

Fort Worth Independent School District
165 Richard J. Wilson Elementary School
2023-2024 Improvement Plan

Accountability Rating: C



Mission Statement

To inspire learning and achieve excellence by creating meaningful learning opportunities.

Vision

To support a positive, welcoming environment for students, families, and staff; where individuals are inspired to excel in meaningful lifelong learning.

Core Beliefs

Achievement

Academic Rigor

Respectful

Responsible

Conscientious

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Comprehensive Needs Assessment

Revised/Approved: April 21, 2023

Demographics

Demographics Summary

RJW is a dual-language campus located on the South Side of FWISD. We are a community based school with generations of families that have attend the school.

RJW is a Title 1 campus with 95.1% of our students Economically Disadvantaged. We serve a diverse student population: Hispanic, African American, White, 2 or more, Limited English Proficient, Special Education and Limited English Proficient Not Served.

The school rating is a C = 71%. More specific information can be found in the following chart.

Texas Education Agency
2022 Accountability Ratings Overall Summary
RICHARD J WILSON EL (220905165) - FORT WORTH ISD - TARRANT COUNTY
*** Confidential ***

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		71	C
Student Achievement		56	Not Rated: Senate Bill 1365
STAAR Performance	30	56	
College, Career and Military Readiness			
Graduation Rate			
School Progress		74	C
Academic Growth	71	74	C
Relative Performance (Eco Dis: 95.1%)	30	58	Not Rated: Senate Bill 1365
Closing the Gaps	35	65	Not Rated: Senate Bill 1365

Ethnicity Distribution based on 21-22 TAPR Report.

Ethnic Distribution:		
African American	7	1.1%
Hispanic	580	94.2%
White	20	3.2%
American Indian	1	0.2%
Asian	5	0.8%
Pacific Islander	0	0.0%
Two or More Races	3	0.5%

Demographics Strengths

RJW offers various programs and activities for our students during and after school. During the day, student are part of the Bilingual/ESL, Gifted and Talented, Dyslexia, SpEd and Fine Arts program. We also provide mentorship opportunities with our community partner - Travis Baptist Church and Read to Win. After school, we have Art Club, Choir, Sports (Football, Soccer, and Softball), Cheerleading and Running Club.

Campus attendance has improved from the beginning of the school year. Students are happy to be here and learn.

Attendance based on the FWISD ADQ portal for the 22-23 School Year.

Grade	Cycle 1	Cycle 2	Cycle 3	Semester	Cycle 4
PK	92.8	86.4	90.0	89.03	90
K	93.2	90.3	86.9	90.15	88.7
1	94.7	91.9	87.9	91.47	92.1
2	95.5	93.4	88.5	92.34	91.5
3	96.2	96.2	89.8	93.85	93.9
4	94.5	93.7	89.3	92.43	92.6
5	96.1	95.5	89.5	93.53	94.0
ALL	94.8	92.9	88.5	92.00	92.0

Attendance based on the 21-22 TAPR report.

Student Information	Campus	
	Count	Percent
Total Students	616	100.0%
Students by Grade:		
Early Childhood Education	0	0.0%
Pre-Kindergarten	73	11.9%
Pre-Kindergarten: 3-year Old	0	0.0%
Pre-Kindergarten: 4-year Old	73	11.9%
Kindergarten	82	13.3%
Grade 1	88	14.3%
Grade 2	89	14.4%
Grade 3	99	16.1%
Grade 4	101	16.4%
Grade 5	84	13.6%

This school year, we have established strong relationships with our community partners: Rotary Club of South FW, Templo Betel and Travis Baptist Church. All these community partners have been an integral part of our team to help us celebrate our students and staff for their successes.

Clayton YES! after school program has been with us for the past two year. These past two years, we have been able to establish strong relationships where students and parents know that we work in unison with each other.

Lastly, our partnership with Child Care Associates for our Head Start program is an in-district program we offer for our incoming PK students who qualify. A pre-selected meeting to help with our parents on a monthly basis to give parents more tools in their toolbox to assist their students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Only 23% of the 1st grade Hispanic students met projected growth on the EOY English Reading MAP Assessment during the 22-23 school year.

Root Cause: Teachers lack the training and resources/manipulatives to implement foundation skills to help students be successful. Inconsistency with staffing.

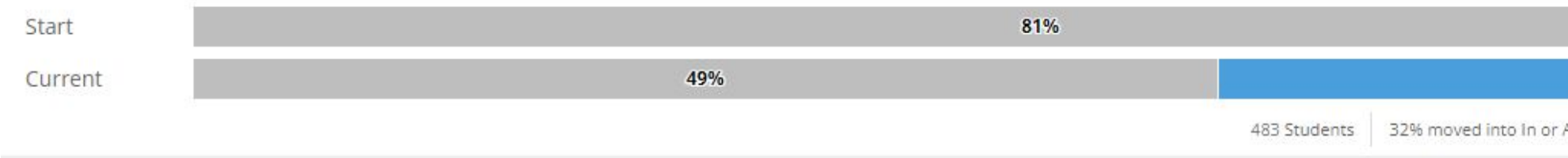
Problem Statement 2: The campus scored a scaled score of only 58% (F) in Domain 2B, in comparison to campuses with similar Eco Dis numbers. **Root Cause:** Teachers lack the training and resources/manipulatives to implement foundation skills to help students be successful. Inconsistency with staffing.

Student Learning

Student Learning Summary

See data below: Lexia and MAP

Students by Grade Level of Material (GLM)



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		Starting Grade Level of Skills							Current Grade Level of Skills							
		PreK	K	1st	2nd	3rd	4th	5th	PreK	K	1st	2nd	3rd	4th	5th	Finished
Kindergarten	81	79% (54)	21% (17)						5% (4)	65% (53)	28% (23)	1% (1)				
1st Grade	81	1% (1)	70% (57)	28% (23)						33% (27)	60% (49)	6% (5)				
2nd Grade	80	5% (4)	39% (31)	41% (33)	14% (11)		1% (1)			9% (7)	54% (43)	26% (21)	8% (6)	3% (2)	1% (1)	
3rd Grade	87	2% (2)	7% (6)	34% (30)	30% (26)	22% (19)	5% (4)			2% (2)	22% (19)	29% (25)	26% (23)	14% (12)	6% (5)	1% (1)
4th Grade	91	1% (1)	3% (3)	20% (18)	26% (24)	33% (30)	13% (12)	3% (3)		1% (1)	4% (4)	12% (11)	26% (24)	32% (29)	15% (14)	9% (8)
5th Grade	92		2% (2)	17% (16)	35% (32)	29% (27)	10% (9)	7% (6)			7% (6)	12% (11)	34% (31)	22% (20)	16% (15)	10% (9)
All Grades	512	14% (72)	23% (116)	23% (120)	18% (93)	15% (76)	5% (26)	2% (9)	1% (4)	18% (90)	28% (144)	14% (74)	16% (84)	12% (63)	7% (35)	4% (18)

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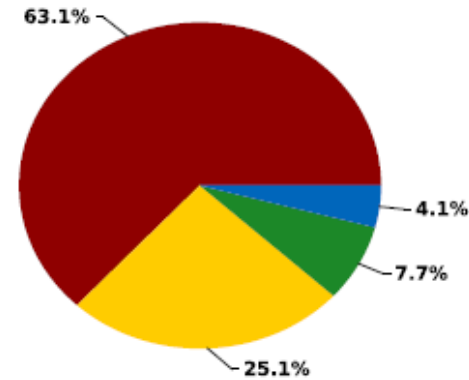
Math: Math K-12

165 - Richard J. Wilson ES

Projected to: State of Texas Assessments of Academic Readiness taken in spring.

View Linking Study: <https://www.nwea.org/resources/texas-linking-study/>

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	76	51	67.1%	18	23.7%	5	6.6%	2	2.6%
3	86	61	70.9%	17	19.8%	7	8.1%	1	1.2%
4	87	45	51.7%	24	27.6%	10	11.5%	8	9.2%
5	90	57	63.3%	26	28.9%	4	4.4%	3	3.3%
Total	339	214	63.1%	85	25.1%	26	7.7%	14	4.1%



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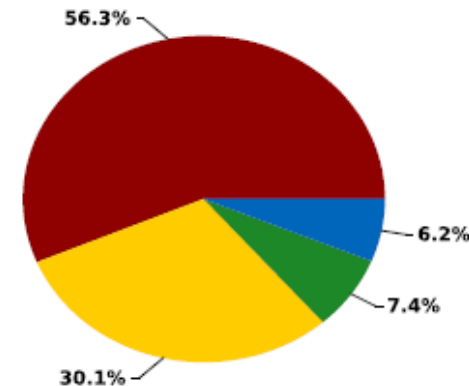
Language Arts: Reading

165 - Richard J. Wilson ES

Projected to: State of Texas Assessments of Academic Readiness taken in spring.

View Linking Study: <https://www.nwea.org/resources/texas-linking-study/>

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	76	55	72.4%	19	25.0%	1	1.3%	1	1.3%
3	86	47	54.7%	28	32.6%	9	10.5%	2	2.3%
4	87	33	37.9%	31	35.6%	10	11.5%	13	14.9%
5	90	56	62.2%	24	26.7%	5	5.6%	5	5.6%
Total	339	191	56.3%	102	30.1%	25	7.4%	21	6.2%



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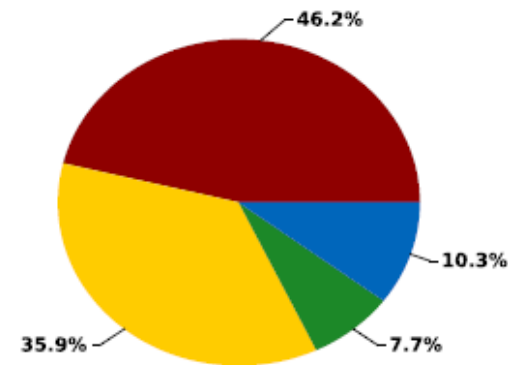
Language Arts: Reading (Spanish)

165 - Richard J. Wilson ES

Projected to: State of Texas Assessments of Academic Readiness (STAAR) Spanish taken in spring.

View Linking Study: <https://www.nwea.org/state-solutions/texas/>

Grade	Student Count	Did Not Meet Count	Did Not Meet Percent	Approaches Count	Approaches Percent	Meets Count	Meets Percent	Masters Count	Masters Percent
3	39	18	46.2%	14	35.9%	3	7.7%	4	10.3%
Total	39	18	46.2%	14	35.9%	3	7.7%	4	10.3%



165 - Richard J. Wilson ES

Math: Math K-12

Grade (Spring 2023)		Comparison Periods								Growth Evaluated Against						
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	73	135.5	9.6	32	153.6	11.9	25	18	1.0	19.4	-0.56	29	73	38	52	51
1	77	153.9	10.0	21	166.6	11.0	6	13	0.9	18.0	-1.96	2	77	17	22	19
2	71	164.5	15.5	5	178.6	14.4	4	14	0.8	15.7	-0.66	25	71	29	41	29
3	80	176.7	11.7	4	188.1	13.8	2	11	0.8	13.3	-0.82	21	80	33	41	35
4	83	194.7	14.4	27	205.5	16.1	25	11	0.7	11.6	-0.37	36	83	38	46	41
5	88	195.6	14.6	4	203.2	16.3	3	8	0.7	9.1	-0.61	27	88	34	39	32

Math: Math K-12

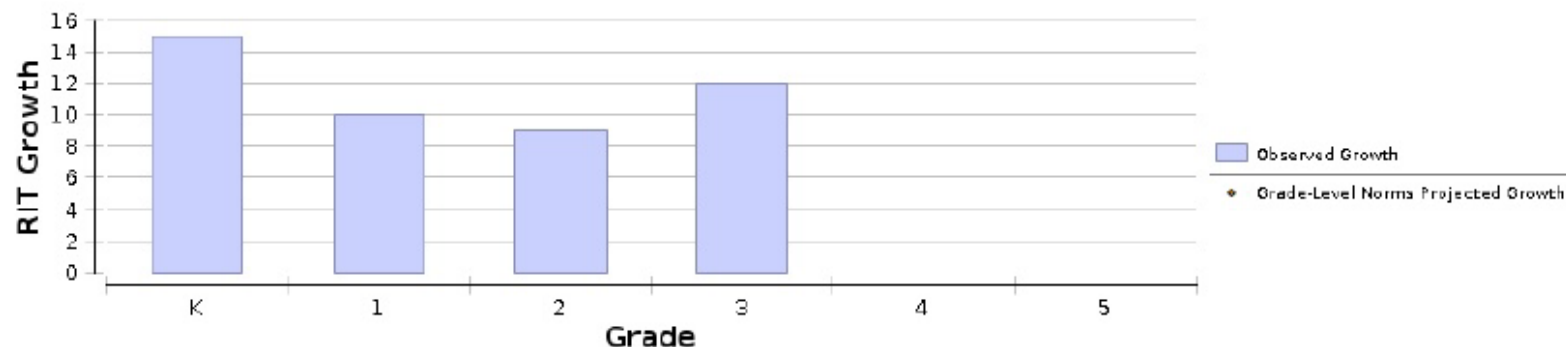


165 - Richard J. Wilson ES

Language Arts:
Reading (Spanish)

		Comparison Periods							Growth Evaluated Against							
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2023)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	39	131.5	6.6		146.7	8.9		15	1.1				39	11	28	38
1	37	151.1	10.5		161.5	11.0		10	1.2				37	5	14	27
2	33	161.8	15.1		170.6	13.4		9	1.4				33	4	12	21
3	35	174.7	11.5		187.1	11.1		12	1.5				35	26	74	67
4	0	**			**			**					**			
5	0	**			**			**					**			

Language Arts: Reading (Spanish)

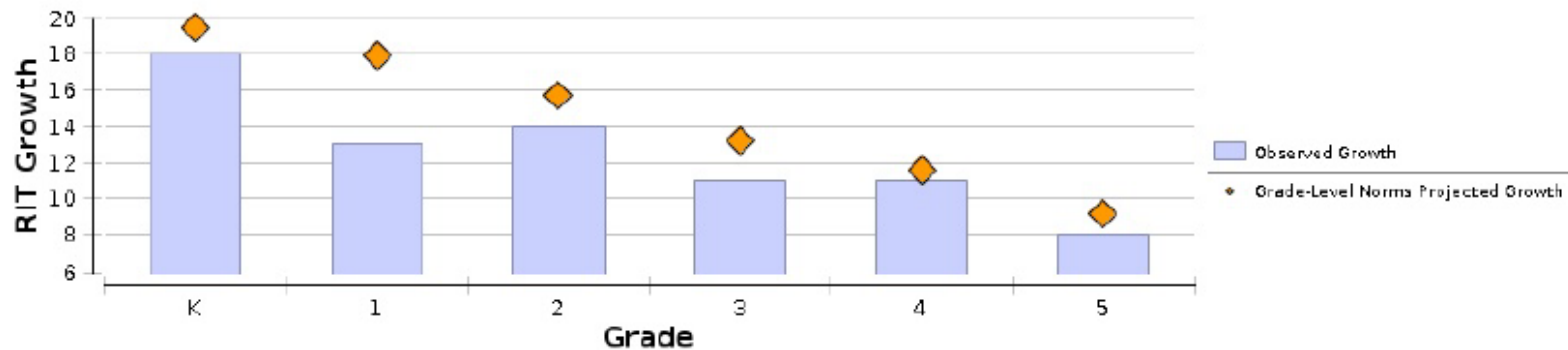


165 - Richard J. Wilson ES

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
Grade	Total Number of Growth Events†	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	73	135.5	9.6	32	153.6	11.9	25	18	1.0	19.4	-0.56	29	73	38	52	51
1	77	153.9	10.0	21	166.6	11.0	6	13	0.9	18.0	-1.96	2	77	17	22	19
2	71	164.5	15.5	5	178.6	14.4	4	14	0.8	15.7	-0.66	25	71	29	41	29
3	80	176.7	11.7	4	188.1	13.8	2	11	0.8	13.3	-0.82	21	80	33	41	35
4	83	194.7	14.4	27	205.5	16.1	25	11	0.7	11.6	-0.37	36	83	38	46	41
5	88	195.6	14.6	4	203.2	16.3	3	8	0.7	9.1	-0.61	27	88	34	39	32

Math: Math K-12



Student Learning Strengths

Based on Lexia Summary Report:

K-5th improved from BOY data being 81% below grade level to 49% below grade level.

Based on the Student Growth Summary Report

Math

- 5th grade met projected growth
- Kinder and 2nd grade were close to meeting Math projected growth

Reading

- Kinder grade and 4th grade met projected growth
- 5th grade were close to meeting Reading projected growth

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Only 8% of 3rd grade students in MAP MATH met their achievement goal during the 22-23 school year. **Root Cause:** Inconsistency with staffing, inconsistent usage of resources/manipulatives and usage of data to implement math foundational skills that align to the rigor in the state standards.

Problem Statement 2: Only 7% of 4th grade students in MAP MATH met their achievement goal during the 22-23 school year. **Root Cause:** Inconsistency with staffing, inconsistent usage of resources/manipulatives and usage of data to implement math foundational skills that align to the rigor in the state standards.

School Processes & Programs

School Processes & Programs Summary

- District Curriculum Frameworks
- DreamBox and Lexia Core 5
- Weekly PLCs
- Campus Leadership Team
- Instructional Support Team
- Clayton Yes services about 80 students daily with extra support in K-5th grade.
- Lexia Core 5 accountability system has been established.
- Parents have shared a concern for participation in school events and not being allowed to volunteer.

School Processes & Programs Strengths

Students are welcomed as they enter school and at the classroom doors.

SEL time has been established during the school day.

Parent Engagement Specialist build relationships with parents of attendance students.

Campus committees have been established to get input from community and campus stakeholders.

PTO has established community involvement activities such as our Campus Carnival and help with promoting student success by providing rewards.

Our campus has established a variety of club opportunities for our students such as art club, choir, running club and various sports.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Based on the 2023 EOY Fluency data, 78% of 1st grade students are working on Foundational Skills in Reading. **Root Cause:** Inconsistency with staffing. Teachers do not have a deep understanding of analyzing data and implementing the necessary lessons to teach students on how to read.

Problem Statement 2: Parent volunteerism has dropped over the last 3 years. **Root Cause:** Pandemic restrictions were not lifted in the 2022-2023 school year, limiting parent involvement.

Perceptions

Perceptions Summary

We have constant communication with our parents.

The campus has a welcoming environment that encourages student to want to be on campus.

Staff communication and positive campus culture is a focus for this school year.

Parent engagement activities have been established, but participation has been low.

Staff has shared feedback that the climate is not a positive one.

Perceptions Strengths

- We have a supportive community that is involved on our campus and we are seeking more.
- Newly hired teachers are willing to learn and implement based on feedback and have been provided the opportunity to attend New Teacher Support meetings.
- Students are happy to be on campus and learning.
- Parent interactions with the school community are high and well received and parents are kept up to date via social media and their feedback has been positive.
- Staff is celebrated and informed of school updates bi-weekly in a Staff Newsletter

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Faculty and staff have low trust in each other, and therefore, additional academic support has been minimal. **Root Cause:** There are pockets of low trust and low moral that are having a big impact on the rest of the staff. In addition, lack of consistent staffing has caused a strain on staff members as well.

Problem Statement 2: Parents and other community members have expressed that they feel unwelcomed in the school. **Root Cause:** Pandemic restrictions were not lifted during the 2022-2023 school year as much as at other schools in the area.

Priority Problem Statements

Problem Statement 1: Only 23% of the 1st grade Hispanic students met projected growth on the EOY English Reading MAP Assessment during the 22-23 school year.

Root Cause 1: Teachers lack the training and resources/manipulatives to implement foundation skills to help students be successful. Inconsistency with staffing.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Only 8% of 3rd grade students in MAP MATH met their achievement goal during the 22-23 school year.

Root Cause 2: Inconsistency with staffing, inconsistent usage of resources/manipulatives and usage of data to implement math foundational skills that align to the rigor in the state standards.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Based on the 2023 EOY Fluency data, 78% of 1st grade students are working on Foundational Skills in Reading.

Root Cause 3: Inconsistency with staffing. Teachers do not have a deep understanding of analyzing data and implementing the necessary lessons to teach students on how to read.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Faculty and staff have low trust in each other, and therefore, additional academic support has been minimal.

Root Cause 4: There are pockets of low trust and low moral that are having a big impact on the rest of the staff. In addition, lack of consistent staffing has caused a strain on staff members as well.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

District Goals

Revised/Approved: September 18, 2023

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 1: *Increase the percentage of PK students who score On Track on Circle Phonological Awareness from 72% to 80% by May 2024.

Evaluation Data Sources: CIRCLE Assessment

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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Pre-K Teachers Intended Audience: Ensure staff is provided with opportunities to visit other pre-k teachers. Provider / Presenter / Person Responsible: Teachers, Data Analyst and Administration Team Date(s) / Timeframe: Year Long Collaborating Departments: Pre-K Department Delivery Method: PLC, PD Funding Sources: Substitutes for Teacher Coverage - Title I (211) - 211-11-6112-0PD-165-30-510-000000-24F10 - \$1,000				

Action Step 2 Details	Reviews			
Action Step 2: Provide PD for teachers to improve lessons based on research-based instructional needs. Intended Audience: Pre-K Provider / Presenter / Person Responsible: Teachers, Data Analyst and Administration Team Date(s) / Timeframe: Year Long Collaborating Departments: Pre-k Department Delivery Method: In-Person Funding Sources: Extra-Duty Pay - Title I (211) - 211-11-6116-0PD-165-30-510-000000-24F10 - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

School Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Based on the 2023 EOY Fluency data, 78% of 1st grade students are working on Foundational Skills in Reading. Root Cause: Inconsistency with staffing. Teachers do not have a deep understanding of analyzing data and implementing the necessary lessons to teach students on how to read.

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 2: *Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on MAP Fluency Oral Indicators in English from 55.5 % to 60. % by May 2024.

*Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on MAP Fluency Oral indicators in Spanish from 38.3% to 50 % by May 2024.

Evaluation Data Sources: MAP Fluency

Strategy 1: Ensure direct and explicit daily instruction through the implementation of the FWISD Literacy /Biliteracy Framework to improve fluency and literacy comprehension in all PK-5 classrooms through professional learning sessions, planning, materials. and extended day.

Strategy's Expected Result/Impact: Students' reading fluency and comprehension will increase, which in turn, will impact student achievement in all subject areas.

Staff Responsible for Monitoring: Teachers, Administrators, IC

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 1

Action Step 1 Details		Reviews			
Action Step 1: PLC's and/or after-school PD will be held weekly to ensure teachers are planning and executing effective lessons based on the Amplify Curriculum. Intended Audience: K-5 grade teachers Provider / Presenter / Person Responsible: Data Analyst, Instructional Coach, Administration Date(s) / Timeframe: Year-long process Collaborating Departments: Reading Dept. Delivery Method: PLC's, Presentations, PD etc.		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

School Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Only 23% of the 1st grade Hispanic students met projected growth on the EOY English Reading MAP Assessment during the 22-23 school year. **Root Cause:** Teachers lack the training and resources/manipulatives to implement foundation skills to help students be successful. Inconsistency with staffing.

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 3: Increase the percentage of students in 3-5th grade who met or exceeded projected growth on STAAR Achievement in Spanish Reading by 18%- 30% by May 2024.

Increase the percentage of students in 3-5th grade who met or exceeded projected growth on STAAR Achievement in English Reading by 17%-30% by May 2024.

Evaluation Data Sources: MAP Growth and STAAR Achievement scores

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students through the use of the Amplify Unit and Lesson Internalization process and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily

Strategy's Expected Result/Impact: Students' reading fluency and comprehension will increase, which in turn, will impact student achievement in all subject areas.

Staff Responsible for Monitoring: School Administrators, IC, teachers, TA

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

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

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: PK-5th grade reading teacher and student materials and classroom supplies will be purchased to ensure that all students have access to an effective reading experience. Intended Audience: Teachers, students Provider / Presenter / Person Responsible: Team Leads, Secretary, Teachers Date(s) / Timeframe: On-going Delivery Method: In-Person Funding Sources: Classroom Supplies and instructional manipulatives - Title I (211) - 211-11-6116-04E-165-30-510-000000-24F10 - \$1,000				

Action Step 2 Details	Reviews			
Action Step 2: Purchase instructional supplies and materials for student growth and mastery in reading and math. Intended Audience: Teachers and students Provider / Presenter / Person Responsible: Teachers/Secretary Date(s) / Timeframe: All Year Delivery Method: in-person Funding Sources: Supplies and Materials - Title I (211) - 211-11-6399-04E-165-30-510-000000-24F10 - \$1,000, Supplies and materials for student instruction - SCE (199 PIC 24) - 199-11-6399-001-165-24-313-000000- - \$8,687, Supplies and materials for student instruction - Title I (211) - 211-11-6399-04E-165-30-510-000000-24F10 - \$302, Supplies and materials for student instruction - Title I (211) - 211-11-6399-04E-165-30-510-000000-24F10 - \$2,128	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Provide after-school activities that will allow for students to use Oral Language and Reading Activities especially for our Emergent Bilinguals. Intended Audience: All Students, families, specifically Emergent Bilinguals Provider / Presenter / Person Responsible: Marisa Miranda/ Teachers/ Committees Date(s) / Timeframe: All Year Collaborating Departments: Family Engagement Specialist, Clayton Yes After-school Delivery Method: In-Person Funding Sources: Registration Fees, Museum Night, STEM and Literacy Night - Title I (211) - 211-61-6299-04E-165-30-510-000000-24F10 - \$800	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: TA will assist with push-in and pull-out small group instruction to assist teacher and close student gaps. Intended Audience: Teacher and Students Provider / Presenter / Person Responsible: TA Date(s) / Timeframe: All Year Delivery Method: In Person Funding Sources: TA - Title I (211) - 211-11-6129-04E-165-30-510-000000-24F10 - \$26,983	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

School Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Only 23% of the 1st grade Hispanic students met projected growth on the EOY English Reading MAP Assessment during the 22-23 school year. Root Cause: Teachers lack the training and resources/manipulatives to implement foundation skills to help students be successful. Inconsistency with staffing.

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Math English from 82% to 87% by May 2024.
Increase the percentage of PK students who score On Track on Circle Math Spanish from 67% to 72% by May 2024.

Evaluation Data Sources: Circle Assessment

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:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 1

Action Step 1 Details		Reviews			
Action Step 1: 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. Intended Audience: PK Teachers and Assistants Provider / Presenter / Person Responsible: Administrators, Early Learning Dept. Date(s) / Timeframe: on-Going Collaborating Departments: Early Learning Departments Delivery Method: In Person Funding Sources: Extra-Duty for TA's and Teachers - Title I (211) - 211-11-6116-0PD-165-30-510-000000-24F10 - \$500		Formative			Summative
		Nov	Jan	Mar	June
<div><div></div>0% No Progress</div> <div><div></div>100% Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>					

School Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Only 23% of the 1st grade Hispanic students met projected growth on the EOY English Reading MAP Assessment during the 22-23 school year. **Root Cause:** Teachers lack the training and resources/manipulatives to implement foundation skills to help students be successful. Inconsistency with staffing.

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 2: Increase the percentage of Kinder students who score On Track on TX-KEA Math English from 26% to 31% by May 2024.

Increase the percentage of Kinder students who score On Track on TX-KEA Math Spanish from 29% to 34% by May 2024.

Evaluation Data Sources: Circle Assessment

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:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details		Reviews			
Action Step 1: Math manipulatives will be provided to teachers to help with lesson implementation and problem-solving mastery. Intended Audience: All Math Teachers Provider / Presenter / Person Responsible: Lead teachers, Math Campus Lead Date(s) / Timeframe: All Year Long Collaborating Departments: Math Dept Delivery Method: In-person Funding Sources: Math Materials - Title I (211) - 211-11-6399-04E-165-30-510-000000-24F10 - \$500		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Only 8% of 3rd grade students in MAP MATH met their achievement goal during the 22-23 school year. Root Cause: Inconsistency with staffing, inconsistent usage of resources/manipulatives and usage of data to implement math foundational skills that align to the rigor in the state standards.

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 3: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 32% to 37% by May 2024.

Increase the percentage of ELL students who Meet or Exceed projected growth on MAP Growth from 17% to 22% by May 2024.

Evaluation Data Sources: MAP Growth

Strategy 1: Develop the capacity of PK-5 teachers to implement FWISD Math Framework through targeted professional development in critical thinking, problem solving application and use of district approved resources to maximize student learning and instruction.

Strategy's Expected Result/Impact: Students in K-5th will Meet or Exceed Projected growth on MAP using the district adoption.

Staff Responsible for Monitoring: Administration, IC, Teachers

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Student Learning 1

Action Step 1 Details		Reviews			
Action Step 1: Professional Development/Vertical Alignment opportunities will be provided to ensure the FWISD Math curriculum and the FWISD Instructional Framework is being utilized. Intended Audience: All K-5th grade teachers Provider / Presenter / Person Responsible: Instructional Coach, Administration Date(s) / Timeframe: All Year Collaborating Departments: Math Dept Delivery Method: PLC's and After-school Department, staff meetings Funding Sources: PD - Title I (211) - 211-11-6112-OPD-165-30-510-000000-24F10 - \$1,565.77, Extra-Duty - Title I (211) - 211-11-6116-OPD-165-30-510-000000-24F10 - \$1,000		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Purchase supplies and materials for Sub-populations and all students to help with growth and mastery of grade level and above TEKS. Intended Audience: Teachers and Students Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: All Year Delivery Method: In Person Funding Sources: Supplies and materials for student use - BEA (199 PIC 25) - 199-11-6329-001-165-25-313-000000 - \$4,267, Supplies and materials for instruction - Title I (211) - 211-11-6399-04E-165-30-510-000000-24F10 - \$4,000 , - SPED (199 PIC 23) - - \$2,128	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

School Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Only 8% of 3rd grade students in MAP MATH met their achievement goal during the 22-23 school year. Root Cause: Inconsistency with staffing, inconsistent usage of resources/manipulatives and usage of data to implement math foundational skills that align to the rigor in the state standards.

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 4: Increase the percentage of All students in 3-5th grade who met or exceeded projected growth on STAAR Achievement in Math by 13%-25% by May 2024.
Increase the percentage of Hispanic students in 3-5th grade who met or exceeded projected growth on STAAR Achievement in Math 11% - 20% by May 2024.

Evaluation Data Sources: MAP Growth
STAAR Data

Strategy 1: Improve Tier 1 Math instruction using Eureka Math to focus on math fluency and concept attainment by utilizing FWISD PLC, Instructional, Math and Literacy Frameworks to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust and check for understanding at a rigorous level during the instructional process.





Strategy's Expected Result/Impact: Student achievement will increase as measured by MAP and STAAR assessment scores.

Staff Responsible for Monitoring: Teachers, IC and School Administrators

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details		Reviews			
Action Step 1: Walk-throughs monitoring lesson delivery conducted throughout the year. Observing other teachers on and off campus Intended Audience: Teachers/Coach/Administration Provider / Presenter / Person Responsible: Coach/Administration Date(s) / Timeframe: Year-Long Collaborating Departments: Math/ Science Dept. Delivery Method: In - person Funding Sources: Substitutes - Title I (211) - 211-11-6112-0PD-165-30-510-000000-24F10 - \$1,000		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: TA will provide science assistance for all teachers. Intended Audience: Teachers and Students Provider / Presenter / Person Responsible: TA Date(s) / Timeframe: All-year Collaborating Departments: Science Department Delivery Method: In-Person Funding Sources: TA - Title I (211) - 211-11-6129-021-165-30-510-000000-24F10 - \$30,135	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Provide supplies to increase Gifted and Talented student access to STEM materials in the Maker Space. Intended Audience: Gifted and Talented Students Provider / Presenter / Person Responsible: Librarian Date(s) / Timeframe: Winter 2023 Funding Sources: - Gifted & Talented (199 PIC 21) - - \$302	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

School Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Only 8% of 3rd grade students in MAP MATH met their achievement goal during the 22-23 school year. Root Cause: Inconsistency with staffing, inconsistent usage of resources/manipulatives and usage of data to implement math foundational skills that align to the rigor in the state standards.

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MASTERS or above on STAAR Reading from 8% to 13% by May 2024.

Increase the percentage of Hispanic students coring at MASTERS or above on STAAR Reading from 7% to 12% by May 2024.

Evaluation Data Sources: STAAR Reading (MAP Data)

Strategy 1: Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes.

Strategy's Expected Result/Impact: Students' reading achievement levels will increase after several opportunities to master concepts from Amplify lessons.

Staff Responsible for Monitoring: Teachers, IC, Administrators

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Problem Statements: Demographics 1

Action Step 1 Details		Reviews			
Action Step 1: Data Analyst will provide ongoing opportunities to help teachers interpret student data. Intended Audience: Teachers Provider / Presenter / Person Responsible: Data Analyst Date(s) / Timeframe: All-Year Delivery Method: In-Person Funding Sources: Data Analyst - Title I (211) - 211-13-6119-04E-165-30-510-000000-24F10 - \$80,000		Formative			Summative
		Nov	Jan	Mar	June
<div><div></div>0% No Progress</div> <div><div></div>100% Accomplished</div>		<div><div></div>Continue/Modify</div>		<div><div></div>Discontinue</div>	

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Only 23% of the 1st grade Hispanic students met projected growth on the EOY English Reading MAP Assessment during the 22-23 school year. Root Cause: Teachers lack the training and resources/manipulatives to implement foundation skills to help students be successful. Inconsistency with staffing.

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 2: Increase the percentage of 3-5 grade students scoring at MASTERS or above on STAAR Math from 5% to 10% by May 2024.

Increase the percentage of Hispanic students coring at MASTERS or above on STAAR Math from 4% to 9% by May 2024.

Evaluation Data Sources: STAAR Math (MAP Data)

Strategy 1: Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes.

Strategy's Expected Result/Impact: Students' math achievement levels will increase after several opportunities to master concepts from Eureka lessons.

Staff Responsible for Monitoring: Teachers, IC and administrators

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**





Build a foundation of reading and math

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Problem Statements: Perceptions 1

Action Step 1 Details		Reviews			
Action Step 1: Data Analyst will provide ongoing opportunities to help teachers interpret student data. Intended Audience: Teachers Provider / Presenter / Person Responsible: Data Analyst Date(s) / Timeframe: Year-Long Delivery Method: In -Person Funding Sources: Supplies for printing reports including ink - Title I (211) - 211-11-6399-04E-165-30-510-000000-24F10 - \$800		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Meeting will be held with teachers to track student performance and determining next steps. Information will be shared with parents. Intended Audience: Teachers/Students Provider / Presenter / Person Responsible: Data Analyst, IC Date(s) / Timeframe: All year Delivery Method: PLC's and After School Funding Sources: Extra-Duty pay - Title I (211) - 211-61-6116-04L-165-30-510-000000-24F10 - \$200	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Faculty and staff have low trust in each other, and therefore, additional academic support has been minimal. Root Cause: There are pockets of low trust and low moral that are having a big impact on the rest of the staff. In addition, lack of consistent staffing has caused a strain on staff members as well.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 9% to 14% by May 2024.

Evaluation Data Sources: Attendance Data

Strategy 1: Align and leverage programs, resources, and Multi-Tiered systems of Support (MTSS) to improve daily attendance rates, increase parent/school engagement, decrease behavior and discipline incidents, and improve school climate and culture.

Strategy's Expected Result/Impact: Students' academic and SEL needs will be addressed in a coordinated way so that students and families will feel valued creating a sense of family and belonging.

Staff Responsible for Monitoring: Teachers, Campus Administrators, counselor and Parent Communication Specialist (Parent Liaison).

Title I:

2.6

- TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Students Intended Audience: Provide student incentives to promote attendance. Provider / Presenter / Person Responsible: Admin Date(s) / Timeframe: All Year Delivery Method: In-person Funding Sources: Incentives for Students - Title I (211) - 211-11-6499-04E-165-30-510-000000-24F10 - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

School Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: Faculty and staff have low trust in each other, and therefore, additional academic support has been minimal. **Root Cause:** There are pockets of low trust and low moral that are having a big impact on the rest of the staff. In addition, lack of consistent staffing has caused a strain on staff members as well.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 2: Decrease the number of discipline referrals by school personnel for male students from 7% to 4% by May 2024.

Evaluation Data Sources: Focus Discipline reports

Strategy 1: Cultivate a safe, supportive and equitable learning environment grounded in the Learner and Culture Descriptors as defined by the FWISD Instructional Framework.

Strategy's Expected Result/Impact: Students will feel they are safe and supported in the school environment.

Staff Responsible for Monitoring: Counselor, Administration, Teachers

Title I:

2.6, 4.2





- **TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Provide resources and professional development opportunities to train teachers on classroom management, self-regulating strategies for students, and building positive relationships. Intended Audience: Teachers Provider / Presenter / Person Responsible: Counselor, Restorative Specialists, Family Engagement etc. Date(s) / Timeframe: All teachers and staff Collaborating Departments: Family and Community Resources, Family Engagement Specialist etc Delivery Method: PD after school, during PLCs, Staff Meetings Funding Sources: PD - Title I (211) - 211-11-6112-0PD-165-30-510-000000-24F10 - \$1,000				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

School Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Faculty and staff have low trust in each other, and therefore, additional academic support has been minimal. Root Cause: There are pockets of low trust and low moral that are having a big impact on the rest of the staff. In addition, lack of consistent staffing has caused a strain on staff members as well.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 3: Decrease the number of out-of-school suspensions for Hispanic students from 3% to 1% by May 2024.

Evaluation Data Sources: Suspension Report on Focus

Strategy 1: Cultivate safe, supportive and equitable learning environments grounded in Learner and Culture Descriptors as defined by the FWISD Instructional Framework.

Strategy's Expected Result/Impact: Hispanic students will develop a feeling of worth and increased self esteem. They will want to be on campus and a part of the RJ Wilson community. They will take ownership of their learning and behavior.

Staff Responsible for Monitoring: Teachers, Counselor and School Administrators

Title I:

2.6, 4.2





- **TEA Priorities:**

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Perceptions 1

Action Step 1 Details		Reviews			
Action Step 1: All teachers will greet students daily and provide morning meetings at least 2 times per week to build rapport with students. Intended Audience: Teachers/Students Provider / Presenter / Person Responsible: Counselor Date(s) / Timeframe: Year long Collaborating Departments: Restorative Practice Delivery Method: In-Person Funding Sources: Resources and Materials - Title I (211) - 211-11-6399-04E-165-30-510-000000-24F10 - \$178		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

School Performance Objective 3 Problem Statements:

Perceptions

Problem Statement 1: Faculty and staff have low trust in each other, and therefore, additional academic support has been minimal. **Root Cause:** There are pockets of low trust and low moral that are having a big impact on the rest of the staff. In addition, lack of consistent staffing has caused a strain on staff members as well.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 4: Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 50% to 75% by May 2024.

Evaluation Data Sources: Parent Sign In Sheets, Volunteer Sign in Sheets for PTO events

Strategy 1: Leverage programs that will promote community/students/staff involvement and will build a sense of family and ownership at RJ Wilson.

Strategy's Expected Result/Impact: PTO membership and parental involvement at school sponsored events will help to increase the community perception of RJW in a positive way.

Staff Responsible for Monitoring: School Leadership team, teachers and Parent Communication Specialist

Title I:

4.1, 4.2

- TEA Priorities:





Recruit, support, retain teachers and principals, 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			
Action Step 1: Family Engagement Specialist will conduct monthly meetings with parents that will support campus/district goals. Intended Audience: Parents/Community Members/Stakeholders Provider / Presenter / Person Responsible: Family Engagement Specialist, Admin, PTO, Family Engagement Advocate Date(s) / Timeframe: All Year Collaborating Departments: Head Start, FEC, Admin Delivery Method: In -Person Funding Sources: Parent Conferences after hours - Title I (211) - 211-61-6116-04L-165-30-510-000000-24F10 - \$1,000, General supplies for parent engagement activities - Parent Engagement - 211-61-6399-04L-165-30-510-000000-24F10 - \$3,276		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: All Pro-dads will continue to meet once a month to promote student attendance and improve discipline. Intended Audience: Father, Parents, Students Provider / Presenter / Person Responsible: All Pro-Dads, Engagement Specialist Date(s) / Timeframe: All year Collaborating Departments: Clayton Yes, All Pro-Dads, FEC Delivery Method: In-Person Funding Sources: Incentives for parents - Title I (211) - 211-61-6499-04L-165-30-510-000000-24F10 - \$200	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

School Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 1: Faculty and staff have low trust in each other, and therefore, additional academic support has been minimal. Root Cause: There are pockets of low trust and low moral that are having a big impact on the rest of the staff. In addition, lack of consistent staffing has caused a strain on staff members as well.

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Tresha Johnson	Assistant Principal
Paraprofessional	Marisa Miranda	Family Engagement Specialist (term ending 2024-2025)
DERC Representative 1	Mireya Leyva	Data Analyst (term ending 2024-2025)
Non-classroom Professional	Ar'Rhonda Bowie	Campus Instructional Coach (term ending 2024-2025)
Community Representative 1	Aidee Lomeli	Templo Betel Representative (term ending 2024-2025)
Classroom Teacher	Viviana Rodriguez	Teacher (term ending 2024-2025)
Classroom Teacher 1	Kaelyn Mack	Teacher (term ending 2024-2025)
Classroom Teacher 2	Elizabeth De La Cruz	Teacher (term ending 2024-2025)
Parent	Maria Albarran	Parent (term ending 2024-2025)
Administrator	Javier Aguilera	Principal
Classroom Teacher 4	Malinda Villagran	Teacher (term ending 2024-2025)
Business Representative 1	Eva Terrazas	Fernandez Insurance
Business Representative 2	Norma Fernandez	Fernandez Insurance
Community Representative 2	Ben Bolin	Travis Baptist
Parent 2	Mayra Gonzalez	PTO

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Substitutes for Teacher Coverage	Subs for professional development	211-11-6112-0PD-165-30-510-000000-24F10	\$1,000.00
1	1	1	2	Extra-Duty Pay	Extra duty pay for PD after hours	211-11-6116-0PD-165-30-510-000000-24F10	\$1,000.00
1	3	1	1	Classroom Supplies and instructional manipulatives	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-165-30-510-000000-24F10	\$1,000.00
1	3	1	2	Supplies and Materials	Supplies and materials for instructional use	211-11-6399-04E-165-30-510-000000-24F10	\$1,000.00
1	3	1	2	Supplies and materials for student instruction	Supplies and materials for instructional use	211-11-6399-04E-165-30-510-000000-24F10	\$302.00
1	3	1	2	Supplies and materials for student instruction	Supplies and materials for instructional use	211-11-6399-04E-165-30-510-000000-24F10	\$2,128.00
1	3	1	3	Registration Fees, Museum Night, STEM and Literacy Night	Family Science Night	211-61-6299-04E-165-30-510-000000-24F10	\$800.00
1	3	1	4	TA	Teacher Assistant	211-11-6129-04E-165-30-510-000000-24F10	\$26,983.00
2	1	1	1	Extra-Duty for TA's and Teachers	Extra duty pay for PD after hours	211-11-6116-0PD-165-30-510-000000-24F10	\$500.00
2	2	1	1	Math Materials	Supplies and materials for instructional use	211-11-6399-04E-165-30-510-000000-24F10	\$500.00
2	3	1	1	PD	Subs for professional development	211-11-6112-0PD-165-30-510-000000-24F10	\$1,565.77
2	3	1	1	Extra-Duty	Extra duty pay for PD after hours	211-11-6116-0PD-165-30-510-000000-24F10	\$1,000.00
2	3	1	2	Supplies and materials for instruction	Supplies and materials for instructional use	211-11-6399-04E-165-30-510-000000-24F10	\$4,000.00
2	4	1	1	Substitutes	Subs for professional development	211-11-6112-0PD-165-30-510-000000-24F10	\$1,000.00
2	4	1	2	TA	Science Lab Assistant	211-11-6129-021-165-30-510-000000-24F10	\$30,135.00
3	1	1	1	Data Analyst	Data Analyst	211-13-6119-04E-165-30-510-000000-24F10	\$80,000.00

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	1	Supplies for printing reports including ink	Supplies and materials for instructional use	211-11-6399-04E-165-30-510-000000-24F10	\$800.00
3	2	1	2	Extra-Duty pay	Extra duty for family engagement activities after hours	211-61-6116-04L-165-30-510-000000-24F10	\$200.00
4	1	1	1	Incentives for Students	Snacks or incentives for students	211-11-6499-04E-165-30-510-000000-24F10	\$2,000.00
4	2	1	1	PD	Subs for professional development	211-11-6112-0PD-165-30-510-000000-24F10	\$1,000.00
4	3	1	1	Resources and Materials	Supplies and materials for instructional use	211-11-6399-04E-165-30-510-000000-24F10	\$178.00
4	4	1	1	Parent Conferences after hours	Extra duty for family engagement activities after hours	211-61-6116-04L-165-30-510-000000-24F10	\$1,000.00
4	4	1	2	Incentives for parents	Snacks for parents to promote participation	211-61-6499-04L-165-30-510-000000-24F10	\$200.00
Sub-Total							\$158,291.77
Budgeted Fund Source Amount							\$158,291.77
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	2	Supplies and materials for student instruction	Supplies and materials for instructional use	199-11-6399-001-165-24-313-000000-	\$8,687.00
Sub-Total							\$8,687.00
Budgeted Fund Source Amount							\$8,687.00
+/- Difference							\$0.00

Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1	General supplies for parent engagement activities	Supplies and materials for parental involvement	211-61-6399-04L-165-30-510-000000-24F10	\$3,276.00
Sub-Total							\$3,276.00
Budgeted Fund Source Amount							\$3,276.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	1	2	Supplies and materials for student use	Reading materials - instruction	199-11-6329-001-165-25-313-000000	\$4,267.00
Sub-Total							\$4,267.00
Budgeted Fund Source Amount							\$4,267.00
+/- Difference							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	4	1	3		GENERAL SUPPLIES		\$302.00
Sub-Total							\$302.00
Budgeted Fund Source Amount							\$302.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	1	2		GENERAL SUPPLIES		\$2,128.00
Sub-Total							\$2,128.00
Budgeted Fund Source Amount							\$2,128.00
+/- Difference							\$0.00
Grand Total Budgeted							\$176,951.77

SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Grand Total Spent							\$176,951.77
+/- Difference							\$0.00

Addendums

[illegible]

[illegible]

[illegible]

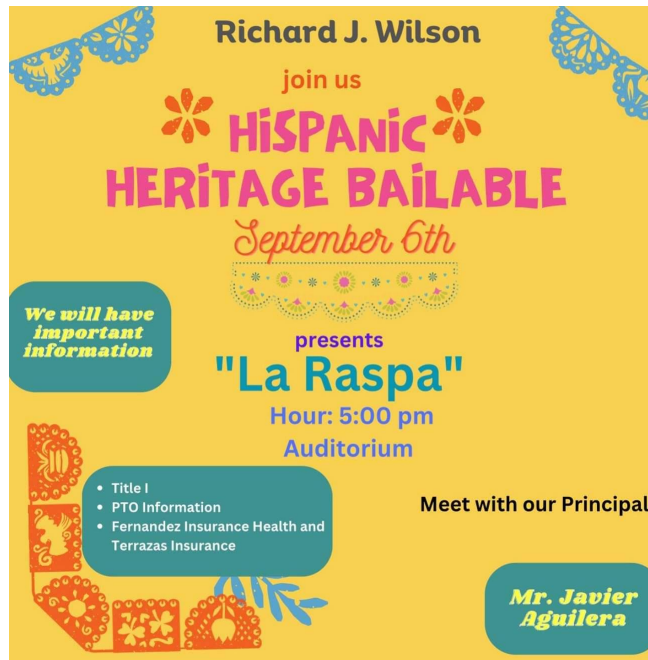


Richard J Wilson

Title 1 Meeting

[illegible]

Richard J Wilson
Annual Title I Parent Meeting
9/6/2023
Agenda/Flyer



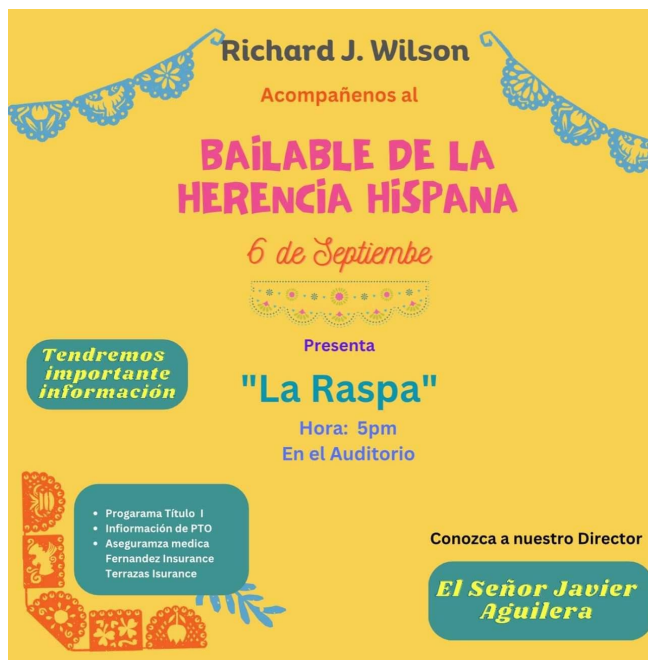
Richard J. Wilson
join us
HISPANIC
HERITAGE BAILABLE
September 6th
presents
"La Raspa"
Hour: 5:00 pm
Auditorium

We will have important information

- Title I
- PTO Information
- Fernandez Insurance Health and Terrazas Insurance

Meet with our Principal

Mr. Javier Aguilera



Richard J. Wilson
Acompañenos al
BAILABLE DE LA HERENCIA HISPANA
6 de Septiembre
Presenta
"La Raspa"
Hora: 5pm
En el Auditorio

Tendremos importante información

- Programá Titulo I
- Información de PTO
- Aseguramza medica Fernandez Insurance Terrazas Insurance

Conozca a nuestro Director

El Señor Javier Aguilera