

Campus Improvement Plan

2018-2019

Elementary/Intermediate Campus: Wilkerson Intermediate

Rating: Met Standard

GOAL 1: STUDENT ACHIEVEMENT AND POSTSECONDARY SUCCESS

MASTER RIGOROUS ACADEMIC STANDARDS – STUDENT ACHIEVEMENT, STUDENT PROGRESS, CLOSING PERFORMANCE GAPS and SUCCESSFUL COMPLETION OF HIGH SCHOOL

ACCOUNTABILITY

DOMAIN I: STUDENT ACHIEVEMENT - *Evaluates performance across all subjects for all students on both general and alternate assessments; high schools include – College, Career, and Military Readiness (CCMR) indicators, and graduation rates.*

DOMAIN I OBJECTIVES: All students/all subjects combined

2017-2018 Performance	2018-2019 Goals (All students combined)
<u>86</u> % Approaching Grade Level Standards	<u>90</u> % Approaching Grade Level Standards
<u>59</u> % Meeting Grade Level Standards	<u>65</u> % Meeting Grade Level Standards
<u>29</u> % Mastering Grade Level Standards	<u>35</u> % Mastering Grade Level Standards

DOMAIN II: SCHOOL PROGRESS - *Measures district and campus outcomes in two areas:*

Part A: Academic Progress – *the number of students that grew at least one year academically (or are on track) as measured by Reading and Math STAAR results.*

Part B: Relative Performance – *the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.*

DOMAIN II OBJECTIVES: Reading and Math, all students, seven racial/ethnic groups, ELL, SpEd, weighted progress

2017-2018 Performance	All Students	Reading	Math
Met Expected or Accelerated Growth Measure	64	64	64
Met Accelerated Growth Measure Only	20	24	17
2018-2019 Goals	All Students	Reading	Math
Will meet Expected or Accelerated Growth Measure	70	70	70
Will meet Accelerated Growth Measure Only	25	30	20

DOMAIN III: CLOSING THE GAPS - *Uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds, and other factors. The indicators included in this domain align the state accountability with Every Student Succeed Act (ESSA).*

DOMAIN III OBJECTIVES: Reading and Math at Meets Grade Level Standards – All students, seven racial/ethnic groups, Eco Dis, SpEd, former SpEd, Current and monitored ELLs (through year 4), Continuously and Non-Continuously enrolled.

Federal Accountability: Closing the Gaps

Support Area	Campus Target Student Groups	District Target Student Groups
Academic Achievement in Reading		
Academic Achievement in Math		
Growth in Reading	Hispanic, Two or More Races, EL Current & New	Pacific Islander
Growth in Math	White, Two or More Races	
Graduation Rate		African American, Economically Disadvantaged, English Learners, Special Education
English Language Proficiency		
Student Success		
School Quality		Special Education

2017-2018 Performance:

Economically Disadvantaged Students

77 % scored Approaching Grade Level Standards

16 % scored Mastering Grade Level Standards

Focus Student Group: Hispanic

82 % scored Approaching Grade Level Standards

19 % scored Mastering Grade Level Standards

Focus Student Group: White

91 % scored Approaching Grade Level Standards

36 % scored Mastering Grade Level Standards

READING/ELA

2017-2018 Performance:

Economically Disadvantaged Students

76 % scored Approaching Grade Level Standards

32 % scored Mastering Grade Level Standards

Focus Student Group: Current EL

66 % scored Approaching Grade Level Standards

6 % scored Mastering Grade Level Standards

Focus Student Group: African American

73 % scored Approaching Grade Level Standards

18 % scored Mastering Grade Level Standards

TARGET/FOCUS:

- Address rigor of questioning in the differentiated literacy classroom in grades K-6 for vertical alignments of Tier I best practices.
- Re-examine effectiveness of Guided Reading in the K-6 classroom through an in-depth examination of classroom practices and focus on the critical role of texts and the expert teaching in the process of reading.
- Focus on teaching in genres for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading with writing.

READING/ELA CURRICULUM, INSTRUCTION AND STAFF DEVELOPMENT

- Training will be provided on the BAS, DRA and other district literacy assessments highlighting how to use data gleaned from these assessments to guide small group Guided Reading instruction.
- Provide trainings on components of CISD Reads and Writes, including Read Aloud Think Together, Shared Reading, Guided Reading, and Independent Reading.
- Staff development will be provided leadership teams with a focus on quality practices to grow readers and writers which will deepen teacher understanding of text.

2018-2019 Goals:

Economically Disadvantaged Students

80 % will score Approaching Grade Level Standards

20 % will score Mastering Grade Level Standards

Focus Student Group: Hispanic

85 % will score Approaching Grade Level Standards

24 % will score Mastering Grade Level Standards

Focus Student Group: White

90 % will score Approaching Grade Level Standards

40 % will score Mastering Grade Level Standards

2018-2019 Goals:

Economically Disadvantaged Students

80 % will score Approaching Grade Level Standards

35 % will score Mastering Grade Level Standards

Focus Student Group: Current EL

70 % will score Approaching Grade Level Standards

10 % will score Mastering Grade Level Standards

Focus Student Group: African American

75 % will score Approaching Grade Level Standards

20 % will score Mastering Grade Level Standards

WRITING

2017-2018 Performance:

Economically Disadvantaged Students

___% scored Approaching Grade Level Standards

___% scored Mastering Grade Level Standards

Focus Student Group:

___% scored Approaching Grade Level Standards

___% scored Mastering Grade Level Standards

Focus Student Group:

___% scored Approaching Grade Level Standards

___% scored Mastering Grade Level Standards

TARGET/FOCUS:

- Examine the fidelity of implementation of the Writing Workshop approach to writing instruction and the use of the recommended resources for the teaching of writing.

WRITING CURRICULUM, INSTRUCTION AND STAFF DEVELOPMENT

- Language Arts will provide campus based “customized” writing trainings throughout the school year.

MATH

2017-2018 Performance:

Economically Disadvantaged Students

82% scored Approaching Grade Level Standards

17% scored Mastering Grade Level Standards

Focus Student Group: EL Current

77% scored Approaching Grade Level Standards

9% scored Mastering Grade Level Standards

Focus Student Group: African American

78% scored Approaching Grade Level Standards

19% scored Mastering Grade Level Standards

TARGET/FOCUS:

- Focus on the emphasis of small group math instruction such as in guided math, tracking individual progress through documentation using anecdotal notes and implementation of effective tutorial programs for teachers.
- Teachers will utilize vocabulary strategies using graphic organizers, math centers for anchor activities, and use of technology to improve skills, fact fluency, and problem-solving strategies.
- Develop and implement common formative assessments to assist in monitoring achievement, including matching rigor of the questions to the requirement

MATH CURRICULUM, INSTRUCTION AND STAFF DEVELOPMENT

- Guided Math
- Math Content Leadership Team

2018-2019 Goals:

Economically Disadvantaged Students

___% will score Approaching Grade Level Standards

___% will score Mastering Grade Level Standards

Focus Student Group:

___% will score Approaching Grade Level Standards

___% will score Mastering Grade Level Standards

Focus Student Group:

___% will score Approaching Grade Level Standards

___% will score Mastering Grade Level Standards

2018-2019 Goals:

Economically Disadvantaged Students

85% will score Approaching Grade Level Standards

20% will score Mastering Grade Level Standards

Focus Student Group: EL Current

82% will score Approaching Grade Level Standards

13% will score Mastering Grade Level Standards

Focus Student Group: African American

82% will score Approaching Grade Level Standards

22% will score Mastering Grade Level Standards

SOCIAL STUDIES

2017-2018 Performance:

Economically Disadvantaged Students

___% scored Approaching Grade Level Standards

___% scored Mastering Grade Level Standards

Focus Student Group:

___% scored Approaching Grade Level Standards

___% scored Mastering Grade Level Standards

Focus Student Group:

___% scored Approaching Grade Level Standards

___% scored Mastering Grade Level Standards

TARGET/FOCUS:

- Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers.

SOCIAL STUDIES CURRICULUM, INSTRUCTION AND STAFF DEVELOPMENT

SCIENCE

2017-2018 Performance:

Economically Disadvantaged Students

70% scored Approaching Grade Level Standards

10% scored Mastering Grade Level Standards

Focus Student Group: Current EL

68% scored Approaching Grade Level Standards

6% scored Mastering Grade Level Standards

Focus Student Group: African American

70% scored Approaching Grade Level Standards

9% scored Mastering Grade Level Standards

TARGET/FOCUS:

- Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity.
- Ensure teachers require all students utilize a science interactive notebook as part of their learning process.
- Provide support for teachers as they implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity.

SCIENCE CURRICULUM, INSTRUCTION AND STAFF DEVELOPMENT

- Professional learning opportunities will be provided by a Science Instructional Coach in the area of common assessment writing during teacher planning meetings.
- The Science Instructional Staff will provide training on the use of anchor activities during grade specific Make-n-Take professional learning opportunities.

2018-2019 Goals:

Economically Disadvantaged Students

___% will score Approaching Grade Level Standards

___% will score Mastering Grade Level Standards

Focus Student Group:

___% will score Approaching Grade Level Standards

___% will score Mastering Grade Level Standards

Focus Student Group:

___% will score Approaching Grade Level Standards

___% will score Mastering Grade Level Standards

2018-2019 Goals:

Economically Disadvantaged Students

75% will score Approaching Grade Level Standards

13% will score Mastering Grade Level Standards

Focus Student Group: Current EL

73% will score Approaching Grade Level Standards

10% will score Mastering Grade Level Standards

Focus Student Group: African American

75% will score Approaching Grade Level Standards

13% will score Mastering Grade Level Standards

HEALTH

PERFORMANCE OBJECTIVE: 80 % of all students will meet a minimum of one Healthy Fitness Zone standard, as measured by the FitnessGram assessment

HEALTH CURRICULUM, INSTRUCTION AND STAFF DEVELOPMENT

- Provide instruction that incorporates a high percentage of engaged time.
- Provide students with opportunities and activities that allow “choice.”
- Ensure students demonstrate responsible personal and social behavior that respects self and others.

AT-RISK AND SPECIAL POPULATIONS

STRATEGIES AND STAFF DEVELOPMENT – (Eco Dis, Dyslexia, GT, ELL, Immigrant, SpEd, Homeless)

- Training and onsite support will be offered to classroom teachers serving students with disabilities.
- Provide for increased practice turns and feedback during instruction.
- Training will be offered to assist campuses in serving dyslexia students in Section 504 as well as discussions about accommodations.

SUCCESSFUL COMPLETION OF HIGH SCHOOL/POSTSECONDARY READINESS DISTINCTION DESIGNATIONS

POSTSECONDARY READINESS INDICATORS

POST-SECONDARY READINESS

Attendance rate will increase from 96.8% in 2017/18 to 97 % in 2018/19.

Meet eligible campus Academic Achievement Distinction Designations (AADD)

50% of indicators will be in top quartile

Meet Top 25% in Student Progress Distinction Designations

Top quartile of campus comparison group in performance for student progress

Meet Top 25% in Closing Performance Gaps Distinction Designations

Top quartile of campus comparison group in performance for closing performance gaps

Meet eligible Postsecondary Readiness Distinction Designations

50% of indicators will be in top quartile

TARGET/FOCUS:

- Campus staff will run attendance reports weekly, contact parents, and file truancy charges after 10 unexcused absences.

FINANCIAL RESOURCES

General Operating, Elementary and Secondary

State Compensatory Education Funds

Title Funds

IDEA, Part B

Bilingual Allotment Funds

Gifted and Talented Allotment Funds

ADDITIONAL RESOURCES

Teacher Content Leadership Teams and District and Campus Instructional Coaches

Curriculum: CISD Instructional Model, CISD Reads, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted & Talented, Rtl, Dyslexia Services

Assessment: STAAR, STAAR Alt 2, TELPAS, TELPAS Alt, District

Benchmark Results, District Curriculum Checkpoints, Campus Common Assessments, Universal Screeners, Stanford, BAS, DRA, OS, QPS, SAT, ACT, CogAT, IOWA, Logramos

Systems: View It, Eduphoria, Dashboard, Curriculum Heat Maps, Campus Improvement Plans, Road Trip Nation

Professional learning opportunities provided throughout the year.

FORMATIVE EVALUATIONS

NOVEMBER, JANUARY

Item analysis and data disaggregation of Benchmark assessments

CISD Benchmarks at passing rate

Staff Development: track number attending per campus; target for specific campus needs

SUMMATIVE EVALUATIONS

JULY

TEA Accountability Summary, TAPR, PBMAS, AMAOs, DVM, Special Education Evaluation

PROJECT MANAGERS

Principal, AP, Student Success Teacher, Academic Coaches

Goal 2: RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF

Objective: To recruit, retain and develop highly qualified teachers and staff for all students.

Focus Strategies

Financial Resources	Campus budget, Teacher Activity Fund, Title III
Additional Resources	Position Control Reports, Allocation Reports
Monitoring Timeline	November, January, March
Formative Evaluation	HQ data from Human Resources
Summative Evaluation	TAPR, HQ Report to TEA
Project Managers	Principal, Assistant Principal

Goal 3: PARENTS AND COMMUNITY

Objective: To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.

Focus Strategies

- Develop and maintain a campus communication plan that addresses procedures and practices for communicating with staff, the CISD Communications Office, and patrons/media regarding daily campus activities, special events, urgent non-life-threatening situations, disaster/life threatening situations.
- Provide opportunities at school for families to be engaged in academic and social events.

Financial Resources	Campus budget, Title Funds
Additional Resources	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology
Monitoring Timeline	Formative - November, January; Summative – July
Formative Evaluation	Record of contact with media, Record of press releases, Record of campus communication, Website information is current and accurate
Summative Evaluation	Meet Performance Indicators for Campus
Project Manager	Principal

Goal 4: SAFE SCHOOLS

Objective: To provide a safe and orderly school environment conducive to learning for all students and staff.

Focus Strategies

- Provide student education in safe schools and personal safety/wellness through implementation of programs on character development; conflict resolution; drug, alcohol, and tobacco resistance; and life/coping skills.
- Involve parents and community members in activities to support a safe school environment.
- Implement bullying prevention and intervention strategies: faculty training through Safe Schools: Bullying: Recognition & Response Full Course and Online Safety: What Every Educator Needs to Know; CISD online resources at http://www.conroeisd.net/Bullying/student_guide.asp; campus programs and presentations.

Financial Resources	Campus budget
Additional Resources	Emergency operations plan
Monitoring Timeline	Formative- November, January; Summative - July
Formative Evaluation	Record of programs/presentations/trainings for students and staff, Quarterly reports of police activity and safety drills for campus
Summative Evaluation	Clean safety audit
Project Manager(s):	Principal, Assistant Principal

Goal 5: TECHNOLOGY

Objective: To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

Focus Strategies

- Provide support for staff and students to utilize technology as a tool and resource within curriculum and assessment.
- Increase student opportunities for utilizing technology across the curriculum areas.
- Provide hands-on training in use of new technology hardware and software.

Financial Resources	Campus budget, Title Funds
Additional Resources	Technology staff
Monitoring Timeline	Formative - November, January; Summative - July
Formative Evaluation	Records of professional development in technology, Campus and District Technology Plans align with strategies
Summative Evaluation	Meet Performance Indicators for STaR Report
Project Manager(s):	Principal, Assistant Principal, Technology Liaison

NON-DISCRIMINATION STATEMENT

The Conroe Independent School District is an equal opportunity employer and does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment matters, in its admissions policies, or by excluding from participation in, denying access to, or denying the benefits of district services, academic and/or vocational and technology programs, or activities as required by Title VI and Title VII of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, the First Amendment of the United States Constitution, the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973, as amended, and Title II of the Americans with Disabilities Act.

For information about Title IX rights, contact the Title IX Coordinator, 3205 W. Davis, Conroe, Texas 77304; (936) 709-7700. For information about Section 504/ADA rights, contact the Section 504/ADA Coordinator, 3205 W. Davis, Conroe, Texas 77304; (936) 709-7670.

STATE COMPENSATORY EDUCATION PROGRAM

2018-2019 School Year

Strategy	Program/Service	Funds Budgeted	FTEs
Closing Gaps: Rdg- S2, Math - S1, Sci - Sy1	Academic Tutorials	\$ 10,305.00	0.19
Reading Coach, Math Coach, PASS Mgr	Instructional Support	\$ 184,208.00	3.00
Closing Gaps: Rdg- S2, Math - S1, Sci - Sy1	Instructional Materials for At-Risk Students	\$ 3,225.00	0.00
n/a	Tutorial Transportation for At-Risk Students		
	TOTAL SCE	\$ 197,738.00	3.19

RESOURCES ALLOCATED FOR TITLE I – III

2018-2019 School Year

TITLE IA

Strategy	Program/Service	Funds Budgeted	FTEs
Science Coach, Subs, Extra Duty	Instructional Support – Instructional Coaches/Teachers	\$ 86,571.00	1.35
n/a	Instructional Support – Paraprofessionals		
Tech: S1, S2, S3	Technology	\$ 20,000.00	0.00
Closing Gaps: Rdg S2	Books	\$ 40,000.00	0.00
Healthy snacks, Transportation	Instructional Materials	\$ 14,346.00	0.00
	Staff Development	\$ 3,000.00	0.00
Goal 3, S2	Parent Involvement	\$ 3,278.00	0.00
	TOTAL Title IA	\$ 167,195.00	1.35

TITLE III LEP

Strategy	Program/Service	Funds Budgeted	FTEs
Closing Gaps: Rdg- S2, Math - S1, Sci - Sy1	Extra Duty Tutorials	\$ 2,000.00	0.04
	Instructional Support		0.00
Tech: S1, S2, S3	Technology	\$ 500.00	0.00
Closing Gaps: Rdg S2	Books	\$ 500.00	0.00
Closing Gaps: Rdg- S2, Math - S1, Sci - Sy1	Instructional Materials	\$ 500.00	0.00
	TOTAL Title III LEP	\$ 3,500.00	0.04

Title I Schoolwide Program Elements

2018-2019 School Year

Every Student Succeeds Act requires that every Title I Schoolwide Program have three elements in place to ensure compliance: Comprehensive Needs Assessment, Campus Improvement Plan, and Parent Family Engagement activities. Each element consists of specific activities to address increasing student achievement, involving the school community in the design of the schoolwide plan, and actively engaging families in opportunities available at the campus.

Strategy	Title I Schoolwide Elements
Element 1	Comprehensive Needs Assessment
Closing Gaps: Rdg- S2, Math - S1, Sci - S1	The campus conducts an annual comprehensive needs assessment of the entire school analyzing the academic achievement of all students and subgroups of students.
Element 2	Campus Improvement Plan (CIP)
Parent Communication: S1	The campus developed the CIP with the involvement of parents and other stakeholders the school such as teachers, principal, paraprofessionals, and community.
Closing Gaps: Rdg- S2, Math - S1, Sci - S1	The campus will regularly monitor the CIP and revise strategies based on identified needs.
Parent Communication: S1	The campus ensures the CIP is publicly available to parents and the community (English and Spanish).
At Risk: Strategies 1, 2 and 3	The campus implements reform strategies to address school needs including opportunities for all students, and student groups of students such as economically disadvantaged, ethnicity, students with disabilities, English language learners, migrant, and homeless students, to exceed academic standards.
At Risk: S1, Closing Gaps: Rdg - S2, Math - S2	The campus executes strategies to increase the quality and amount of learning time available to strengthen the academic program in the school and provides students an enriched and accelerated curriculum.
At Risk: Strategies 1, 2 and 3	The campus will address the needs of all students but particularly the needs of those students who are at-risk of not meeting academic standards.
Element 3	Parent and Family Engagement
Goal 3, Strategies 1 and 2	The campus jointly develops, with the input of parents, a written parent/family engagement policy describing the requirements of Title I and the school's commitment to involve parents and families. This policy must be distributed to the school community and updated at least annually to address changing needs.
Goal 3, Strategies 1 and 2	The campus jointly develops, with the input of parents, a written school/parent/student compact highlighting reform strategies which will directly impact academic readiness of students. This compact should be distributed to all parents and provide a tool for conversations about expectations and successful learning characteristics.
Goal 3, Strategies 1 and 2	The campus offers a flexible number and types of family engagement activities.
Goal 3, Strategies 1 and 2	The campus sends home information regarding family engagement opportunities and required notices in a format and language that families can understand (English and Spanish).