

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Campus Name: 165 - Wilson ES, Richard J.

Principal: Ayala, Irma

Executive Director: Hilda Caballero

Fort Worth ISD Mission Statement

Preparing ALL students for success in college, career, and community leadership.

Vision

Igniting in Every Child a Passion for Learning

Student Outcome Goals

Early Literacy - Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from 30% to 43% by 2019.

Middle Grade Math - Percent of students who meet or exceed standard on STAAR Algebra I EOC exam by the end of grade 9 will increase from 77% to 87% by 2019.

College and Career Readiness - Percent of graduates who have met the criteria for Post-Secondary Readiness, as measured by a college-ready qualifying score on AP, SAT, ACT, TSI or industry preparation, will increase from 53% to 66% by 2019.

School Profile

Student Enrollment by Program

Attendance Rate: 96.7

Special Education: 4.8

Dual Language/ESL: 61.3

Gifted and Talented: 3.4

Career and Technology: 0

Percentage of at-risk students: 88.7

Percentage of English Language (EL) students: 65.2

Percentage of economically disadvantage students: 92.2

2019-2020 Campus Site-Based Committee

Name	Role
Kaley Aguirre	Teacher
Orimar Garcia	Teacher
Maricruz Zumaya	Teacher
Janet Welch	Teacher
Karen Santiago	Campus Non-Teacher Professional
Romeo Munguia	District Level Staff
Robert Holman	Business Representative
Mike McGee	Business Representative
Carol Kirkpatrick	Community Representative
Miguel Maldonado	Community Representative
Maria Salazar	Parent
Esmeralda Salazar	Parent
Aracely Lopez	Parent
Irma Ayala	Principal
Katy Scofield	Additional Representative Appointment

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Wilson ES, Richard J..The 85th Texas Legislation passed House Bill (HB) 22, establishing three domains for measuring performance of campuses:

Beginning with 2019-2020, campuses will receive a rating of **A-F** for overall performance, as well as performance in each domain.

[Click here for the TEA Accountability Resource Page](#)

State Accountability Ratings by Domain	Overall Performance Accountability Rating
Domain 1: Student Achievement 67	75 - Met Standard
Domain 2: School Progress 75	
Domain 3: Closing The Gaps 75	

Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 1

Academic Achievemet in English Language Arts/Reading: 0

Top 25 Percent: Comparative Academic Growth: 0

Postsecondary Readiness: 0

Top 25 Percent: Comparative Closing the Gaps: 0

Campus Assurances and Certification for the 2019-2020 School Year

I certify acceptance and compliance with all provisions set forth by:

Yes the Fort Worth ISD School Board;

Yes the Texas Education Code;

Yes Title I, Part A; and

No Turnaround Plans

[Click here to see the full Guide to Campus Assurances](#)

When you select "Yes," you are certifying that you have access to or have received the document that outlines all of the requirements discussed above. Additionally, you are indicating your assurance that these requirements will be implemented on your campus by yourself, your designee, or your leadership team.

Comprehensive Needs Assessment Summary for 2019-2020

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified areas needing improvement or areas of weakness?	Priorities What are we going to intervene? If addressed, this need will create the most impact.
Demographics	<ol style="list-style-type: none"> 95.9% Hispanic population; Homogeneous group 61.3% of population enrolled in bilingual program 95% free and reduced lunch for Title I purposes-resources 	<ol style="list-style-type: none"> Low parental involvement in child's education Low % of identified GT population 95% low socio-economic student population 	<ol style="list-style-type: none"> We will continue to strengthen the relationship between the school and parents to help improve student achievement. Implement a consistent campus-wide behavior plan to reduce classroom loss of instruction.
Student Achievement	<ol style="list-style-type: none"> TEA recognized in 5th Grade science Various celebrations/motivational strategies are in place Scores are above the district in most subjects 	<ol style="list-style-type: none"> Not enough students are being identified for Dyslexia services Social-emotional issues; limited support for these students % of meets and exceeds needs to increase 	<ol style="list-style-type: none"> Implementation of IPC across all grade levels and contents to align instruction with state and district assessments.
School Culture and Climate	<ol style="list-style-type: none"> All students are greeted at the door every morning The hospitality committee has monthly luncheon celebrations The staff is friendly, hardworking, warm, and welcoming to one another. 	<ol style="list-style-type: none"> Social-emotional support--need regular guidance lessons addressing specific student needs More teacher support for students with emotional needs More secure dismissal procedures especially during rainy and bad weather days 	
Staff Quality/ Professional Development	<ol style="list-style-type: none"> 4th Grade Language Arts teachers are trained in Empowering Writers All 3rd-5th grade teachers are able to plan IPCs. Teachers get lesson feedback frequently 	<ol style="list-style-type: none"> PK-2nd grade teachers need to be training on how to develop IPCs. On campus support for first year teachers Behavior management training 	
Curriculum, Instruction, and Assessment	<ol style="list-style-type: none"> Plenty of math material/manipulatives are available Teachers have received a variety of ESL strategies/methods from the Echo-Resilience (Texas A&M) organization 	<ol style="list-style-type: none"> Consistent use of sentence stems and peer conversations in all classrooms Consistent use of aggressive monitoring in the classroom to ensure students are being successful in their learning 	
Family and Community Involvement	<ol style="list-style-type: none"> Increased number of parent participation in workshops and classes offered by the counselor and parent liaison Large parent support for campus events and celebrations as well as a strong PTO Read to Win partnership 	<ol style="list-style-type: none"> Continue to offer classes and workshops to increase family and community support 	
School Context and Organization	<ol style="list-style-type: none"> Having an input in curriculum with time to plan during an IPC Benchmark celebrations 	<ol style="list-style-type: none"> More support for reading, writing, and handwriting in lower grades and tutoring for Tier 2 students A schoolwide discipline and behavior system Having more input to be part of the solutions for identified problems 	

Academic Excellence Goals

Fort Worth Independent School District 2019-2020 Academic Excellence Goals Action Plan

Campus Name: 165 - Wilson ES, Richard J.

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SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline
	Literacy - Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from 30% to 43% by 2019.	65.52	42.53	22.99	48.00	
	Percent of students in grades K-2 reading on or above grade level as measured by MAP fluency will increase from beginning-of-year to end-of-year (baseline)					

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1	Chromebook cart and headphones usage for student practice to demonstrate growth on Achieve and MAP testing.	Data trackers will demonstrate growth with the purchase of a Chromebook cart. Supplies provided for documentation will be markers, binders, paper, post-its, card stock and color paper. Students will utilize technology to practice for state and district assessments online.	Instructional Leadership	5/20/2020	Title I	20,908		
2	Staff will attend PD that will help them align instruction to assessments and differentiate instruction.	Selected staff will attend Teaching Trust Substitutes will be needed for trainings Teachers will return to campus with more knowledge on alignment Teachers will mentor other staff members.	Instructional Leadership	5/20/2020	Title I	15,000		
3	Bilingual classrooms will have 1 dictionary to every 5 students for use during daily instruction.	Increase student vocabulary by purchasing dictionaries for 2nd-5th grade. Implement use of the dictionaries in daily use.	Teacher(s)	5/20/2020	Bilingual	2,107		
4	Teachers will meet after school and plan for IPCs and lesson plans for the following six weeks periods.	Teachers will meet in grade levels after school. They will plan for instruction based on IPCS and lesson plans.	Instructional Leadership	5/20/2020	Title I	5,000		
5	Title I Reading teachers will utilize SIL/LLI/F&P reading programs for SGGR interventions. K-5th grade teachers will monitor reading levels of all students using F&P	Progress monitoring for all students with the resources provided will be conducted on a regular basis. Resources needed will be provided for grade levels and necessary purchases will be made.	Teacher(s)	5/20/2020	Title I	45,000	Below Target	
6	LEP Data analyst will work closely with teachers in disaggregating data and planning for instruction / creating IPCs.	Schedule Weekly data meetings for all grade levels. Data analyst will facilitate meetings utilizing teacher assessments. Teachers will bring assessments to data meetings with an exemplar. Discussion will be held on gaps noticed on student work. Teachers will plan re-teach lessons based on data-driven discussions.	Instructional Leadership	5/20/2020	Title I	56,000	Below Target	
7	Utilize resource Read Naturally with Tier 3 students to increase academic progress.	Purchase read naturally materials for grades k-5. Train Staff on how to use Read Naturally by Nov 1. Use MAP and F&P to tier students. Use Read Naturally with Tier 3 students.	Instructional Leadership	5/20/2020	SCE	5,484		

8	Teachers will use the AR system to help them monitor students reading levels.	AR license will be purchased. Teachers will administer beginning of the year assessment to get students' levels. Students will graph their growth every six weeks.	Principal	5/20/2020		5,000		
9	Students will improve their reading skills while reading books at their levels.	Librarian will purchase books Books will be from various levels. Books will be coded based on their levels.	Principal	5/20/2020	Title I	5,000		
10	Teachers will assist students in learning how to monitor and de escalate social emotional outbursts and issues.	Calming resources will be purchased for students. Students will learn to use them to de escalate unacceptable behaviors. Teachers will evaluate the effectiveness of the resources purchased.	Instructional Leadership	5/20/2020	Special Education	1,481		
11								
12								
13								
14								
15								

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Mission Goals

Fort Worth Independent School District 2019-2020 Mission Goals Action Plan

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SMART Goals	Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)	Baseline (BOY)	to Target	by Deadline
	Percent of students at grade level or above in Math will increase from	74	77	EOY

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
	K-5th grade students will take basic math fact tests monthly and students will engage in classroom contests to develop automaticity in math facts.	Student progress will be monitored and documented for improvement. Materials: paper, binders, pencils, marker and other materials will be provided for teachers for document student progress.	Teacher(s)	5/20/2020	Local (Basic Allotment)	10,000		
	Teacher assistant will assist with small group guided math to help ensure student growth.	Differentiated instruction and organized groups according to student group needs	Teacher(s)	5/20/2020		26,002		
SPED	Provide students after school enrichment / problem solving activities.	STEAM products will be provided to students to promote all learning styles.	Instructional Leadership	5/20/2020	Local (Basic Allotment)	10,000		
LEP	Practice STAAR materials and other resources will be purchased for Grades 3-5	Practice materials needed for student growth will be purchased, such as: paper, cardstock, pencils, binders and other materials.	Instructional Leadership	5/20/2020	Title I	10,000		
LEP	Data analyst will provide additional math support through coaching teachers to develop quality problem solving techniques that will develop higher order thinking skills in the classroom.	Bi-weekly data meetings will be conducted to develop higher order thinking skills.	Instructional Leadership	5/20/2020	Gifted & Talented	151		
LEP			Instructional Leadership	5/20/2020				

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence:

Leadership Feedback:

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Leadership Feedback:

