

Conroe Independent School District
Wilkinson Elementary
2023-2024 Campus Improvement Plan



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Wilkinson Elementary and Conroe ISD have a viable and rigorous district curriculum tightly aligned to our state standards, the TEKS. Campus and district leadership will work with classroom teachers to ensure the alignment of TEKS to our instructional strategies. All curriculum documents are linked in our campus Wilkinson Way Website and the campus Google share drive where teachers enter their lesson plans. Teachers include the objective being taught, the activity, differentiated small group instruction, and the tool being used for formative assessments to measure the objective.

We meet in Professional Learning Communities after each common assessment (Math: 3-4th grade and Reading: 3-4th grade) to discuss our progress toward our goals with a focus on the grade level high leverage TEKS. We create formative assessments in all grade levels that drive our instruction and drive our small group lesson planning. During PLCs, we also research different ways to differentiate our instruction to meet the needs of our diverse learners. We will identify and monitor the high focus groups in 3rd and 4th grade math and ELA during the 2023-24 school year. This includes our Special Education, our Economically Disadvantaged, and our Emergent Bilingual student groups.

On the 2023 STAAR Assessment, the following scores for all grades show the percentage achieving the Meets level or above:

All Subjects - 59% (increased by 7%)

Reading - 56% (increased 2%)

Math - 61% (increased by 11%)

Looking into our data, there are 3 main student groups that typically struggle. Below are some key data points from our high focus groups. The following scores represent our current reality from the 2023 STAAR Assessments for these students. This data represents the percentage of students for each sub group that achieved the Meets level or above for each grade level and subject.

High Focus Reading - 46%

High Focus Math - 47%

HB3 Math-

Based on the 2022-23 Early Math Assessment data, students in grades K-2 continue to struggle most on task 3 over any of the other tasks. This reveals a greater need to connect the numeration and place value unit across grades K-2. We will accomplish this through intentional data analysis and implementation of district suggested small group intervention resources.

2022-23 Early Math Assessment Task 3 Data:

- Kinder (not on target) - 24%
- 1st Grade (not on target) - 40%
- 2nd Grade (not on target) - 46%

HB3 Reading-

During EOY literacy assessments, 281 Economically Disadvantaged students in K - 3 were tested using the Amplify mCLASS assessments and 115 of these students scored well below the expected level, 53 students scored below the expected level, 61 students scored at the expected level, and 54 students scored above the expected level. 57% of Economically Disadvantaged students in K - 4 are reading below grade level according to the BAS Reading assessments.

During the EOY literacy assessments, 58 identified SPED K - 3 students were assessed using Amplify mCLASS. Of these students, 31 scored well below the expected level, 10 scored below the expected level, 9 scored at the expected level, and 7 scored above the expected level. 70% of SPED students in K - 4 are reading below level according to BAS Reading assessments.

During EOY literacy Assessments, 36 K - 3 Emergent Bilinguals were assessed using the Amplify mCLASS assessments. 11 of these students scored well below the expected level, 8 students scored below the expected level, 10 students scored at the expected level, and 7 scored above the expected level. 50% of K - 4 English Language Learners are reading below grade level according to the BAS Reading assessments.

Reading on level is a key indicator for student success. As a campus, we have added phonics and Phonemic Awareness instruction along with aligning our reading instructional practices. Our goal is to increase the number of students reading at grade level.

Overall EOY Reading BAS Testing

2022 - 2023 Benchmark Assessment System (BAS) Results during the EOY Assessment Window:

- **42% of 3rd grade students are reading at grade level or above**
- **50% of 2nd grade students are reading at grade level or above**
- **57% of 1st grade students are reading at grade level or above**
- **52% of Kindergarten students are reading at grade level or above**

Student Achievement Strengths

Domain 1: Student Achievement

From the 2022 to the 2023 STAAR Assessments, all subjects and grade levels showed growth in overall percentages of students at the Meets and Masters levels.

- **All Subjects 59% (increased by 7%)**
- **Reading 56% (increased 2%)**
- **Math 61% (increased by 11%)**

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): HB3 Reading - Students continue to struggle to read on grade level when entering First Grade. **Root Cause:** There is a need to build teacher capacity for reaching students that are reading below grade level or well below grade level.

Problem Statement 2 (Prioritized): HB3 Math - Kindergarten, first grade, and second grade students are not making sufficient progress on task 3 of the Early Math Assessment. **Root Cause:** There is a need to build K-2 teacher capacity using data from the Early Math Assessments at BOY and MOY to form groups and intervene with students particularly in the area of numeration and place value.

Problem Statement 3 (Prioritized): Only 26% of our Special Education student group achieved the Meets level or above on the 2023 STAAR Assessments. **Root Cause:** Academic strategies and content being taught to our Special Education students is not fully aligned to the grade level TEKS. Collaboration between general education and special education teacher has not been consistent.

Problem Statement 4 (Prioritized): Although 3rd and 4th grade students have shown growth on the 2023 STAAR Reading Assessment, only 56% of students achieved the Meets level or above. **Root Cause:** Strategies and tools to increase high level comprehension skills and opportunities to practice short answer and extended constructed response are not implemented across grade levels and classrooms with consistency and fidelity.

Problem Statement 5 (Prioritized): Although 3rd and 4th grade students have shown growth on the 2023 STAAR Math Assessment, only 61% of students achieved the Meets level or above. **Root Cause:** Teachers need to continue their work toward implementing the concrete, pictorial, abstract continuum to differentiate math small groups consistently.

Problem Statement 6: The 2023 TELPAS showed that students in Kindergarten through 2nd grade average composite score was 2.4 while 3rd and 4th grade average composite score was 3.0 **Root Cause:** Students need strong reading instruction from an ESL certified teacher with an intentional focus on ESL strategies and vocabulary building.

Problem Statement 7: Economically Disadvantaged students are showing growth but continue to under-perform their non-economically disadvantaged peers. **Root Cause:** High yield, research based instructional strategies need to be implemented in all classrooms with fidelity.

Culture and Climate

Culture and Climate Summary

Our school invests in building connections and, as a result, Wilkinson Elementary enjoys a warm, inviting culture where all students feel supported and accepted. Expectations for student behavior are high and we have respectful, confident students. This culture of respect also exists between staff and parents.

At Wilkinson Elementary, we implemented the ROAR program: Respect, Optimism, Acceptance and Responsibility. These traits were chosen by the Foundations Team to represent the core values that the campus felt were integral in cultivating the whole student. These core values are woven into the daily Morning Meeting. Students are presented with multi-media platforms to discuss each core value. Each month, a student from each class is highlighted with a PRIDE Award for showing the core value that the campus is studying. There is a celebration, and the students create a poster to demonstrate their understanding of the core value. This is a celebrated honor that students are excited to achieve.

In addition to the recognition students receive for exhibiting core values each month, we also highlight four students, two boys and two girls, to receive the highly coveted "Scholar of the Month Award". For this award, the administration team and teachers, travel to the student's home. These students receive a yard sign to display to the community.

Our Foundations Team uses the guiding principles of Safe and Civil Schools to evaluate and reflect upon the climate and culture of our school. This team monitors and reflects on common areas, Positive Behavior Interventions and Supports (PBIS) in the classroom, and the overall climate and culture of the campus.

Wilkinson Elementary uses CHAMPS as a positive behavior support that defines the expectations for students in each activity and setting. This teaches students ownership of their choices and learning. It also clarifies the environment that is ideal for all the learners within the room and/or activity.

A monthly review is conducted of the discipline records, including student conflicts, all forms of violence, bullying, and DAEP placements. This is accomplished during our monthly Foundations meeting.

Wilkinson Elementary has few problems with discipline as compared with other elementary schools. When analyzing the data, the number of discipline referrals can be traced back to a few students who are receiving Tier 2 or Tier 3 behavior supports. Another powerful support is our social skill groups, which meet weekly for a duration of 6 weeks. They focus on teaching social skills that a student might be missing or needs to be re-taught. This is also a time that students can form a relationship with another caring adult to support their growth and self awareness.

This year we are continuing with Morning Meetings. During these meetings, students will learn social skills with a deeper focus on respect, optimism, acceptance and responsibility. We have specific lessons to address the different competencies that target each month's focus. These areas will be carefully re-evaluated each year. Additionally, while bullying is not considered a problem on our campus, we feel that it is important not to be complacent about bullying. We will include this as a need for the campus and address it as a focus for Morning Meetings.

This will be our 2nd year having Friday clubs for our 3rd and 4th graders. Their participation in clubs improves their communication skills, fosters creative thinking, and teaches students how to work effectively with other people. We also want to expose students to new skills. These skills and experiences can help students in the future.

As part of a focus on health and wellness, and an effort to provide coordinated school health activities, student academic performance data is compared with other data, such as fitness assessments, attendance, participation in physical education, etc. The campus stays attuned to recommendations provided by the District School Health Advisory Council. All campus personnel make an effort to recognize and promote healthy lifestyles through good nutrition, appropriate rest, stress reduction, time for studying, and time for physical activity.

Wilkinson Elementary celebrates a healthy, supportive culture. Students are accepting of students new to Wilkinson and CISD, including students of all backgrounds and cultures. Teachers feel empowered and valued. They report that Wilkinson is a great place to work. Administrators work closely with faculty, staff, and parents in decision-making. Teachers feel that they have a voice in the decisions that are made.

In Conroe ISD, we recognize and appreciate cultural differences. In addition, our hiring practices of campus personnel are designed to reflect the cultural and diverse student body.

All students and personnel are valued members of our unique family, each playing a significant role in our success. Conroe ISD encourages staff and students to embrace that which makes us different. By supporting an environment that facilitates and encourages safe and open dialogue and by empowering our students to embrace their differences, we are striving to ensure that our students will be equipped to work and live in a global society. Conroe ISD is committed to the social, emotional, behavioral, and academic success of all students.

Culture and Climate Strengths

- Wilkinson Elementary celebrates a healthy, supportive culture through intentional work and reflection by the Wilkinson Way team {Foundations}.
- Students are accepting of new students to Wilkinson and actively welcome them.
- Students value each other and respect the variety of cultures of our diverse student population.
- Teachers feel empowered and valued. They report that Wilkinson is a great place to work.
- Administrators work closely with faculty and staff in decision-making.
- Teachers feel that they have a voice in the decisions that are made through serving on the campus leadership teams.
- We have active parent involvement. Our Watch D.O.G.S. program has one of the highest participation rates in our district. On average we have two male guardians every single day volunteering through this program to serve our campus.
- Morning Meetings support students' sense of belonging and connection to the school.
- Social skill groups target specific gaps for identified students and provide explicit instruction and modeling of the skills.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1: We do not have 100% of student engagement during independent practice time. The number of students falling below expectations on assessments continues to remain a high percentage of the campus. **Root Cause:** Positive behavioral interventions and supports that have been proven to increase student active engagement and student culture have not been implemented with fidelity.

Problem Statement 2 (Prioritized): Discipline referrals by 200 from last school year **Root Cause:** Although our enrollment has increased by 100 students from the last school year, there is a continued need for development in addressing tiered levels of student behavior.

Parent and Community Engagement

Parent and Community Engagement Summary

We strive to listen to the needs of our community to ensure that we represent and adapt to the message our families share. Wilkinson Elementary parents and the community speak highly of the campus as a whole and the caring and committed heart of the staff. The staff partners with parents to provide a high quality education to those we serve.

Family involvement is a definite strength of our campus. Our families' perception of our school and its effectiveness is one of a positive nature. They report feeling very welcome when they come into the school due to the reception they receive in our front office and the warm, welcoming attitude of our staff. We received positive comments referencing how well the school is doing in educating students and how we take care of the various needs of our families. We value our rapport with the community.

Our website is frequently updated with information about upcoming events as well as resources for the parents to assist their students at home. In addition to the website, the campus administration sends a monthly electronic newsletter that includes important school information and a message from the principal. Grade levels send weekly electronic snapshots featuring what students will be learning in each content area. Our campus continues to utilize social media and our school messaging system to keep parents updated and involved in events and activities of the school.

Wilkinson Elementary values our partnership with the PTA. This relationship is supported throughout the year, and campus administration utilizes the PTA to assist with different events that we have for the students and their families. We appreciate working with other district and community organizations. In addition, we have parents and community members that participate in our campus Site Based Decision Making Committee. Members are willing to voice their opinion and state their cause as campus issues arise.

Wilkinson Elementary has a warm, inviting culture where students feel welcome, supported and accepted. Expectations for student behavior are high, and we are blessed to have respectful, confident, caring students. This culture of respect also exists between staff and parents.

Wilkinson Elementary partners with Communities in Schools to provide additional support for our students and families by collaborating on student and family needs and connecting families with community resources based on their needs.

Parent and Community Engagement Strengths

Parents and students feel safe at school.

Parents feel well informed about both academic and non-academic subjects.

Parents are comfortable contacting school personnel to discuss issues with their child.

Parents enjoy attending campus events.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Many students at Wilkinson Elementary have an increased need for strategies to use in order to handle the social and emotional experiences they encounter. **Root Cause:** Limited knowledge and use of positive strategies/skills at home and the lingering effects of the COVID-19 pandemic on students and families.

Problem Statement 2: Student attendance can vary tremendously, which impacts engagement and achievement. **Root Cause:** There is a need for more priority placed on good

attendance and the benefits of coming to school every day. We also need to find better ways to encourage all parents to engage in their child's education.

Problem Statement 3: Consistent, reciprocal communication from parents to teachers and staff about students' education and needs is not where it should be. **Root Cause:** Increased needs at home within the last few years have made it more difficult for parents to take time to return or initiate communication with staff.

Priority Problem Statements

Problem Statement 1: HB3 Math - Kindergarten, first grade, and second grade students are not making sufficient progress on task 3 of the Early Math Assessment.

Root Cause 1: There is a need to build K-2 teacher capacity using data from the Early Math Assessments at BOY and MOY to form groups and intervene with students particularly in the area of numeration and place value.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Only 26% of our Special Education student group achieved the Meets level or above on the 2023 STAAR Assessments.

Root Cause 2: Academic strategies and content being taught to our Special Education students is not fully aligned to the grade level TEKS. Collaboration between general education and special education teacher has not been consistent.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: HB3 Reading - Students continue to struggle to read on grade level when entering First Grade.

Root Cause 3: There is a need to build teacher capacity for reaching students that are reading below grade level or well below grade level.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Although 3rd and 4th grade students have shown growth on the 2023 STAAR Reading Assessment, only 56% of students achieved the Meets level or above.

Root Cause 4: Strategies and tools to increase high level comprehension skills and opportunities to practice short answer and extended constructed response are not implemented across grade levels and classrooms with consistency and fidelity.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Although 3rd and 4th grade students have shown growth on the 2023 STAAR Math Assessment, only 61% of students achieved the Meets level or above.

Root Cause 5: Teachers need to continue their work toward implementing the concrete, pictorial, abstract continuum to differentiate math small groups consistently.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Discipline referrals by 200 from last school year

Root Cause 6: Although our enrollment has increased by 100 students from the last school year, there is a continued need for development in addressing tiered levels of student behavior.

Problem Statement 6 Areas: Culture and Climate

Problem Statement 7: Many students at Wilkinson Elementary have an increased need for strategies to use in order to handle the social and emotional experiences they encounter.

Root Cause 7: Limited knowledge and use of positive strategies/skills at home and the lingering effects of the COVID-19 pandemic on students and families.

Problem Statement 7 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data
- RDA 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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 1: Increase the percentage of 3rd grade students that achieve the Meets level or above on the 2024 STAAR Reading Assessment from 56% to 59%.

High Priority

HB3 Goal

Evaluation Data Sources: Common Formative Assessments (CFAs), Interim Assessments, STAAR Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize district and campus growth trackers routinely following windows of data collection. Teams will meet to analyze the growth trackers and create plans for intervention and enrichment.</p> <p>Strategy's Expected Result/Impact: Increased student achievement across reading assessments.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Assistant Principals, and Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 4</p> <p>Funding Sources: Campus ELA Coach - State Comp Ed - \$77,654, Academic Interventionist - Title I - \$39,406, Substitute Tutor - Title I - \$9,500</p>	Formative		
	Dec	Mar	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: HB3 Reading - Students continue to struggle to read on grade level when entering First Grade. **Root Cause:** There is a need to build teacher capacity for reaching students that are reading below grade level or well below grade level.

Problem Statement 4: Although 3rd and 4th grade students have shown growth on the 2023 STAAR Reading Assessment, only 56% of students achieved the Meets level or above.

Root Cause: Strategies and tools to increase high level comprehension skills and opportunities to practice short answer and extended constructed response are not implemented across grade levels and classrooms with consistency and fidelity.

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 2: Increase the percentage of 3rd and 4th grade students that achieve the Meets level or above on the 2024 STAAR Reading Assessment from 61% to 64% .

High Priority

Evaluation Data Sources: CFAs, Interim, STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Monitor implementation of differentiated small group instruction based on the concrete, pictorial, abstract tiering continuum. Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: Teachers, Instructional Coaches, District Coaches, Assistant Principals, and Principal</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 2, 5 Funding Sources: Instructional Materials - State Comp Ed - \$4,073, Campus Math Coach - State Comp Ed - \$77,654, Dreambox Math - Title I - \$36,464, ERG Consultant - Title I - \$16,000, Substitute Tutor - Title I - \$9,500</p>	Formative		
	Dec	Mar	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 2: HB3 Math - Kindergarten, first grade, and second grade students are not making sufficient progress on task 3 of the Early Math Assessment. Root Cause: There is a need to build K-2 teacher capacity using data from the Early Math Assessments at BOY and MOY to form groups and intervene with students particularly in the area of numeration and place value.</p>

Student Achievement

Problem Statement 5: Although 3rd and 4th grade students have shown growth on the 2023 STAAR Math Assessment, only 61% of students achieved the Meets level or above.
Root Cause: Teachers need to continue their work toward implementing the concrete, pictorial, abstract continuum to differentiate math small groups consistently.

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 3: Build K-2 teacher capacity using data from the CISD Early Math Assessment to form groups and intervene with students in the area of numeration and place value.

HB3 Goal

Evaluation Data Sources: CISD Early Math Assessment

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Monitor Task 3 on the Early Math Assessment in grades K-2 at BOY, MOY, and EOY data meetings. Strategy's Expected Result/Impact: The percentage of students on target for task 3 will increase in K-2. Staff Responsible for Monitoring: Teachers, Instructional Coaches, APs, Principal</p> <p>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 Achievement 2 Funding Sources: Academic Interventionist - Title I - \$39,407</p>	Formative		
	Dec	Mar	June
			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 3 Problem Statements:

Student Achievement
<p>Problem Statement 2: HB3 Math - Kindergarten, first grade, and second grade students are not making sufficient progress on task 3 of the Early Math Assessment. Root Cause: There is a need to build K-2 teacher capacity using data from the Early Math Assessments at BOY and MOY to form groups and intervene with students particularly in the area of numeration and place value.</p>

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 4: Use data to drive intervention groups and to target learning gaps in phonological awareness.

HB3 Goal

Evaluation Data Sources: Early Literacy Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will be involved with calibration and implementation of reading data protocols following the BAS level collection windows.</p> <p>Strategy's Expected Result/Impact: An increase in the number of students growing levels between data windows.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, APs, Principal</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Achievement 1</p>	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 4 Problem Statements:

Student Achievement
<p>Problem Statement 1: HB3 Reading - Students continue to struggle to read on grade level when entering First Grade. Root Cause: There is a need to build teacher capacity for reaching students that are reading below grade level or well below grade level.</p>

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 5: Increase the percentage of Special Education students achieving the Meets level or above on the 2024 STAAR Assessments.

High Priority

Evaluation Data Sources: CFAs, Interim Assessments, STAAR Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Identify high-focus groups including special education students and monitor their growth after each CFA through collaboration meetings with Special Ed. staff.</p> <p>Strategy's Expected Result/Impact: An increased percentage of Special Education students at the Meets level or above will increase.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, APs, Principal</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 3</p> <p>Funding Sources: Substitute Tutor - Title III - \$3,100</p>	Formative		
	Dec	Mar	June
			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 5 Problem Statements:

Student Achievement
<p>Problem Statement 3: Only 26% of our Special Education student group achieved the Meets level or above on the 2023 STAAR Assessments. Root Cause: Academic strategies and content being taught to our Special Education students is not fully aligned to the grade level TEKS. Collaboration between general education and special education teacher has not been consistent.</p>

Goal 2: School Leadership and Fiscal Responsibility

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

Performance Objective 1: Wilkinson will maintain efficient and effective fiscal management of resources and operations. Our campus expenditures will align to goals and objectives.

Evaluation Data Sources: Monthly Financial Reports, Title I Summary Reports, SCE Summary Report

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The Core Team will meet with the campus secretary weekly to review the budget and needs. Strategy's Expected Result/Impact: The campus will maintain responsible spending and reporting. Staff Responsible for Monitoring: Core Team, Campus Secretary, and Principal</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Student Achievement 1, 2, 3, 4, 5</p>	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The Principal will meet monthly with the PTA board to review the PTA budget. Strategy's Expected Result/Impact: The PTA will maintain responsible spending and reporting. Staff Responsible for Monitoring: PTA Board and Principal</p> <p>Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1</p>	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: HB3 Reading - Students continue to struggle to read on grade level when entering First Grade. **Root Cause:** There is a need to build teacher capacity for reaching students that are reading below grade level or well below grade level.

Problem Statement 2: HB3 Math - Kindergarten, first grade, and second grade students are not making sufficient progress on task 3 of the Early Math Assessment. **Root Cause:** There is a need to build K-2 teacher capacity using data from the Early Math Assessments at BOY and MOY to form groups and intervene with students particularly in the area of numeration and place value.

Problem Statement 3: Only 26% of our Special Education student group achieved the Meets level or above on the 2023 STAAR Assessments. **Root Cause:** Academic strategies and content being taught to our Special Education students is not fully aligned to the grade level TEKS. Collaboration between general education and special education teacher has not been consistent.

Problem Statement 4: Although 3rd and 4th grade students have shown growth on the 2023 STAAR Reading Assessment, only 56% of students achieved the Meets level or above. **Root Cause:** Strategies and tools to increase high level comprehension skills and opportunities to practice short answer and extended constructed response are not implemented across grade levels and classrooms with consistency and fidelity.

Problem Statement 5: Although 3rd and 4th grade students have shown growth on the 2023 STAAR Math Assessment, only 61% of students achieved the Meets level or above. **Root Cause:** Teachers need to continue their work toward implementing the concrete, pictorial, abstract continuum to differentiate math small groups consistently.

Parent and Community Engagement

Problem Statement 1: Many students at Wilkinson Elementary have an increased need for strategies to use in order to handle the social and emotional experiences they encounter. **Root Cause:** Limited knowledge and use of positive strategies/skills at home and the lingering effects of the COVID-19 pandemic on students and families.

Goal 2: School Leadership and Fiscal Responsibility

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

Performance Objective 2: The Core Team will conduct weekly targeted walkthroughs that are intentionally connected to campus expectations and look-fors.

Evaluation Data Sources: Walkthrough forms, Observations, Student Performance Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The Core Team will meet weekly to review data from instructional walk-throughs.</p> <p>Strategy's Expected Result/Impact: Implementation of CISD best practices will be monitored and supported for fidelity in practice campus wide.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Core Team, Assistant Principal, and Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 4, 5 - Culture and Climate 2</p>	Formative		
	Dec	Mar	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 1: HB3 Reading - Students continue to struggle to read on grade level when entering First Grade. Root Cause: There is a need to build teacher capacity for reaching students that are reading below grade level or well below grade level.</p> <p>Problem Statement 4: Although 3rd and 4th grade students have shown growth on the 2023 STAAR Reading Assessment, only 56% of students achieved the Meets level or above. Root Cause: Strategies and tools to increase high level comprehension skills and opportunities to practice short answer and extended constructed response are not implemented across grade levels and classrooms with consistency and fidelity.</p> <p>Problem Statement 5: Although 3rd and 4th grade students have shown growth on the 2023 STAAR Math Assessment, only 61% of students achieved the Meets level or above. Root Cause: Teachers need to continue their work toward implementing the concrete, pictorial, abstract continuum to differentiate math small groups consistently.</p>

Culture and Climate

Problem Statement 2: Discipline referrals by 200 from last school year **Root Cause:** Although our enrollment has increased by 100 students from the last school year, there is a continued need for development in addressing tiered levels of student behavior.

Goal 3: Recruitment, Development, and Retention of Staff

CISD will recruit, develop, and retain a highly-qualified staff to ensure effective instruction for all students.

Performance Objective 1: To recruit, retain and develop highly qualified teachers and staff for all students that reflect our student population.

Evaluation Data Sources: HQ Reporting, T-TESS evaluation

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Partner with local universities to facilitate teacher preparation programs and host student teachers. Strategy's Expected Result/Impact: Obtain highly qualified and diverse applicants. Staff Responsible for Monitoring: Teachers, Instructional Coaches, Assistant Principals, and Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Achievement 1, 2, 3, 4, 5 - Culture and Climate 2 - Parent and Community Engagement 1</p>	Formative		
	Dec	Mar	June
			
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: HB3 Reading - Students continue to struggle to read on grade level when entering First Grade. Root Cause: There is a need to build teacher capacity for reaching students that are reading below grade level or well below grade level.</p> <p>Problem Statement 2: HB3 Math - Kindergarten, first grade, and second grade students are not making sufficient progress on task 3 of the Early Math Assessment. Root Cause: There is a need to build K-2 teacher capacity using data from the Early Math Assessments at BOY and MOY to form groups and intervene with students particularly in the area of numeration and place value.</p> <p>Problem Statement 3: Only 26% of our Special Education student group achieved the Meets level or above on the 2023 STAAR Assessments. Root Cause: Academic strategies and content being taught to our Special Education students is not fully aligned to the grade level TEKS. Collaboration between general education and special education teacher has not been consistent.</p>

Student Achievement

Problem Statement 4: Although 3rd and 4th grade students have shown growth on the 2023 STAAR Reading Assessment, only 56% of students achieved the Meets level or above.
Root Cause: Strategies and tools to increase high level comprehension skills and opportunities to practice short answer and extended constructed response are not implemented across grade levels and classrooms with consistency and fidelity.

Problem Statement 5: Although 3rd and 4th grade students have shown growth on the 2023 STAAR Math Assessment, only 61% of students achieved the Meets level or above.
Root Cause: Teachers need to continue their work toward implementing the concrete, pictorial, abstract continuum to differentiate math small groups consistently.

Culture and Climate

Problem Statement 2: Discipline referrals by 200 from last school year **Root Cause:** Although our enrollment has increased by 100 students from the last school year, there is a continued need for development in addressing tiered levels of student behavior.

Parent and Community Engagement

Problem Statement 1: Many students at Wilkinson Elementary have an increased need for strategies to use in order to handle the social and emotional experiences they encounter.
Root Cause: Limited knowledge and use of positive strategies/skills at home and the lingering effects of the COVID-19 pandemic on students and families.

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 1: To provide a safe and orderly school environment conducive to learning for all students and staff.

Evaluation Data Sources: Discipline Data, Observation by Wilkinson Way Team, Admin/Coach Observations of Teachers

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Develop the capacity of a team of teachers to evaluate and plan school safety measures through implementation of a campus Safety Team.</p> <p>Strategy's Expected Result/Impact: Increased awareness and structures regarding school safety.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Assistant Principals, and Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Culture and Climate 2 - Parent and Community Engagement 1</p>	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Culture and Climate
<p>Problem Statement 2: Discipline referrals by 200 from last school year Root Cause: Although our enrollment has increased by 100 students from the last school year, there is a continued need for development in addressing tiered levels of student behavior.</p>
Parent and Community Engagement
<p>Problem Statement 1: Many students at Wilkinson Elementary have an increased need for strategies to use in order to handle the social and emotional experiences they encounter. Root Cause: Limited knowledge and use of positive strategies/skills at home and the lingering effects of the COVID-19 pandemic on students and families.</p>

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CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 2: Establish school wide practices that encourage all stakeholders to communicate safely and effectively using a variety of tools.

Evaluation Data Sources: Title 1 Survey, Parent Contact Data, Attendance from Schoolwide Events, and Community Response to Communication.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide families with administrator, district, teacher, and student created newsletters.</p> <p>Strategy's Expected Result/Impact: Increased awareness about instructional practices, volunteer opportunities, school needs, and events taking place at school.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Assistant Principals, District Coaches, and Principal</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Parent and Community Engagement 1</p>	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Develop a streamlined schoolwide system to foster communication between families and staff.</p> <p>Strategy's Expected Result/Impact: A schoolwide communication system that benefits parents, reduces confusion, and makes information readily accessible.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Assistant Principals, and Principal</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Parent and Community Engagement 1</p>	Formative		
	Dec	Mar	June
			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Parent and Community Engagement

Problem Statement 1: Many students at Wilkinson Elementary have an increased need for strategies to use in order to handle the social and emotional experiences they encounter.

Root Cause: Limited knowledge and use of positive strategies/skills at home and the lingering effects of the COVID-19 pandemic on students and families.

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 3: Wilkinson will partner with Communities in Schools (CIS) to provide resources, support, and mentoring for students.

Evaluation Data Sources: Teacher and Student Surveys

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Collaborate with Communities in Schools representative to provide a list of students with highest behavioral and emotional needs.</p> <p>Strategy's Expected Result/Impact: Increased student rapport with peers and teachers.</p> <p>Staff Responsible for Monitoring: Communities in Schools Representative, Counselor, Teachers, Assistant Principals, and Principal</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Culture and Climate 2 - Parent and Community Engagement 1</p>	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Systematically contact stakeholders through various methods so they are aware of resources CIS offers within the community.</p> <p>Strategy's Expected Result/Impact: Increased number of student needs being met inside and outside of school.</p> <p>Staff Responsible for Monitoring: Communities in Schools Representative, Counselor, Teachers, Assistant Principals, and Principal</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Parent and Community Engagement 1</p>	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:

Culture and Climate

Problem Statement 2: Discipline referrals by 200 from last school year **Root Cause:** Although our enrollment has increased by 100 students from the last school year, there is a continued need for development in addressing tiered levels of student behavior.

Parent and Community Engagement

Problem Statement 1: Many students at Wilkinson Elementary have an increased need for strategies to use in order to handle the social and emotional experiences they encounter. **Root Cause:** Limited knowledge and use of positive strategies/skills at home and the lingering effects of the COVID-19 pandemic on students and families.

Goal 5: Effective Instruction

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

Performance Objective 1: Establish a system for teachers to reflect, monitor, and adjust practices to deliver highly rigorous instruction.

Evaluation Data Sources: Instructional Rounds, Coaching Cycles, and Walkthroughs.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Observe and provide feedback in Guided Math for differentiating small group instruction.</p> <p>Strategy's Expected Result/Impact: Teachers will become more proficient with developing differentiated lesson plans based on the concrete, pictorial, abstract continuum, and students will show growth in math concepts.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Assistant Principal, and Principal</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2, 5</p> <p>Funding Sources: Substitutes for Instructional Learning Walks - Title I - \$5,011, Substitutes for Planning Days - Title I - \$119,904</p>	Formative		
	Dec	Mar	June
			
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 2: HB3 Math - Kindergarten, first grade, and second grade students are not making sufficient progress on task 3 of the Early Math Assessment. Root Cause: There is a need to build K-2 teacher capacity using data from the Early Math Assessments at BOY and MOY to form groups and intervene with students particularly in the area of numeration and place value.</p> <p>Problem Statement 5: Although 3rd and 4th grade students have shown growth on the 2023 STAAR Math Assessment, only 61% of students achieved the Meets level or above. Root Cause: Teachers need to continue their work toward implementing the concrete, pictorial, abstract continuum to differentiate math small groups consistently.</p>

Goal 5: Effective Instruction

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

Performance Objective 2: Teachers will increase their capacity in using instructional technology platforms and approved district software to enhance classroom instruction.

Evaluation Data Sources: Dreambox Usage, Seesaw Usage, Canvas Usage

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Work with district instructional technology coach and campus coaches to provide professional development opportunities in the area of instructional technology.</p> <p>Strategy's Expected Result/Impact: An increased and consistent use of instructional technology and district approved software in the classroom.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, District Coaches, Content Leads, APs, and Principal</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2, 3, 5</p>	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 2: HB3 Math - Kindergarten, first grade, and second grade students are not making sufficient progress on task 3 of the Early Math Assessment. Root Cause: There is a need to build K-2 teacher capacity using data from the Early Math Assessments at BOY and MOY to form groups and intervene with students particularly in the area of numeration and place value.</p> <p>Problem Statement 3: Only 26% of our Special Education student group achieved the Meets level or above on the 2023 STAAR Assessments. Root Cause: Academic strategies and content being taught to our Special Education students is not fully aligned to the grade level TEKS. Collaboration between general education and special education teacher has not been consistent.</p>

Student Achievement

Problem Statement 5: Although 3rd and 4th grade students have shown growth on the 2023 STAAR Math Assessment, only 61% of students achieved the Meets level or above.
Root Cause: Teachers need to continue their work toward implementing the concrete, pictorial, abstract continuum to differentiate math small groups consistently.

Title I

1.1: Comprehensive Needs Assessment

The campus conducted an annual comprehensive needs assessment of the entire school, analyzing the academic achievement of all students and subgroups of students.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus developed a CIP involving parents and other stakeholders such as teachers, the campus principal, paraprofessionals, and community stakeholders.

2.2: Regular monitoring and revision

The campus will regularly monitor the CIP and revise strategies based on our identified needs. Our core team will monitor the plan, including administrators, campus coaches, student support services coaches, RTI interventionists, and counselors. Once the Campus Improvement plan is complete, we will share it with staff and parents.

2.3: Available to parents and community in an understandable format and language

The campus ensures our Campus Improvement plan is publicly available to parents and the community (English and Spanish) on the CISD Website under Accountability and available upon request in hard copy.

2.4: Opportunities for all children to meet State standards

The campus implements reform strategies to address school needs, including opportunities for all students and student subgroups to exceed academic standards. Staff and administration closely monitor grades and assessments to ensure students are on target to meet State standards. Students who are at risk of missing their targeted benchmarks receive support and small group instruction, including:

- RTI Instruction
- In Class Small Group Instruction
- Pull Out Support
- Push In Support

2.5: Increased learning time and well-rounded education

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 with an enriched and accelerated curriculum.

2.6: Address needs of all students, particularly at-risk

The campus will address all students' needs, particularly those at risk of not meeting academic standards. We closely monitor our at-risk students and work to ensure we are meeting their educational needs through:

- RTI Instruction
- Small Group Instruction
- Guided Math
- In Class Support

3.1: Annually evaluate the schoolwide plan

The campus conducted an annual comprehensive needs assessment of the entire school, analyzing the academic achievement of all students and subgroups of students. Data included academic, social, and emotional reviews by stakeholders, including teachers (general and special education), administration, student support, and families. In addition, the campus explored the intent, use of funds, and available school resources. During formative reviews, the core team will evaluate the Title I Schoolwide Plan annually and throughout the school year.

4.1: Develop and distribute Parent and Family Engagement Policy

With parents' input, the campus jointly developed a written Family Engagement Policy and School Family Student Compact. We also used our Parent Survey at the end of the year to make any needed changes to our Family Engagement Policy and School Family Student Compact.

4.2: Offer flexible number of parent involvement meetings

The campus offers various family engagement activities, including flexible times and days of the week. In addition, the campus sends home information regarding family engagement opportunities and required notices in a format and language that families can understand. (English and Spanish).

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Substitute Tutor		\$9,500.00
1	1	1	Academic Interventionist		\$39,406.00
1	2	1	Substitute Tutor		\$9,500.00
1	2	1	ERG Consultant		\$16,000.00
1	2	1	Dreambox Math		\$36,464.00
1	3	1	Academic Interventionist		\$39,407.00
5	1	1	Substitutes for Instructional Learning Walks		\$5,011.00
5	1	1	Substitutes for Planning Days		\$119,904.00
Sub-Total					\$275,192.00
Budgeted Fund Source Amount					\$275,192.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Substitute Tutor		\$3,100.00
Sub-Total					\$3,100.00
Budgeted Fund Source Amount					\$3,100.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Campus ELA Coach		\$77,654.00
1	2	1	Instructional Materials		\$4,073.00
1	2	1	Campus Math Coach		\$77,654.00
Sub-Total					\$159,381.00
Budgeted Fund Source Amount					\$159,381.00
+/- Difference					\$0.00
Grand Total Budgeted					\$437,673.00

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Grand Total Spent	\$437,673.00
				+/- Difference	\$0.00