levels of economic and linguistic diversity. The student body is predominately **Hispanic (95.3%)**, with smaller representations of White (2.4%), African American (1.4%), and other ethnic groups. A significant majority of the population is classified as **economically disadvantaged (93.1%)**, and **60.1%** are identified as **Emergent Bilingual/English Learners**, reflecting a strong need for robust Title I support and specialized linguistic instructional models. Additionally, **83.6%** of the student body is considered **at-risk**, highlighting the critical importance of the campus's ongoing efforts in academic intervention, which recently successfully moved the school's accountability rating from an **F to a B**.

Demographics Strengths

- Richard J. Wilson ES continues to demonstrate exceptional academic growth among its predominantly Hispanic and Emergent Bilingual student populations.
- As of the **Spring 2026 NWEA MAP** results, the campus achieved a **78th percentile for growth in Mathematics**.
- In **Reading Language Arts (RLA)**, the campus achieved a **67th percentile for growth**, indicating that instructional practices are consistently reaching the student body.
- The percentage of students in the highest growth quintile (>80th) in Math reached **47%** by the end of the year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): While the Hispanic and Emergent Bilingual student groups are demonstrating a 62nd percentile for growth, a significant achievement gap persists as 0 out of 24 academic achievement targets are currently being met for these populations in Reading and Math.
Root Cause: A lack of training for the use of consistent, high-rigor Tier 1 instructional alignment and targeted linguistic scaffolds prevents Hispanic and Emergent Bilingual students from transitioning from foundational "Approaches" skills to the complex problem-solving and critical reading required for the "Meets Grade Level" standard.

Student Learning

Student Learning Summary

While the school maintains a historical B rating, the **Spring 2026 NWEA MAP** data highlights a divergence between high growth and current achievement levels.

- **Mathematics:** The campus ended the year with a **78th percentile for growth**. This is a significant improvement over the 2025 growth median of **59th percentile**. However, the Spring 2026 **Median Achievement** for Math is at the **61st percentile**, meaning that while students are improving rapidly, many are still working toward mastery.
- **Reading (RLA):** The campus shows a similar upward trend, ending 2026 with a **67th percentile for growth**, compared to the **58th percentile** in 2025. Spring 2026 **Median Achievement** in Reading has risen to the **44th percentile** from a fall baseline of 29th.

Student Learning Strengths

- **Year-over-Year Acceleration:** The campus has successfully accelerated growth in both core subjects. Math growth increased from the 59th percentile (2025) to the **78th percentile (2026)**. Reading growth increased from the 58th percentile (2025) to the **67th percentile (2026)**.
- **Achievement Gains: * Math Achievement** median rose from 45th percentile (Fall 2025) to **61st percentile (Spring 2026)**.
    - **Reading Achievement** median rose from 29th percentile (Fall 2025) to **44th percentile (Spring 2026)**.
- **High Growth Distribution:** Nearly half (**47%**) of all students in Mathematics are now in the top quintile for growth, more than doubling the 2025 rate of 29%.

Subject	2025 Growth Median	2026 Growth Median	2025 Spring Achievement	2026 Spring Achievement
Mathematics	59th	**78th**	46th	**61st**
Reading (RLA)	58th	**67th**	40th	**44th**

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): According to 2025 STAAR results and 2026 Spring Benchmark data, students in grades 3-5 demonstrate significant gaps in reading comprehension, with only 25% of students reaching "Meets Grade Level" and 0 out of 24 accountability achievement targets currently being met.
Root Cause: Teachers were not provided with an effective method for designing student level interventions.

School Processes & Programs

School Processes & Programs Summary

The campus demonstrates strong cultural health and operational stability, evidenced by a high **91% teacher retention rate** and a robust, highly active **Parent Teacher Organization (PTO)**. This high level of staff continuity provides a solid foundation for instructional consistency, while the PTO's significant volunteer hours and financial investment—specifically their funding of a comprehensive school dismissal system—underscore deep community engagement. However, data within **Branching Minds** indicates a rising trend in documented **Social Emotional Learning (SEL)** needs, suggesting that while the school is operationally sound, there is an increasing demand for targeted, Tier 2 and Tier 3 emotional supports to address student well-being. Future campus improvement efforts should focus on reallocating or seeking additional resources to bolster these SEL interventions, potentially pivoting PTO financial support toward direct student and teacher programs as operational efficiencies are realized.

School Processes & Programs Strengths

The campus demonstrates exceptional **operational stability and community synergy**, anchored by a remarkable **91% teacher retention rate** that ensures instructional consistency and deep institutional knowledge. This professional stability is matched by a highly invested **Parent Teacher Organization (PTO)**, which contributes significant volunteer capital and financial resources, including the successful implementation of a high-cost school dismissal system. Furthermore, the proactive use of **Branching Minds** to document social-emotional data reflects a sophisticated, data-driven approach to identifying student needs, positioning the leadership team to address well-being with precision and intentionality.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Despite the school's high operational stability and 91% teacher retention rate, an increase in Branching Minds documentation reveals a growing gap between rising student social-emotional needs and the availability of discretionary funds, which are currently prioritized for high-cost operational systems like the PTO-funded dismissal program.
Root Cause: Teachers were not provided with a social emotional learning curriculum to address student emotional needs.

Problem Statement 2 (Prioritized): The school currently relies on a clear and defined dismissal system, taking funds from other supports that could be provided by the PTO.
Root Cause: While the school dismissal system provides essential safety and efficiency, its significant operational cost to the PTO restricts the reallocation of funds toward critical student and teacher support programs.

Perceptions

Perceptions Summary

Stakeholders at Richard J. Wilson Elementary perceive a disconnect between the school's "B" rating and the daily consistency of student attendance. While the campus maintains a 93.58% Average Daily Attendance, the SBDM committee and faculty report that instructional continuity is frequently disrupted by excessive tardies and early dismissals. These specific barriers to engagement are not fully reflected in the 18.4% chronic absenteeism rate but are viewed by teachers as a primary challenge to maintaining academic gains. Data indicates this perception of instability is most acute in early childhood, with Pre-K and Kindergarten showing the highest rates of absence, suggesting that a culture of "all-day, every-day" attendance has yet to be fully established among all families.

Perceptions Strengths

The campus demonstrates a strong foundation of student engagement, maintaining an overall **93.58% Average Daily Attendance**. This stability is most evident in the upper elementary grades, where attendance is highest: **1st Grade leads the campus with 94.62%**, followed closely by **5th Grade at 94.55%** and **4th Grade at 94.24%**. With over **81% of the total student body** consistently present and avoiding the threshold of chronic absenteeism, the school benefits from a reliable and present majority that supports a steady environment for daily instruction.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): While the campus maintains a stable 93.58% Average Daily Attendance led by strong participation in 1st, 4th, and 5th grades, instructional continuity is challenged by a high volume of excessive tardies and early dismissals that are not captured in the primary attendance data.
Root Cause: Parents were not significantly informed by the campus regarding attendance expectations and the academic impact of student tardies and early dismissals.

Priority Problem Statements

Problem Statement 1: According to 2025 STAAR results and 2026 Spring Benchmark data, students in grades 3-5 demonstrate significant gaps in reading comprehension, with only 25% of students reaching "Meets Grade Level" and 0 out of 24 accountability achievement targets currently being met.

Root Cause 1: Teachers were not provided with an effective method for designing student level interventions.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: While the Hispanic and Emergent Bilingual student groups are demonstrating a 62nd percentile for growth, a significant achievement gap persists as 0 out of 24 academic achievement targets are currently being met for these populations in Reading and Math.

Root Cause 2: A lack of training for the use of consistent, high-rigor Tier 1 instructional alignment and targeted linguistic scaffolds prevents Hispanic and Emergent Bilingual students from transitioning from foundational "Approaches" skills to the complex problem-solving and critical reading required for the "Meets Grade Level" standard.

Problem Statement 2 Areas: Demographics

Problem Statement 3: While the campus maintains a stable 93.58% Average Daily Attendance led by strong participation in 1st, 4th, and 5th grades, instructional continuity is challenged by a high volume of excessive tardies and early dismissals that are not captured in the primary attendance data.

Root Cause 3: Parents were not significantly informed by the campus regarding attendance expectations and the academic impact of student tardies and early dismissals.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Despite the school's high operational stability and 91% teacher retention rate, an increase in Branching Minds documentation reveals a growing gap between rising student social-emotional needs and the availability of discretionary funds, which are currently prioritized for high-cost operational systems like the PTO-funded dismissal program.

Root Cause 4: Teachers were not provided with a social emotional learning curriculum to address student emotional needs.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: The school currently relies on a clear and defined dismissal system, taking funds from other supports that could be provided by the PTO.

Root Cause 5: While the school dismissal system provides essential safety and efficiency, its significant operational cost to the PTO restricts the reallocation of funds toward critical student and teacher support programs.

Problem Statement 5 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- 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 performance, progress, discipline, attendance, and mobility/stability
- Dyslexia data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records

- School safety data

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: November 10, 2026

Goal 1: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for English Language Arts and Reading (ELAR) on the annual state performance measurement from 41% to 51%.

Performance Objective 1: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR six weeks assessments from 20% to 40% by June 2027.
Increase RLA Achievement for Special Education students from 7 to at least 38 by June 2027.

Evaluation Data Sources: Six Weeks Assessments

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1: Implement High Quality Instruction (HQI), Cowtown 12, with High Quality Instructional Materials (HQIM), Bluebonnet Reading, in all K-5 classrooms with SPOT Observations and feedback, daily lesson rehearsals, and coaching cycles for teachers.

Strategy's Expected Result/Impact: Improved learner outcomes as evidenced by SPOT observations overall rating, DOL and six weeks data.

Staff Responsible for Monitoring: Principal and AP

Title I:
2.52
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **Targeted Support Strategy**

Problem Statements: Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Allocate up to $32,969 for general instructional supplies to support high-rigor classroom engagement. **Provider / Presenter / Person Responsible:** Classroom Teachers **Date(s) / Timeframe:** Ongoing **Collaborating Departments:** Bilingual, SPED **Delivery Method:** Supplies **Funding Sources:** General instructional supplies to support high-rigor classroom engagement - Title I (211) - 211-11-6399-501-165-30-165-101000 - $32,969			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: According to 2025 STAAR results and 2026 Spring Benchmark data, students in grades 3-5 demonstrate significant gaps in reading comprehension, with only 25% of students reaching "Meets Grade Level" and 0 out of 24 accountability achievement targets currently being met. **Root Cause**: Teachers were not provided with an effective method for designing student level interventions.

Goal 1: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for English Language Arts and Reading (ELAR) on the annual state performance measurement from 41% to 51%.

Performance Objective 2: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level norms on EOY MAP Growth Reading in English from 52% to 65% by June 2027.

Evaluation Data Sources: MAP

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1: Provide intensive, data-driven, small-group literacy interventions for students identified in the lowest growth quintiles, focusing on rapid phonics and comprehension gains.

Strategy's Expected Result/Impact: If weekly data analysis is not occurring as planned or Special Education mathematics data are not resulting in appropriate instructional adjustments, the Principal/AP will identify the implementation barrier and determine corrective action with the instructional and Special Education teams. Actions may include additional data-analysis support, targeted coaching/modeling, revisions to student groups or interventions, adjustments to scaffolds/accommodations, or increased monitoring.

Staff Responsible for Monitoring: The Principal and AP

Title I:
2.51, 2.52
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools

Problem Statements: Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Hire two Teacher Assistants (Total: $63,470 inclusive of 18% fringe) to lead daily foundational reading intervention groups. **Intended Audience:** Students via small group and co-teach support from teacher assistants. **Provider / Presenter / Person Responsible:** Principal **Funding Sources:** FTE for Teacher Assistants - Title I (211) - 211-11-6129-501-165-30-165-101000 - $26,894, FTE for Bilingual Teacher Assistant - Title I (211) - 211-11-6129-501-165-30-165-101000 - $26,894, FTE for Teacher Assistants - Fringe - Title I (211) - 211-XX-614X-501-165-30-165-101000 - $4,841, FTE for Bilingual Teacher Assistant Fringe - Title I (211) - 211-XX-614X-501-165-30-165-101000 - $4,841			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: According to 2025 STAAR results and 2026 Spring Benchmark data, students in grades 3-5 demonstrate significant gaps in reading comprehension, with only 25% of students reaching "Meets Grade Level" and 0 out of 24 accountability achievement targets currently being met. **Root Cause**: Teachers were not provided with an effective method for designing student level interventions.

Goal 1: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for English Language Arts and Reading (ELAR) on the annual state performance measurement from 41% to 51%.

Performance Objective 3: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR benchmark assessments from 13% to 40% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1: Engage families in literacy-building activities to bridge the gap between home and school learning.

Summative Evaluation: Some Progress Made Toward Strategy

Title I:
2.51, 2.52
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools

Problem Statements: Demographics 1

Action Step 1 Details	Formative Reviews		
Action Step 1: Allocate $950 for registration and fees to host a Family Museum Night focused on interactive storytelling, STEM. **Funding Sources:** Registration Fees - Family Engagement (211) - 211-61-6299-503-165-30-165-101000 - $950	Formative		
	Nov	Jan	Mar

Action Step 2 Details	Formative Reviews		
Action Step 2: Provide extra duty for Family Engagement Specialist to provide parent meetings and extra services beyond their normal duty hours. **Funding Sources:** Extra Duty Hours - Family Engagement (211) - 211-61-6121-503-165-30-165-101000 - $689, Family Engagement Fringe - Family Engagement (211) - 211-61-614X-503-165-30-165-101000 - $124	Formative		
	Nov	Jan	Mar

Action Step 3 Details	Formative Reviews		
Action Step 3: Provide supplies for Family Engagement events and to manage the FES office **Funding Sources:** Supplies - Family Engagement (211) - 211-61-6399-503-165-30-165-101000 - $876	Formative		
	Nov	Jan	Mar

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: While the Hispanic and Emergent Bilingual student groups are demonstrating a 62nd percentile for growth, a significant achievement gap persists as 0 out of 24 academic achievement targets are currently being met for these populations in Reading and Math. **Root Cause**: A lack of training for the use of consistent, high-rigor Tier 1 instructional alignment and targeted linguistic scaffolds prevents Hispanic and Emergent Bilingual students from transitioning from foundational "Approaches" skills to the complex problem-solving and critical reading required for the "Meets Grade Level" standard.

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 24% to 39%.

Performance Objective 1: Increase the percentage of 3rd grade students that score meets grade level or above on Math six weeks assessments from 27% to 40% by June 2027.
Increase Mathematics Achievement for Special Education students from 7 to at least 41 by June 2027. Explicitly connect the weekly data cycle and resulting instructional adjustments to Special Education students.

Evaluation Data Sources: Six Weeks Assessments

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1: Utilize a cycle of data-driven instructional planning (analyze assessment results weekly) to collaboratively address specific, recurrent gaps in mathematical problem-solving and procedural fluency identified in six-week assessment reports.

Summative Evaluation: Some Progress Made Toward Strategy

Title I:
2.51, 2.52
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools

Problem Statements: Demographics 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Utilize a cycle of data-driven instructional planning (analyze assessment results weekly) to collaboratively address specific, recurrent gaps in mathematical problem-solving and procedural fluency identified in six-week assessment reports. **Funding Sources:** Substitute Coverage - Title I (211) - 211-11-6112-501-165-30-165-101000 - $3,000, Fringe for sub coverage - Title I (211) - 211-XX-614X-501-165-30-165-101000 - $540			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: While the Hispanic and Emergent Bilingual student groups are demonstrating a 62nd percentile for growth, a significant achievement gap persists as 0 out of 24 academic achievement targets are currently being met for these populations in Reading and Math. **Root Cause**: A lack of training for the use of consistent, high-rigor Tier 1 instructional alignment and targeted linguistic scaffolds prevents Hispanic and Emergent Bilingual students from transitioning from foundational "Approaches" skills to the complex problem-solving and critical reading required for the "Meets Grade Level" standard.

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 24% to 39%.

Performance Objective 2: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level norms on EOY MAP Growth Math in English from 58% to 75% by June 2027.

Evaluation Data Sources: MAP

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1: Provide extended learning opportunities (2 days per week for 8 weeks) for students identified as 'at-risk' based on benchmark data, offering targeted, small-group after-school support focusing on critical math concepts.

Summative Evaluation: No Progress made Toward Strategy

Title I:
2.51, 2.52
- TEA Priorities:
Recruit, support, retain teachers and principals, Improve low-performing schools

Problem Statements: Demographics 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Utilize up to $1950 for extra duty pay to compensate certified staff for conducting dedicated after-school math tutoring sessions, lasting one hour each, twice per week for the duration of the identified intervention period. **Funding Sources:** Extra duty - Title I (211) - 211-11-6116-501-165-30-165-101000 - $1,950, - Title I (211) - 211-XX-614X-501-165-30-165-101000 - $351			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: While the Hispanic and Emergent Bilingual student groups are demonstrating a 62nd percentile for growth, a significant achievement gap persists as 0 out of 24 academic achievement targets are currently being met for these populations in Reading and Math. **Root Cause**: A lack of training for the use of consistent, high-rigor Tier 1 instructional alignment and targeted linguistic scaffolds prevents Hispanic and Emergent Bilingual students from transitioning from foundational "Approaches" skills to the complex problem-solving and critical reading required for the "Meets Grade Level" standard.

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 24% to 39%.

Performance Objective 3: Increase the percentage of 3rd grade students that score meets grade level or above on Math benchmark assessments from 23% to 40% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Summative Evaluation: No progress made toward meeting Performance Objective

Strategy 1: Implement a tiered, campus-wide positive reinforcement system that publicly recognizes and celebrates academic effort and growth to boost student confidence and engagement in mathematics instruction and intervention.

Summative Evaluation: Some Progress Made Toward Strategy

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Improve low-performing schools

Problem Statements: Perceptions 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Allocate up to $900 for student incentives distributed monthly to reward measurable progress and consistent effort in math intervention programs. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Assistant Principal **Date(s) / Timeframe:** 9 Weeks **Delivery Method:** Incentives **Funding Sources:** Incentives for Students - Title I (211) - 211-11-6399-501-165-30-165-101000 - $900			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Perceptions

Problem Statement 1: While the campus maintains a stable 93.58% Average Daily Attendance led by strong participation in 1st, 4th, and 5th grades, instructional continuity is challenged by a high volume of excessive tardies and early dismissals that are not captured in the primary attendance data. **Root Cause**: Parents were not significantly informed by the campus regarding attendance expectations and the academic impact of student tardies and early dismissals.

Goal 3: Reduce the number of schools that are rated F from 19 to 0 schools.

Performance Objective 1: Increase the percentage of 3rd through 5th grade students that score meets grade level or above on ELAR benchmark assessments in English from 25% to 45% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1: Enhance the fidelity and implementation of student-level Tier 2 and Tier 3 interventions by establishing a consistent, weekly assessment-to-instruction feedback loop for all upper-elementary students.

Summative Evaluation: Some Progress Made Toward Strategy

Title I:
2.51, 2.52
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools

Problem Statements: Demographics 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Utilize up to $18,000 in compensation for dedicated support staff to provide modeling for upper-elementary students during designated Tier 2 ELAR intervention blocks.			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: While the Hispanic and Emergent Bilingual student groups are demonstrating a 62nd percentile for growth, a significant achievement gap persists as 0 out of 24 academic achievement targets are currently being met for these populations in Reading and Math. **Root Cause**: A lack of training for the use of consistent, high-rigor Tier 1 instructional alignment and targeted linguistic scaffolds prevents Hispanic and Emergent Bilingual students from transitioning from foundational "Approaches" skills to the complex problem-solving and critical reading required for the "Meets Grade Level" standard.

Goal 3: Reduce the number of schools that are rated F from 19 to 0 schools.

Performance Objective 2: Increase the percentage of 3rd through 5th grade students that score meets grade level or above on Math benchmark assessments in English from 24% to 40% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1: Systematically align all classroom instructional tasks to the most current grade-level TEKS/standards, ensuring the tasks consistently maintain high levels of academic rigor and cognitive demand.

Summative Evaluation: Some Progress Made Toward Strategy

Problem Statements: Demographics 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Utilize up to $2000 for substitute coverage to allow for dedicated vertical planning sessions per year, focusing on aligning ELAR and Math scaffolds and curriculum progression across 3rd-5th grade levels. **Funding Sources:** Substitutes for coverage - Title I (211) - 211-11-6112-501-165-30-165-101000 - $2,000, Fringe for Subs - Title I (211) - 211-XX-614X-501-165-30-165-101000 - $360			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: While the Hispanic and Emergent Bilingual student groups are demonstrating a 62nd percentile for growth, a significant achievement gap persists as 0 out of 24 academic achievement targets are currently being met for these populations in Reading and Math. **Root Cause**: A lack of training for the use of consistent, high-rigor Tier 1 instructional alignment and targeted linguistic scaffolds prevents Hispanic and Emergent Bilingual students from transitioning from foundational "Approaches" skills to the complex problem-solving and critical reading required for the "Meets Grade Level" standard.

Goal 4: Reduce the percent of students who are chronically absent (absent more that 10% of the school year) from 8% to 5%

Performance Objective 1: Decrease the number and percentage of students who are chronically absent (absent more than 10%) from 19% to 5% by June 2027.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1: Establish a proactive culture of 'all-day, every-day' attendance by consistently communicating with and educating parents (via newsletters, calls, and meetings) on the severe academic impact of excessive tardies and early dismissals.

Summative Evaluation: Some Progress Made Toward Strategy

Title I:
2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools

Problem Statements: Perceptions 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Allocate up to $1,500 for weekly attendance incentives to reward families and students for consistent, on-time attendance leading to the reduction of excessive tardies. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Assistant Principal **Date(s) / Timeframe:** Each Grading Period **Delivery Method:** Incentives **Funding Sources:** Incentives - Title I (211) - 211-11-6399-501-165-30-165-101000			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: While the campus maintains a stable 93.58% Average Daily Attendance led by strong participation in 1st, 4th, and 5th grades, instructional continuity is challenged by a high volume of excessive tardies and early dismissals that are not captured in the primary attendance data. **Root Cause**: Parents were not significantly informed by the campus regarding attendance expectations and the academic impact of student tardies and early dismissals.

Campus Funding Summary

Title I (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	1	1	1	General instructional supplies to support high-rigor classroom engagement	Instruction | General Supplies and Technology (11-6399)	211-11-6399-501-165-30-165-101000	$32,969.00
1	2	1	1	FTE for Teacher Assistants	Instruction |Title I Teacher Assistant (11-6129)	211-11-6129-501-165-30-165-101000	$26,894.00
1	2	1	1	FTE for Teacher Assistants - Fringe	Fringe	211-XX-614X-501-165-30-165-101000	$4,841.00
1	2	1	1	FTE for Bilingual Teacher Assistant Fringe	Fringe	211-XX-614X-501-165-30-165-101000	$4,841.00
1	2	1	1	FTE for Bilingual Teacher Assistant	Instruction |Title I I Bilingual Teacher Assistant (11-6129)	211-11-6129-501-165-30-165-101000	$26,894.00
2	1	1	1	Substitute Coverage	Instruction | Subs - Professional (11-6112)	211-11-6112-501-165-30-165-101000	$3,000.00
2	1	1	1	Fringe for sub coverage	Fringe	211-XX-614X-501-165-30-165-101000	$540.00
2	2	1	1		Fringe	211-XX-614X-501-165-30-165-101000	$351.00
2	2	1	1	Extra duty	Instruction | Extra Duty - Professional (11-6116)	211-11-6116-501-165-30-165-101000	$1,950.00
2	3	1	1	Incentives for Students	Instruction | General Supplies and Technology (11-6399)	211-11-6399-501-165-30-165-101000	$900.00
3	2	1	1	Fringe for Subs	Fringe	211-XX-614X-501-165-30-165-101000	$360.00
3	2	1	1	Substitutes for coverage	Instruction | Subs - Professional (11-6112)	211-11-6112-501-165-30-165-101000	$2,000.00
4	1	1	1	Incentives	Instruction | General Supplies and Technology (11-6399)	211-11-6399-501-165-30-165-101000	$0.00
						Sub-Total	$105,540.00
						Budgeted Fund Source Amount	$105,540.00
						+/- Difference	$0.00

Family Engagement (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	3	1	1	Registration Fees	Family Engagement | Misc Contracted Services (61-6299)	211-61-6299-503-165-30-165-101000	$950.00
1	3	1	2	Extra Duty Hours	Family Engagement | Extra Duty/Ot - Support (61-6121)	211-61-6121-503-165-30-165-101000	$689.00
1	3	1	2	Family Engagement Fringe	Fringe	211-61-614X-503-165-30-165-101000	$124.00
1	3	1	3	Supplies	Family Engagement | General Supplies and Technology (61-6399)	211-61-6399-503-165-30-165-101000	$876.00
						Sub-Total	$2,639.00
						Budgeted Fund Source Amount	$2,639.00
						+/- Difference	$0.00
						Grand Total Budgeted	$108,179.00
						Grand Total Spent	$108,179.00
						+/- Difference	$0.00