

# Conroe Independent School District

## Wilkerson Intermediate

### 2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



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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 2018-2019 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 2019 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.

### **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 2018-2019 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 2018-2019 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 2018-2019 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 2018-2019 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:** EL Students are not meeting the English Language Proficiency standard.

# 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. We strive to empower our students and embrace their diversity by offering a supporting environment. This environment both facilitates and encourages safe and open dialog about diversity. This allows our students to be sincerely open and equipped to work and operate in a diverse world. 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, all staff will undergo Cultural and Diversity Awareness training.
- 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, students will develop a healthy sense of self and social awareness, embrace diversity with empathy and respect for others, successfully manage their emotions, behaviors, and make responsible decisions.
- 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 and utilizes mitigation strategies to keep our school, students and staff safe.
- 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:** Incidents in restrooms and common areas are the driving force of student referrals. **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 improve understanding and awareness of cultural differences to increase ownership of students and effectiveness of instructional practices. **Root Cause:** Lack of training for staff members which enhances their ability to identify with students of different cultures.

**Problem Statement 3 (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 (Prioritized):** Parent surveys revealed they feel overwhelmed with online learning. **Root Cause:** Lack of training for parents to learn the district learning management system (Canvas).



# Priority Problem Statements

**Problem Statement 1:** Based on 2018-2019 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 2:** Based on 2018-2019 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 3:** Based on 2018-2019 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 4:** Based on 2018-2019 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 5:** There is a need to improve understanding and awareness of cultural differences to increase ownership of students and effectiveness of instructional practices.

**Root Cause 5:** Lack of training for staff members which enhances their ability to identify with students of different cultures.

**Problem Statement 5 Areas:** Culture and Climate

**Problem Statement 6:** There is a need to actively support the emotional well-being of students.

**Root Cause 6:** Lack of a fluid transition plan for students moving up from fourth grade to understand the transitional needs at the intermediate level.

**Problem Statement 6 Areas:** Culture and Climate

**Problem Statement 7:** Parent surveys revealed they feel overwhelmed with online learning.

**Root Cause 7:** Lack of training for parents to learn the district learning management system (Canvas).

**Problem Statement 7 Areas:** Parent and Community Engagement

**Problem Statement 8:** There is a need for better communication to our Hispanic population.

**Root Cause 8:** Lack of campus communication that has not been translated for the Spanish speaking population.

**Problem Statement 8 Areas:** Parent and Community Engagement

# Goals

**Goal 1: Student Achievement and Post-Secondary Success:**





CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

**Performance Objective 1:** Wilkerson Intermediate School sub populations will meet the required academic growth for Domain 2 of all sub populations on the 2021 STAAR assessment.

**Evaluation Data Sources:** Common Assessments  
 Benchmarks  
 STAAR

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Wilkerson teachers will utilize interventions such as small groups, differentiated instruction, and individualized goals of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Wilkerson sub populations will meet one year's academic growth on the STAAR exam.</p> <p><b>Staff Responsible for Monitoring:</b> Principal          Assistant Principals          Instructional Coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1</p> <p><b>Funding Sources:</b> Books, Manipulatives, Interactive lesson materials - Title I - \$10,000</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p><b>Strategy 2:</b> Provide interventions to Bilingual and ESL students to target language acquisition and academic vocabulary.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Principal          Instructional Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1, 2</p> <p><b>Funding Sources:</b> Mentor Minds Kits, Spanish Books, Dictionaries - Title III - \$3,900</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July

<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1</p> <p><b>Funding Sources:</b> Science Coach - Title I - \$75,986</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<p><b>Strategy 4:</b> 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><b>Strategy's Expected Result/Impact:</b> Teachers will be more prepared and have the needed resources to have meaningful engagement with students during instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Achievement 1</p> <p><b>Funding Sources:</b> Instructional Materials - Title I - \$15,633</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

<b>Student Achievement</b>
<p><b>Problem Statement 1:</b> Based on 2018-2019 STAAR data, the campus failed to achieve the required academic growth in domain two for all sub-population groups. <b>Root Cause:</b> 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><b>Problem Statement 2:</b> Based on 2018-2019 STAAR data, the African American population group did not meet the Meets standards for the Reading STAAR report. <b>Root Cause:</b> Lack of planning structures that create lessons that identify with the African American population.</p>





**Goal 1: Student Achievement and Post-Secondary Success:**

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

**Performance Objective 2:** The African American student group will increase by 5% of students scoring at the Meets level by on the 2021 Reading STAAR exam.

**Evaluation Data Sources:** Common Assessments  
 Benchmarks  
 STAAR

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Wilkerson will have additional support such as after school and Saturday tutorials to address gaps in reading.  <b>Strategy's Expected Result/Impact:</b> African American student population will meet the Meets standards on the Reading STAAR exam.  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principals                      Instructional Coaches  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers  <b>Problem Statements:</b> Student Achievement 2  <b>Funding Sources:</b> Tutoring - Title I - \$6,762</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<p><b>Strategy 2:</b> Wilkerson Intermediate will continue to utilize reduced class sizes and academic tutoring to address the academic needs of our students.  <b>Strategy's Expected Result/Impact:</b> All student population will meet the Meets standards on the Reading STAAR exam.  <b>Staff Responsible for Monitoring:</b> Principal &amp; Counselors  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math  <b>Problem Statements:</b> Student Achievement 2  <b>Funding Sources:</b> Reading Coach, Instructional Materials - State Comp Ed - \$76,803.02</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<p><b>Strategy 3:</b> Wilkerson will provide RTI services to students under performing on the reading universal screener.  <b>Strategy's Expected Result/Impact:</b> Wilkerson sub population groups will meet the Meets standard on the Reading STAAR exam.  <b>Staff Responsible for Monitoring:</b> Principal                      RTI paraprofessional  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math  <b>Problem Statements:</b> Student Achievement 2  <b>Funding Sources:</b> RTI paraprofessional - Title I - \$12,062</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 2 Problem Statements:**

<b>Student Achievement</b>
<b>Problem Statement 2:</b> Based on 2018-2019 STAAR data, the African American population group did not meet the Meets standards for the Reading STAAR report. <b>Root Cause:</b> Lack of planning structures that create lessons that identify with the African American population.





**Goal 1: Student Achievement and Post-Secondary Success:**

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

**Performance Objective 3:** The African American student population will increase by 5% of the number of student scoring at the Meets level on the 2021 Math STAAR exam.

**Evaluation Data Sources:** Common Assessments  
 Benchmarks  
 STAAR

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Wilkerson will have additional support such as after school and Saturday tutorials to address gaps in math.  <b>Strategy's Expected Result/Impact:</b> African American student population will meet the Meets standards on the Math STAAR exam  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principals                      Instructional Coaches  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers  <b>Problem Statements:</b> Student Achievement 4  <b>Funding Sources:</b> Tutoring - Title I - \$6,762</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<p><b>Strategy 2:</b> Wilkerson Intermediate will continue to utilize reduced class sizes to address the academic needs of our students.  <b>Strategy's Expected Result/Impact:</b> All student population will meet the Meets standards on the Math STAAR exam.  <b>Staff Responsible for Monitoring:</b> Principal &amp; Counselors  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math  <b>Problem Statements:</b> Student Achievement 4  <b>Funding Sources:</b> Math Coach, Instructional Materials - State Comp Ed - \$76,213.02</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<p><b>Strategy 3:</b> Wilkerson will provide RTI services to students under performing on the math universal screener.  <b>Strategy's Expected Result/Impact:</b> Wilkerson sub population groups will meet the Meets standard on the Math STAAR exam.  <b>Staff Responsible for Monitoring:</b> Principal                      RTI paraprofessional  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math  <b>Problem Statements:</b> Student Achievement 4  <b>Funding Sources:</b> RTI paraprofessional - Title I - \$12,062</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 3 Problem Statements:**

<b>Student Achievement</b>
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<b>Problem Statement 4:</b> Based on 2018-2019 STAAR data, African American Population did not perform at the Meets level in relation to the student population on the Math STAAR. <b>Root Cause:</b> Need for additional training for staff so that lessons can be developed to connect with the African American population through instruction.
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**Goal 1: Student Achievement and Post-Secondary Success:**

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

**Performance Objective 4:** All student sub population groups will increase their Master's level of accountability by 2%.

**Evaluation Data Sources:** Common Assessments  
 Benchmarks  
 STAAR

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Wilkerson Teachers will increase the rigor in their lesson planning and common assessments.  <b>Strategy's Expected Result/Impact:</b> All student sub population groups will increase their Master's level by 2%.  <b>Staff Responsible for Monitoring:</b> Principal                  Assistant Principals                  Instructional Coaches  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math  <b>Problem Statements:</b> Student Achievement 3</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Performance Objective 4 Problem Statements:**

<b>Student Achievement</b>
<p><b>Problem Statement 3:</b> Based on 2018-2019 STAAR data, student groups did not increase in the Masters level of accountability. <b>Root Cause:</b> Need for increased rigor in first time instruction with fidelity.</p>

**Goal 2: Fiscal Responsibility:**

CISD will maintain efficient and effective fiscal management of resources and operations to maximize learning for all students.





**Performance Objective 1:** To maintain efficient and effective fiscal management of resources and operations.

<p><b>Strategy 1:</b> Wilkerson will utilize the budget in all departments effectively.</p> <p><b>Strategy's Expected Result/Impact:</b> Wilkerson will have an efficiently used budget as appropriate.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Principal's Secretary</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** Recruitment, Development, and Retention of Staff:

CISD will employ, develop, and retain highly qualified staff to maximize learning for all students.





**Performance Objective 1:** To recruit, retain and develop highly qualified teachers and staff for all students.

<p><b>Strategy 1:</b> Wilkerson attends the CISD Job Fair as well as other job fairs to recruit highly qualified teachers and staff for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Wilkerson will have a 100% HQ staff.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4: Parents and Community:**

CISD will work jointly with parents and the community to maximize learning for all students through collaborative partnerships and unity of purpose.

**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.

<p><b>Strategy 1:</b> Utilize campus and social media websites to promote campus and district events and provide information for parents, families, community, and stake holders.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness and participation of activities.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p> <p><b>Problem Statements:</b> Parent and Community Engagement 1</p> <p><b>Funding Sources:</b> Manipulatives and Instructional materials for student learning and refreshments for family engagement nights - Title I - \$3,228</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<p><b>Strategy 2:</b> Help parents to navigate the LMS for the district.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will become comfortable with the LMS of the district.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselors</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p> <p><b>Problem Statements:</b> Parent and Community Engagement 2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Performance Objective 1 Problem Statements:**

<b>Parent and Community Engagement</b>
<p><b>Problem Statement 1:</b> There is a need for better communication to our Hispanic population. <b>Root Cause:</b> Lack of campus communication that has not been translated for the Spanish speaking population.</p>
<p><b>Problem Statement 2:</b> Parent surveys revealed they feel overwhelmed with online learning. <b>Root Cause:</b> Lack of training for parents to learn the district learning management system (Canvas).</p>

**Goal 5: Safe Schools:**

CISD will strive to ensure a safe and orderly environment conducive to learning for all students and staff.

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

<p><b>Strategy 1:</b> All staff and students are trained on COVID-19 safety procedures and protocols.  <b>Strategy's Expected Result/Impact:</b> Wilkerson will have a safe school for students and staff by following all mitigation protocols.  <b>Staff Responsible for Monitoring:</b> Principal                      All staff</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<p><b>Strategy 2:</b> Wilkerson staff will complete and follow all Safe Schools trainings.  <b>Strategy's Expected Result/Impact:</b> Wilkerson will have a safe campus for students and staff.  <b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<p><b>Strategy 3:</b> Wilkerson staff will participate in cultural diversity training.  <b>Strategy's Expected Result/Impact:</b> Teachers will become more familiar with different student cultures.  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principals                      Counselors  <b>Problem Statements:</b> Culture and Climate 2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<p><b>Strategy 4:</b> Wilkerson staff will meet the emotional and well being needs of our students by implementing Foundations policies schoolwide.  <b>Strategy's Expected Result/Impact:</b> Students will feel safe and secure at school.  <b>Staff Responsible for Monitoring:</b> All staff  <b>Problem Statements:</b> Culture and Climate 3  <b>Funding Sources:</b> Behavior Coach - State Comp Ed - \$72,135.96</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Performance Objective 1 Problem Statements:**

<b>Culture and Climate</b>
<p><b>Problem Statement 2:</b> There is a need to improve understanding and awareness of cultural differences to increase ownership of students and effectiveness of instructional practices. <b>Root Cause:</b> Lack of training for staff members which enhances their ability to identify with students of different cultures.</p>
<p><b>Problem Statement 3:</b> There is a need to actively support the emotional well-being of students. <b>Root Cause:</b> Lack of a fluid transition plan for students moving up from fourth grade to understand the transitional needs at the intermediate level.</p>

**Goal 6: Technology:**

CISD will provide technology infrastructure, tools, and solutions to meet the administrative requirements of the District and to maximize learning for all students.





**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.

<p><b>Strategy 1:</b> Increase student opportunities for utilizing technology across the curriculum areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Enhance knowledge and skills of teachers to improve student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Technology Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Chromebook Carts - Title I - \$62,740</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 7: Communication:**

CISD will promote and enhance two-way communication among our staff and our community to maximize the success of all students.

**Performance Objective 1:** To ensure that all stakeholders receive effective internal and external communication.

<b>Strategy 1:</b> To ensure all staff, parents, and students receive regular, timely, and informative communication. <b>Strategy's Expected Result/Impact:</b> Parents and staff will be informed with current and correct information. <b>Staff Responsible for Monitoring:</b> Principal	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

# State Compensatory

## Personnel for Wilkerson Intermediate

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amy Leonards	Instructional Coach	State Comp Ed	1.00
Karen Brown	Instructional Coach	State Comp Ed	1.00
Sherri Sedlacek	Positive Behavior Support Liaison	State Comp Ed	1.00



# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Leasha Lamoy	Paraprofessional	Title I	1.00
Mona Frantzen	Instructional Coach	Title I	1.00

# Plan Notes

Row Labels	Sum of Amount	Sum of FTE
<b>Wilkerson</b>		
SCE		
General Supplies	\$4,562	0.00
Instructional Support for At-Risk-Students	\$215,435	3.00
Substitutes	\$5,155	0.09
SCE Total	\$225,152	3.09
Title I		
Computer Equipment / AV Supplies	\$62,740	0.00
Extra Duty	\$13,524	0.25
Family Engagement	\$3,228	0.00
General Supplies	\$25,633	0.00
Paraprofessional	\$24,124	0.44
Professional	\$75,986	1.38
Title I Total	\$205,235	2.07
Title III EL		
Books	\$500	0.00
Computer Equipment / AV Supplies	\$300	0.00
Extra Duty	\$2,600	0.05
General Supplies	\$500	0.00
Title III EL Total	\$3,900	0.05
Wilkerson Total	\$434,287	5.21

# Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Reading Coach, Instructional Materials		\$76,803.02
1	3	2	Math Coach, Instructional Materials		\$76,213.02
5	1	4	Behavior Coach		\$72,135.96
<b>Sub-Total</b>					\$225,152.00
<b>Budgeted Fund Source Amount</b>					\$225,152.00
<b>+/- Difference</b>					\$0.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Books, Manipulatives, Interactive lesson materials		\$10,000.00
1	1	3	Science Coach		\$75,986.00
1	1	4	Instructional Materials		\$15,633.00
1	2	1	Tutoring		\$6,762.00
1	2	3	RTI paraprofessional		\$12,062.00
1	3	1	Tutoring		\$6,762.00
1	3	3	RTI paraprofessional		\$12,062.00
4	1	1	Manipulatives and Instructional materials for student learning and refreshments for family engagement nights		\$3,228.00
6	1	1	Chromebook Carts		\$62,740.00
<b>Sub-Total</b>					\$205,235.00
<b>Budgeted Fund Source Amount</b>					\$205,235.00
<b>+/- Difference</b>					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Mentor Minds Kits, Spanish Books, Dictionaries		\$3,900.00
<b>Sub-Total</b>					\$3,900.00
<b>Budgeted Fund Source Amount</b>					\$3,900.00

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				+/- Difference	\$0.00
				<b>Grand Total</b>	\$434,287.00

# Addendums