

Conroe Independent School District
Wilkerson Intermediate
2021-2022 CIP Board Item



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

At Wilkerson Intermediate School, our main focus is to engage all students in content and watch them soar to higher heights. All Schools in the State of Texas are required to meet standards in three categories. For the 2021-2022 School Year, Wilkerson Intermediate School met all targeted areas:

Domain 1- Student Achievement: Wilkerson Intermediate School Score 88

Domain 2- Student Progress: Wilkerson Intermediate School Score 87

Domain 3- Closing Performance Gaps: Wilkerson Intermediate School Score 76

These scores result in Wilkerson Intermediate School receiving a 2021 Accountability B rating.

While we are honored to have the rating score B. On the 2019 STAAR, the following scores for all grades for meets:

All Subjects: 66%

Reading: 62%

Math: 70%

As we evaluated our data, we recognized that the scores for our sub-population groups did not meet targeted growth measure. Those sub-populations include White, Hispanic, African American, Asian and Economically Disadvantaged. These five populations missed the target in both Reading and Math. Our Special Education Learners missed their target growth only for Math. Our students of two or more races missed their target growth only for Reading. Our English Language Learners also missed their target growth for Reading only.

However, we are below our District's average for meets/masters in these content areas. This data is our motivation for closing our learning gaps. Due to our high expectations, we utilize all data to drive our decision-making to better serve students with their own personal tailor-made instruction.

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Student Achievement Strengths

While Wilkerson Intermediate School strives to reach all students, in comparison to State data, we rate above the State average. This year, we will enhance these practices by focusing on the following:

- Increased instructional effectiveness by targeted professional development in all content areas using strategies such as instructional rounds, lab sites and coaching cycles.
- Increased focus on intentional, targeted instruction and remediation for Economically Disadvantaged, African-American and Special Education populations.
- Dedicated an Academic Coach and Academic Administrator to partner with and provide leadership in each core instructional team.
- Conducted inclusive content curriculum planning, assessment and calibration of evaluation practices with Bilingual and Special Education teachers to ensure all students are meeting the rigor and pace of grade level instruction.
- Provided the addition of a dedicated campus Literacy Coach and campus Literacy Administrator to partner with and provide leadership in ELA PLC practices.
- Conducted new and ongoing training, including instructional rounds and lab site visits, and subsequent implementation of high yield math instructional practices including Guided Math.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Based on 2020-2021 STAAR data, the campus failed to achieve the required academic growth in domain two for all sub-population groups.

Root Cause: The need for planning to focus on the data to drive instruction and the implementation of targeted remediation lessons specific to the TEK.

Problem Statement 2 (Prioritized): Based on 2020-2021 STAAR data, the African American population group did not meet the Meets standards for the Reading STAAR report.

Root Cause: Lack of planning structures that create lessons that identify with the African American population.

Problem Statement 3 (Prioritized): Based on 2020-2021 STAAR data, student groups did not increase in the Masters level of accountability. **Root Cause:** Need for increased rigor in first time instruction with fidelity.

Problem Statement 4 (Prioritized): Based on 2020-2021 STAAR data, African American Population did not perform at the Meets level in relation to the student population on the Math STAAR. **Root Cause:** Need for additional training for staff so that lessons can be developed to connect with the African American population through instruction.

Problem Statement 5 (Prioritized): EL Students are not meeting the English Language Proficiency standard. **Root Cause:** Teachers had to teach multiple grade levels which resulted in teachers not being able to focus on grade level TEKS.

Problem Statement 6: Based on 2020-2021 STAAR data, The Special Ed Population did not show growth in sixth grade Math.

Problem Statement 7: Based on the 2020-2021 STAAR data, The Eco dis population did not show growth in Math.

Problem Statement 8: Based on 2020-2021 STAAR data, LEP Population did not perform at the Meets level on the Math STAAR.

Culture and Climate

Culture and Climate Summary

Our mission at Wilkerson Intermediate School is to recognize and appreciate the cultural differences in our school community. All students and personnel are valued members of our unique family, each playing a significant role in our success. While the world around us may often face stereotyping, Wilkerson Intermediate School encourages staff and students to embrace that which makes us different. Wilkerson Intermediate School is committed to the social, emotional, behavioral, and academic success of all students. Here at Wilkerson Intermediate School, students learn to successfully manage their emotions, behavior, and make responsible decisions. Wilkerson Intermediate School is proactive in keeping staff and students' safe, as well as taking a positive proactive instructional approach to behavior in utilizing PBIS Foundations training.

Culture and Climate Strengths

- At Wilkerson Intermediate School, hiring campus personnel to reflect the cultural and diverse student body is a priority.
- "All Means All" at Wilkerson Intermediate School. Every student's academic, social, and emotional needs are a priority.
- Wilkerson Intermediate School utilizes all available resources, including Colleges, Universities, Regional Service Centers, education-related professional organizations, job fairs, and Alternative Certification Programs to recruit a quality, diverse applicant pool, particularly in identified shortage areas.
- Wilkerson Intermediate School strives to ensure a safe and orderly environment conducive to learning for all students and staff.
- At Wilkerson Intermediate School, social emotional learning functions as an integral part of the total school environment.
- Wilkerson Intermediate School continues to promote Safe Schools through Safe Schools trainings.
- At Wilkerson Intermediate School, we engage students, families and our community as authentic partners in social and emotional development.
- Wilkerson Intermediate School provides professional development on a campus wide positive, proactive instructional approach to behavior through implementation of PBIS Foundations.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1: Classroom management effect student engagement in **Root Cause:** Lack of structures in common areas that have been taught and reinforced to students.

Problem Statement 2 (Prioritized): There is a need to actively support the emotional well-being of students. **Root Cause:** Lack of a fluid transition plan for students moving up from fourth grade to understand the transitional needs at the intermediate level.

Parent and Community Engagement

Parent and Community Engagement Summary

Wilkerson Intermediate's positive culture stems from healthy class competitions known to parents and community that ignite school pride. Teachers are actively part of the process which connects them to the community and warrants them ownership and appreciation for voice and inclusion. This voice communicates to parents and students that we are all one accord. Parents are solicited for their advice, perception and feed-back in every facet of their child's educational experience at Wilkerson Intermediate School. At Wilkerson Intermediate School, our parents partner with the staff to ensure the well-being of their students' educational, psychological, and sociological needs. All of these are our commitment to educating the whole child.

Parent and Community Engagement Strengths

- Parental involvement at Wilkerson helps build positive interactions between parents and kids, as well as parents and teachers.
- Wilkerson Intermediate School provides weekly correspondence from each learning community.
- Wilkerson Intermediate School strives to build positive relationships between parents and teachers.
- Wilkerson has a strong/solid Parent Teacher Organization Participation.
- Parents have active communication and weekly video updates on what's happening at school.
- Students at Wilkerson receive positive reinforcement of school culture and expectations.
- Wilkerson actively communicates through Facebook, Twitter, S'More newsletters, and School Messenger.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): There is a need for better communication to our Hispanic population. **Root Cause:** Lack of campus communication that has not been translated for the Spanish speaking population.

Problem Statement 2: Parent surveys revealed they feel overwhelmed with online learning.

Priority Problem Statements

Problem Statement 4: Based on 2020-2021 STAAR data, the campus failed to achieve the required academic growth in domain two for all sub-population groups.

Root Cause 4: The need for planning to focus on the data to drive instruction and the implementation of targeted remediation lessons specific to the TEK.

Problem Statement 4 Areas: Student Achievement

Problem Statement 6: There is a need for better communication to our Hispanic population.

Root Cause 6: Lack of campus communication that has not been translated for the Spanish speaking population.

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 2: Based on 2020-2021 STAAR data, the African American population group did not meet the Meets standards for the Reading STAAR report.

Root Cause 2: Lack of planning structures that create lessons that identify with the African American population.

Problem Statement 2 Areas: Student Achievement

Problem Statement 5: There is a need to actively support the emotional well-being of students.

Root Cause 5: Lack of a fluid transition plan for students moving up from fourth grade to understand the transitional needs at the intermediate level.

Problem Statement 5 Areas: Culture and Climate

Problem Statement 3: Based on 2020-2021 STAAR data, student groups did not increase in the Masters level of accountability.

Root Cause 3: Need for increased rigor in first time instruction with fidelity.

Problem Statement 3 Areas: Student Achievement

Problem Statement 1: Based on 2020-2021 STAAR data, African American Population did not perform at the Meets level in relation to the student population on the Math STAAR.

Root Cause 1: Need for additional training for staff so that lessons can be developed to connect with the African American population through instruction.

Problem Statement 1 Areas: Student Achievement

Problem Statement 7: EL Students are not meeting the English Language Proficiency standard.

Root Cause 7: Teachers had to teach multiple grade levels which resulted in teachers not being able to focus on grade level TEKS.

Problem Statement 7 Areas: Student Achievement

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: Our sub-populations are going to gain one year of Academic growth for the 2021-2022 STAAR Test

Evaluation Data Sources: STAAR Test, Common Formative Assessments, Common Assessments and Interim Assessments

Strategy 1 Details
<p>Strategy 1: Wilkerson teachers will utilize interventions such as small groups, differentiated instruction, and individualized goals of students.</p> <p>Strategy's Expected Result/Impact: Wilkerson sub populations will meet one year's academic growth on the STAAR exam.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Math & Reading Instructional Coach - State Comp Ed - \$154,738, RTI Interventionist - Title I - \$24,978</p>
Strategy 2 Details
<p>Strategy 2: Provide interventions to Bilingual and ESL students to target language acquisition and academic vocabulary.</p> <p>Strategy's Expected Result/Impact: Bilingual students will increase their TELPAS scores to Advance /Advanced High ratings and increase their English language acquisition. Student needs will be individualized and target their individual strengths and needs.</p> <p>Staff Responsible for Monitoring: Principal Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Achievement 1, 2</p> <p>Funding Sources: STAAR Bilingual Tutor - Title III - \$3,900</p>

Strategy 3 Details
<p>Strategy 3: Science teachers will incorporate standards that will support math and reading subjects, providing students with multiple opportunities to grow and transfer their knowledge from one content area to another.</p> <p>Strategy's Expected Result/Impact: Wilkerson sub populations will increase their level of academic growth through multiple opportunities to practice and utilize grade level TEKS across the curriculum.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Science Instructional Coach - Title I - \$78,500</p>
Strategy 4 Details
<p>Strategy 4: Wilkerson will identify, provide and train teachers on necessary resources and supplies needed for teachers to engage successfully with the students to increase their academic growth.</p> <p>Strategy's Expected Result/Impact: Teachers will be more prepared and have the needed resources to have meaningful engagement with students during instruction.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Books, Manipulatives, Interactive Lesson Materials, Tutorials - Title I - \$87,413</p>
Strategy 5 Details
<p>Strategy 5: Due to lost of instruction during the global pandemic. Academic Interventionist along with an instructional Para Professional will be added to the staff to close those gaps.</p> <p>Staff Responsible for Monitoring: Principal Assistant principal Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Achievement 1, 3</p> <p>Funding Sources: Academic Math Interventionist, Instructional Para, IPADS - ESSER - \$200,000</p>

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: Based on 2020-2021 STAAR data, the campus failed to achieve the required academic growth in domain two for all sub-population groups. Root Cause: The need for planning to focus on the data to drive instruction and the implementation of targeted remediation lessons specific to the TEK.</p> <p>Problem Statement 2: Based on 2020-2021 STAAR data, the African American population group did not meet the Meets standards for the Reading STAAR report. Root Cause: Lack of planning structures that create lessons that identify with the African American population.</p>

Student Achievement

Problem Statement 3: Based on 2020-2021 STAAR data, student groups did not increase in the Masters level of accountability. Root Cause: Need for increased rigor in first time instruction with 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: The African American student population will show an increase of 5% at the Meets Level on the 2022 Math STAAR exam.

Evaluation Data Sources: Common Assessments

Interim Assessments

STAAR

Strategy 1 Details
<p>Strategy 1: Wilkerson will have additional support such as after school and Saturday tutorials to address gaps in reading.</p> <p>Strategy's Expected Result/Impact: African American student population will meet the Meets standards on the Reading STAAR exam.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>
Strategy 2 Details
<p>Strategy 2: Wilkerson Intermediate will continue to utilize reduced class sizes and academic tutoring to address the academic needs of our students.</p> <p>Strategy's Expected Result/Impact: All student populations will meet the Meets standards on the Reading STAAR exam.</p> <p>Staff Responsible for Monitoring: Principal & Counselors</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>
Strategy 3 Details
<p>Strategy 3: Wilkerson will provide RTI services to students who are underperforming on the reading universal screener.</p> <p>Strategy's Expected Result/Impact: Wilkerson sub-population groups will meet the Meets standard on the Reading STAAR exam.</p> <p>Staff Responsible for Monitoring: Principal RTI paraprofessional Campus Interventionist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</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 3: All student sub population groups will increase their Master's level of accountability by 2%.

Evaluation Data Sources: Common Assessments
Interim Assessments
STAAR

Strategy 1 Details
<p>Strategy 1: Wilkerson Teachers will increase the rigor in their lesson planning and common assessments.</p> <p>Strategy's Expected Result/Impact: All student subpopulation groups will increase their Master's level by 2%</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</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: To maintain efficient and effective fiscal management of resources and operations.

Evaluation Data Sources: Wilkerson Budget Report

Strategy 1 Details
<p>Strategy 1: Wilkerson will utilize the budget in all departments effectively.</p> <p>Strategy's Expected Result/Impact: Utilize budget and allocated money accurately and effectively</p> <p>Staff Responsible for Monitoring: Principal Principal's Secretary</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 2: To maintain sufficient and efficient school leadership through autonomy and cohesiveness.

Strategy 1 Details
<p>Strategy 1: To promote adhesiveness and autonomy for teachers and staff through effective leadership and collaboration activities for teachers and staff.</p> <p>Strategy's Expected Result/Impact: Cohesiveness and autonomy of teachers and staff throughout the campus to better serve students.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Academic Coaches</p>
Strategy 2 Details
<p>Strategy 2: Promote leadership abilities and opportunities for teachers and staff at Wilkerson through the Wilkerson Institute.</p> <p>Strategy's Expected Result/Impact: Provide leadership and growth opportunities for members of the staff through meetings, projects, and a book study.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p>

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.

Evaluation Data Sources: HQ Report.

Strategy 1 Details
<p>Strategy 1: Wilkerson attends the CISD Job Fair as well as other job fairs to recruit highly qualified teachers and staff for all students.</p> <p>Strategy's Expected Result/Impact: Wilkerson will have a 100% HQ staff.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p>

Goal 4: Safe and Collaborative School Culture

CISD will strive to create strong partnerships with families, students and staff that are built upon a safe and positive culture, that are grounded in explicit behavioral management systems, and are focused on the social, emotional, physical, and mental health of every child, thereby ensuring the highest level of student learning.

Performance Objective 1: To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.

Evaluation Data Sources: parent meetings, smore letters, messenger, remind 101.

Strategy 1 Details
Strategy 1: Utilize campus and social media websites to promote campus and district events and provide information for parents, families, community, and stake holders. Strategy's Expected Result/Impact: Increased awareness and participation of activities. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 3.1, 3.2 Problem Statements: Parent and Community Engagement 1 Funding Sources: Family Title Academic Night - Title I - \$3,228

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: There is a need for better communication to our Hispanic population. Root Cause: Lack of campus communication that has not been translated for the Spanish speaking population.

Goal 4: Safe and Collaborative School Culture

CISD will strive to create strong partnerships with families, students and staff that are built upon a safe and positive culture, that are grounded in explicit behavioral management systems, and are focused on the social, emotional, physical, and mental health of every child, thereby ensuring the highest level of student learning.

Performance Objective 2: Staff and student body will remain informed at Wilkerson on social programs , fundraisers, instructional practices, and school events.

Evaluation Data Sources: The Weekly Newsletter (ROAR)
The Wildcat Weekly (Teachers)
Teacher Newsletters

Strategy 1 Details
<p>Strategy 1: To ensure that all faculty, staff, student body and parents receive weekly communication of activities that are happening at Wilkerson.</p> <p>Strategy's Expected Result/Impact: Wilkerson's Parents, students, and faculty will be informed.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and Counselors</p>

Goal 4: Safe and Collaborative School Culture

CISD will strive to create strong partnerships with families, students and staff that are built upon a safe and positive culture, that are grounded in explicit behavioral management systems, and are focused on the social, emotional, physical, and mental health of every child, thereby ensuring the highest level of student learning.

Performance Objective 3: To provide a safe and orderly school environment conducive to learning for all students and staff.

Evaluation Data Sources: ROAR Camp at every semester, clubs that support leadership and character, monthly pep rally, and challenges.

Strategy 1 Details
<p>Strategy 1: Teachers will receive training for safe and civil schools.</p> <p>Strategy's Expected Result/Impact: Teachers will receive tools and strategies to better serve different student populations.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Culture and Climate 2</p> <p>Funding Sources: Staff Development Safe & Civil Schools - ESSER - \$26,825</p>
Strategy 2 Details
<p>Strategy 2: Behavioral Coach will work with teacher and students to implement PBIS and other school structures. The behavioral coach will serve as a liaison for RTI behavior and student discipline.</p> <p>Strategy's Expected Result/Impact: Limit number of referrals, provide teacher with tools and strategies for classroom management and oversee school program for positive rewards.</p> <p>Funding Sources: Behavior Coach - State Comp Ed - \$78,840</p>

Performance Objective 3 Problem Statements:

Culture and Climate
<p>Problem Statement 2: There is a need to actively support the emotional well-being of students. Root Cause: Lack of a fluid transition plan for students moving up from fourth grade to understand the transitional needs at the intermediate level.</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 1: To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

Strategy 1 Details
<p>Strategy 1: To ensure that all teacher will utilize technology during small group instruction.</p> <p>Strategy's Expected Result/Impact: To give students multiple opportunities to enhance TEKS and enrich learning.</p> <p>Staff Responsible for Monitoring: Instructional Coaches Assistant Principal Principal</p> <p>Funding Sources: Technology Devices - State Comp Ed - \$11,835</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: To improve student content knowledge and retention of materials during reinforcement and review activities.

Evaluation Data Sources: Station completion materials, anecdotal notes, teacher questioning, and active monitoring.

Strategy 1 Details
<p>Strategy 1: Wilkerson math teachers will improve the knowledge retention and student engagement of math students by utilizing fun and engaging games and activities during guided math stations.</p> <p>Strategy's Expected Result/Impact: Improve knowledge and retention of previously learned concepts in math</p> <p>Staff Responsible for Monitoring: Math teachers and Administration</p>

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The campus conducts an annual comprehensive needs assessment, looking at every aspect of the school and analyzing the academic achievement of all students and sub groups of students.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

A Title 1 parent survey is used to drive decision making. Parents, staff members, and community stakeholders collaborate to develop the campus improvement plan.

2.2: Regular monitoring and revision

The campus will regularly monitor the CIP and revise strategies based on our identified needs. The plan will be monitored by our core team which includes administrators and campus coaches with input from our leadership team and classroom teachers when revisions are needed. Campus interventionist will also monitor student success and growth and adjust groups based off of data and teacher input.

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

The campus ensures that the CIP is publicly available to parents and community members in both English and Spanish. The CIP can be accessed on the CISD website under accountability.

2.4: Opportunities for all children to meet State standards

The campus implements strategies for addressing school wide needs including opportunities for all students and student sub groups to meet and exceed academic standards. Teachers meet with instructional coaches to develop progress monitoring intervention plans for all students who are performing below grade level. Students who are not making progress, receive additional interventions through RTI, small group instruction, guided reading, LLI, in class support, and tutorials.

2.5: Increased learning time and well-rounded education

Schedule was adjusted to maximize instructional time and intervention time and remediation. The curriculum includes Fine Arts, PE, SEL, and core content.

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

Data analysis takes place regularly during PLC time. All students are closely monitored for strengths and weaknesses and intervention plans are developed implemented, and monitored for progress.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The school counselor and our Community In Schools department shared a weekly newsletter with parents. We also sent surveys and collected information and needs from our community. The information is sent in English and Spanish.

3.2: Offer flexible number of parent involvement meetings

Our family engagement policy is reviewed through PTO meetings. Paper copies are distributed annually to students in English and Spanish. Title 1 parent surveys are done to create a needs assessment in the Spring of each year.

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Math & Reading Instructional Coach		\$154,738.00
4	3	2	Behavior Coach		\$78,840.00
5	1	1	Technology Devices		\$11,835.00
Sub-Total					\$245,413.00
Budgeted Fund Source Amount					\$245,413.00
+/- Difference					\$0.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	RTI Interventionist		\$24,978.00
1	1	3	Science Instructional Coach		\$78,500.00
1	1	4	Books, Manipulatives, Interactive Lesson Materials, Tutorials		\$87,413.00
4	1	1	Family Title Academic Night		\$3,228.00
Sub-Total					\$194,119.00
Budgeted Fund Source Amount					\$194,119.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	STAAR Bilingual Tutor		\$3,900.00
Sub-Total					\$3,900.00
Budgeted Fund Source Amount					\$3,900.00
+/- Difference					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Academic Math Interventionist, Instructional Para, IPADS		\$200,000.00
4	3	1	Staff Development Safe & Civil Schools		\$26,825.00
Sub-Total					\$226,825.00
Budgeted Fund Source Amount					\$226,825.00

ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					+/- Difference
					\$0.00
					Grand Total
					\$670,257.00