Conroe Independent School District

Wilkerson Intermediate

2023-2024 Improvement Plan

Accountability Rating: B

Mission Statement

At Wilkerson Intermediate, we provide positive experiences that promote social, emotional, and academic success for all.

Vision

To Inspire, To Create, To Grow

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

While showing a significant improvement in student achievement and relative performance (Overall score increasing from 81 to a projected 87), Wilkerson had a significant drop in overall growth. This drop seems to be contributed to a large percentage of "Masters" students who dropped out of that category. There also was a significant percentage of students who came into their respective grade level in the "Low Does Not Meet" category, and we failed to move those students up and they remained as "Low Does Not Meet." This was both in Math as well as reading in both 5th and 6th grade. It appears that we did a great job of targeting and moving the "middle ground" students but missed the extremes on both the low and high sides.

Student Achievement Strengths

Wilkerson had increases across the board in student achievement:

Students Achievement (Domain 1): 82 to 85

Relative Performance (Domain 2B): 81 to 88

Closing the Gaps (Domain 3): 78 to 83

Overall A-F Scaled: 81 to 87

Wilkerson teachers did a great job of building relationships with students and implementing instruction and interventions in small groups. We also had more tutoring and extra interventions than we have ever had in my time at Wilkerson. Teachers intentionally targeted under-performing students and helped them grow throughout the school year. Student attendance was up due to excitement built in the classrooms, school activities, and engaging stations and small groups during guided instruction.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Based on our 22-23 STAAR data, 20% of our writing responses scored a zero. This was the first year the writing component was a part of the ELA test. Our campus did not show academic growth in ELA because of this.   **Root Cause:** Lack of exposure to writing and writing components for our students across all contents. Limited experience and opportunities for students to see exemplar examples of writing responses.

Problem Statement 2 (Prioritized): Based on our 22-23 STAAR data, Wilkerson lost a number of "Masters" students who fell back and did not earn growth. Wilkerson also had a number of students who came in at "Does Not Meet Low" that we failed to move.   **Root Cause:** Lack of consistency in targeting our Masters students when data showed declining scores on CFA/Interim assessments and the lack of intentionally targeting students who repeatedly have low performance data on assessments.

Problem Statement 3 (Prioritized): While they were great at data mining and providing the information to their teams, Wilkerson academic coaches did not aggregate and present teachers specific student data including those who had risen or fallen in each category. Coaches need to provide a simple "playbook" of where each teachers students are, and who has risen/ fallen so those students can be intentionally targeted.   **Root Cause:** Lack of consistency in targeting specific students during the PLC and planning process and teachers not digging deep enough into the data to monitor and adjust instruction for specific students. Was more of a "broad stroke" approach to data mining and interventions.

Problem Statement 4 (Prioritized): Based on our 22-23 STAAR 5th grade Science data, only 14% of our African American sub population attained "Masters" compared to the overall campus average of 30%   **Root Cause:** Lack of consistency in targeting specific sub-populations during the PLC and planning process and being intentional about targeting those sub-populations

Problem Statement 5 (Prioritized): Overall, there was a lack of student "buy -in " with their performance and overall growth. Students did not have the drive to grow and showcase their strengths. While the majority of teachers had their students track their own data, there was not a campus-wide expectation of how we are going to do it and celebrate students successes to build confidence.   **Root Cause:** Lack of consistency in goal setting and celebrations of growth throughout entire campus

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

Problem Statement 7: For the 22-23 school year, while attendance improved from the previous year (94.76% vs. 93.66%), it fell below our 96.5% target.

Problem Statement 8 (Prioritized): Wilkerson had a lack of technology resources available to the math students for enrichment.   **Root Cause:** Lack of budgeting for the program

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 what makes us different. Wilkerson Intermediate School is committed to all students social, emotional, behavioral, and academic success. 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 and taking a positive, proactive instructional approach to behavior in utilizing PBIS Foundations training. Wilkerson Administration is focused on providing intentional opportunities to celebrate and appreciate our teachers and staff throughout the year. Wilkerson had an OHI score of 91 for the 22-23 school year and minimal turn-over due to happy teachers and staff.

Culture and Climate Strengths

There is a "family-like" bond between the staff at Wilkerson. We provided several opportunities for students to have fun and celebrate successes at school including Fall Festival, Wilkerson Wonderland, Family Bingo Night, and EOY Field Day. We also offered engaging activities like faculty vs. student games, pep-rally's, and classroom competitions. Daily trivia and games on the announcements got both the students and the teachers engaged in participating and competing for each other. We were intentional about scheduling meals, fun activities, and social hang-outs for staff to grow their bond. We were also intentional about greeting our families back in the building and offering several community events to increase parental engagement.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1: There has been a lack of consistency and accountability between grade levels for the structures that have been put in place for Wilkerson common areas.

Problem Statement 2 (Prioritized): To continue to provide a safe and secure environment for our students and staff success and growth.

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. Wilkerson created several new community events that were a huge success including a Fall Festival, Bingo Nights, and a Math and Science night.

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 and our YouTube channel.
- Wilkerson continues to add community events to engage families in the success and happiness of their students at Wilkerson.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Needed improvement in parental involvement in their student academic progress. **Root Cause:** Lack of communication between teacher and parent Needed incentive program for students reaching academic goals

Problem Statement 2: Lack of student and family participation in community events.

Priority Problem Statements

Problem Statement 1: Based on our 22-23 STAAR data, 20% of our writing responses scored a zero. This was the first year the writing component was a part of the ELA test. Our campus did not show academic growth in ELA because of this.

Root Cause 1: Lack of exposure to writing and writing components for our students across all contents. Limited experience and opportunities for students to see exemplar examples of writing responses.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Based on our 22-23 STAAR data, Wilkerson lost a number of "Masters" students who fell back and did not earn growth. Wilkerson also had a number of students who came in at "Does Not Meet Low" that we failed to move.

Root Cause 2: Lack of consistency in targeting our Masters students when data showed declining scores on CFA/Interim assessments and the lack of intentionally targeting students who repeatedly have low performance data on assessments.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: While they were great at data mining and providing the information to their teams, Wilkerson academic coaches did not aggregate and present teachers specific student data including those who had risen or fallen in each category. Coaches need to provide a simple "playbook" of where each teachers students are, and who has risen/fallen so those students can be intentionally targeted.

Root Cause 3: Lack of consistency in targeting specific students during the PLC and planning process and teachers not digging deep enough into the data to monitor and adjust instruction for specific students. Was more of a "broad stroke" approach to data mining and interventions.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Based on our 22-23 STAAR 5th grade Science data, only 14% of our African American sub population attained "Masters" compared to the overall campus average of 30%

Root Cause 4: Lack of consistency in targeting specific sub-populations during the PLC and planning process and being intentional about targeting those sub-populations

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Needed improvement in parental involvement in their student academic progress.

Root Cause 5: Lack of communication between teacher and parent Needed incentive program for students reaching academic goals

Problem Statement 5 Areas: Parent and Community Engagement

Problem Statement 6: To continue to provide a safe and secure environment for our students and staff success and growth.

Root Cause 6:

Problem Statement 6 Areas: Culture and Climate

Problem Statement 7: Overall, there was a lack of student "buy -in " with their performance and overall growth. Students did not have the drive to grow and showcase their strengths. While the majority of teachers had their students track their own data, there was not a campus-wide expectation of how we are going to do it and celebrate students successes to build confidence.

Root Cause 7: Lack of consistency in goal setting and celebrations of growth throughout entire campus

Problem Statement 7 Areas: Student Achievement

Problem Statement 8: Wilkerson had a lack of technology resources available to the math students for enrichment.

Root Cause 8: Lack of budgeting for the program

Problem Statement 8 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Observation Survey results
- 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation 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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and 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
- Budgets/entitlements and expenditures 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: Based on our 23-24 STAAR data, Wilkerson students will show improvement in writing performance compared to the previous year.

    Evaluation Data Sources: CA, CFA, Interim, and STAAR data

Strategy 1 Details	Formative Reviews		
Strategy 1: Daily intentional writing and grammar instruction, writing conferences with students, writing progressions to build stamina from SCR to ECR, writing assessed during all CAs; collaborate and plan with other content areas so that students are writing regularly across curriculum; Summit K12 for EBs	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Wilkerson students will show improvement in writing performance compared to the previous year.			
Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coaches			
Title I: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction			
Problem Statements: Student Achievement 1, 2, 3, 5			
Funding Sources: Summit K12 - Title III - $1,150, Academic ELA Coach - State Comp Ed - $78,044, Additional writing and reading enrichment resources - Title I - $2,377			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: Based on our 22-23 STAAR data, 20% of our writing responses scored a zero. This was the first year the writing component was a part of the ELA test. Our campus did not show academic growth in ELA because of this.   **Root Cause**: Lack of exposure to writing and writing components for our students across all contents. Limited experience and opportunities for students to see exemplar examples of writing responses.

Problem Statement 2: Based on our 22-23 STAAR data, Wilkerson lost a number of "Masters" students who fell back and did not earn growth. Wilkerson also had a number of students who came in at "Does Not Meet Low" that we failed to move.   **Root Cause**: Lack of consistency in targeting our Masters students when data showed declining scores on CFA/Interim assessments and the lack of intentionally targeting students who repeatedly have low performance data on assessments.

Problem Statement 3: While they were great at data mining and providing the information to their teams, Wilkerson academic coaches did not aggregate and present teachers specific student data including those who had risen or fallen in each category. Coaches need to provide a simple "playbook" of where each teachers students are, and who has risen/ fallen so those students can be intentionally targeted.   **Root Cause**: Lack of consistency in targeting specific students during the PLC and planning process and teachers not digging deep enough into the data to monitor and adjust instruction for specific students. Was more of a "broad stroke" approach to data mining and interventions.

Problem Statement 5: Overall, there was a lack of student "buy -in " with their performance and overall growth. Students did not have the drive to grow and showcase their strengths. While the majority of teachers had their students track their own data, there was not a campus-wide expectation of how we are going to do it and celebrate students successes to build confidence.   **Root Cause**: Lack of consistency in goal setting and celebrations of growth throughout entire campus

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: Based on our 23-24 STAAR Reading and Math data, Wilkerson will retain a minimum of 90% of our students coming into the grade level at the "Masters" level from the previous school year.

    Evaluation Data Sources: CA, CFA, Interim, and STAAR data

Strategy 1 Details	Formative Reviews		

Strategy 1: Instructional coach will monitor Masters students using a vertical growth tracker. Instructional coach will provide teachers of record with specific TEKS Masters students are not mastering. Teacher will provide small group instruction on the identified TEK to catch misconceptions and clarify content.
 	
Instructional coach will use the district provided Growth Matrix to identify students who are falling from Masters to Meets. Teachers will be provided with the names of these students. Teachers will provide small group instruction for those identified students.
    Strategy's Expected Result/Impact: Wilkerson will retain a minimum of 90% of our students coming into the grade level at the "Masters" level from the previous school year.
    Staff Responsible for Monitoring: Principal
Assistant Principals
Instructional Coaches
 	
    Title I:
2.4, 2.5, 2.6
 - TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
 - ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction
    Problem Statements: Student Achievement 2, 3, 5
    Funding Sources: Instructional Paraprofessional - Title I - $28,919, Extra Duty pay for Tutorials - Title III - $3,600, Student Success Manager - State Comp Ed - $78,044
	Formative		

	Dec	**Mar**	**June**
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 2: Based on our 22-23 STAAR data, Wilkerson lost a number of "Masters" students who fell back and did not earn growth. Wilkerson also had a number of students who came in at "Does Not Meet Low" that we failed to move.   **Root Cause**: Lack of consistency in targeting our Masters students when data showed declining scores on CFA/Interim assessments and the lack of intentionally targeting students who repeatedly have low performance data on assessments.

Problem Statement 3: While they were great at data mining and providing the information to their teams, Wilkerson academic coaches did not aggregate and present teachers specific student data including those who had risen or fallen in each category. Coaches need to provide a simple "playbook" of where each teachers students are, and who has risen/fallen so those students can be intentionally targeted.   **Root Cause**: Lack of consistency in targeting specific students during the PLC and planning process and teachers not digging deep enough into the data to monitor and adjust instruction for specific students. Was more of a "broad stroke" approach to data mining and interventions.

Problem Statement 5: Overall, there was a lack of student "buy -in " with their performance and overall growth. Students did not have the drive to grow and showcase their strengths. While the majority of teachers had their students track their own data, there was not a campus-wide expectation of how we are going to do it and celebrate students successes to build confidence.   **Root Cause**: Lack of consistency in goal setting and celebrations of growth throughout entire campus

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: Based on our 23-24 STAAR Math data, Wilkerson will have an increase of 3% in the "Approaches High" and "Meets" categories compared to last year

    Evaluation Data Sources: CA, CFA, Interim, and STAAR data

Strategy 1 Details	Formative Reviews		
Strategy 1: Instructional coach and teachers will be intentional while planning each unit. Lessons will be aligned to the TEK and the STAAR tests' rigor. Common assessments will have all new item types while still holding the standard of the rigor of the STAAR test. Small group instruction will be provided to these students through Guided Math.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: An increase of 3% in the "Approaches High" and "Meets" categories compared to last year **Staff Responsible for Monitoring:** Instructional coaches, Administration, Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2, 3, 5 **Funding Sources:** Dreambox Math Program - Title I - $7,950, Math manipulatives and resources - Title I - $1,500			
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 2: Based on our 22-23 STAAR data, Wilkerson lost a number of "Masters" students who fell back and did not earn growth. Wilkerson also had a number of students who came in at "Does Not Meet Low" that we failed to move.   **Root Cause**: Lack of consistency in targeting our Masters students when data showed declining scores on CFA/Interim assessments and the lack of intentionally targeting students who repeatedly have low performance data on assessments.
Problem Statement 3: While they were great at data mining and providing the information to their teams, Wilkerson academic coaches did not aggregate and present teachers specific student data including those who had risen or fallen in each category. Coaches need to provide a simple "playbook" of where each teachers students are, and who has risen/fallen so those students can be intentionally targeted.   **Root Cause**: Lack of consistency in targeting specific students during the PLC and planning process and teachers not digging deep enough into the data to monitor and adjust instruction for specific students. Was more of a "broad stroke" approach to data mining and interventions.

Student Achievement
Problem Statement 5: Overall, there was a lack of student "buy -in " with their performance and overall growth. Students did not have the drive to grow and showcase their strengths. While the majority of teachers had their students track their own data, there was not a campus-wide expectation of how we are going to do it and celebrate students successes to build confidence.   **Root Cause**: Lack of consistency in goal setting and celebrations of growth throughout entire campus

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: Based on our 23-24 STAAR 5th grade Science data, our African American students will show a 3% increase in student growth in the "High Approaches" and above

    Evaluation Data Sources: CA, CFA, Interim, and STAAR data

Strategy 1 Details	Formative Reviews		
Strategy 1: Purposeful interventions of our underperforming African American students through targeted interventions. Create student-centered, obtainable goal-setting with celebrations for students achieving their goals. Revising and resetting goals based on student data when they do not hit their current goals.	**Formative**		
	Dec	**Mar**	**June**

Strategy's Expected Result/Impact: 23-24 STAAR 5th grade Science data, our African American students will show an increase of 3% in each of the following areas of achievement: "High Approaches," "Meets," and "Masters."
    Staff Responsible for Monitoring: Science Academic Coach, Administration, Science Teachers
 	
    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, Lever 5: Effective Instruction
 - **Targeted Support Strategy**
    Problem Statements: Student Achievement 4, 5
    Funding Sources: Science Academic Coach - Title I - $83,963			

0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 4: Based on our 22-23 STAAR 5th grade Science data, only 14% of our African American sub population attained "Masters" compared to the overall campus average of 30%   **Root Cause**: Lack of consistency in targeting specific sub-populations during the PLC and planning process and being intentional about targeting those sub-populations

Student Achievement
Problem Statement 5: Overall, there was a lack of student "buy -in " with their performance and overall growth. Students did not have the drive to grow and showcase their strengths. While the majority of teachers had their students track their own data, there was not a campus-wide expectation of how we are going to do it and celebrate students successes to build confidence.   **Root Cause**: Lack of consistency in goal setting and celebrations of growth throughout entire campus

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: Based on our 23-24 STAAR Reading data, Wilkerson will have an increase of 3% in the "Approaches High" , "Meets" , and "Masters" categories compared to last year

    Evaluation Data Sources: CA, CFA, Interim, STAAR

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers provide Guided Reading small groups for ALL students consistently; students reading at grade level or above pulled at least once a week; students reading below grade level pulled at least twice a week; consistent and intentional word study instruction; Summit K12 for EBs	**Formative**		
	Dec	**Mar**	**June**

Strategy's Expected Result/Impact: Wilkerson will have an increase of 3% in the "Approaches High" , "Meets" , and "Masters" categories compared to last year
    Staff Responsible for Monitoring: Administration, ELA Coach, Teachers, bilingual Coordinator
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
    Problem Statements: Student Achievement 2, 3, 5
    Funding Sources: Books and resources - Title III - $500, Additional reading resources and books - Title I - $2,000			

0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 2: Based on our 22-23 STAAR data, Wilkerson lost a number of "Masters" students who fell back and did not earn growth. Wilkerson also had a number of students who came in at "Does Not Meet Low" that we failed to move.   **Root Cause**: Lack of consistency in targeting our Masters students when data showed declining scores on CFA/Interim assessments and the lack of intentionally targeting students who repeatedly have low performance data on assessments.

Student Achievement

Problem Statement 3: While they were great at data mining and providing the information to their teams, Wilkerson academic coaches did not aggregate and present teachers specific student data including those who had risen or fallen in each category. Coaches need to provide a simple "playbook" of where each teachers students are, and who has risen/fallen so those students can be intentionally targeted.   **Root Cause**: Lack of consistency in targeting specific students during the PLC and planning process and teachers not digging deep enough into the data to monitor and adjust instruction for specific students. Was more of a "broad stroke" approach to data mining and interventions.

Problem Statement 5: Overall, there was a lack of student "buy -in " with their performance and overall growth. Students did not have the drive to grow and showcase their strengths. While the majority of teachers had their students track their own data, there was not a campus-wide expectation of how we are going to do it and celebrate students successes to build confidence.   **Root Cause**: Lack of consistency in goal setting and celebrations of growth throughout entire campus

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			Formative Reviews		
Strategy 1: Wilkerson will utilize the budget in all departments effectively.			**Formative**		
Strategy's Expected Result/Impact: Utilize budget and allocated money as well as regular principal/secretary meetings to accurately and effectively			**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Principal's Secretary **Problem Statements:** Student Achievement 8					
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 8: Wilkerson had a lack of technology resources available to the math students for enrichment. **Root Cause**: Lack of budgeting for the program

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: Wilkerson will foster a community of growing leaders and provide leadership opportunities for its staff

    Evaluation Data Sources: Informal check-ins, projects completed with fidelity, provided leadership opportunities, and roles on campus, creation of new leadership positions

Strategy 1 Details	Formative Reviews		
Strategy 1: Promote adhesiveness and autonomy for teachers and staff through effective leadership and collaboration activities. Intentionally scheduling and planning leadership opportunities.	**Formative**		
Strategy's Expected Result/Impact: Cohesiveness and autonomy of teachers and staff throughout the campus to better serve students.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Administration **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** Culture and Climate 2 **Funding Sources:** Materials and resources for Professional Development - Title I - $2,000			

Strategy 2 Details	Formative Reviews		
Strategy 2: Promote leadership abilities and opportunities for teachers and staff at Wilkerson.	**Formative**		
Strategy's Expected Result/Impact: Provide leadership and growth opportunities for members of the staff through meetings, projects, and other leadership opportunities	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Administration, Core Team **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Culture and Climate 2			
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Performance Objective 2 Problem Statements:

Culture and Climate
Problem Statement 2: To continue to provide a safe and secure environment for our students and staff success and growth.

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	Formative Reviews		
Strategy 1: Wilkerson attends the CISD Job Fair as well as other job fairs to recruit highly qualified teachers and staff for all students.	**Formative**		
Strategy's Expected Result/Impact: Wilkerson will have a 100% HQ staff. **Staff Responsible for Monitoring:** Administration **Problem Statements:** Student Achievement 2, 3	**Dec**	**Mar**	**June**
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: Based on our 22-23 STAAR data, Wilkerson lost a number of "Masters" students who fell back and did not earn growth. Wilkerson also had a number of students who came in at "Does Not Meet Low" that we failed to move.   **Root Cause**: Lack of consistency in targeting our Masters students when data showed declining scores on CFA/Interim assessments and the lack of intentionally targeting students who repeatedly have low performance data on assessments.
Problem Statement 3: While they were great at data mining and providing the information to their teams, Wilkerson academic coaches did not aggregate and present teachers specific student data including those who had risen or fallen in each category. Coaches need to provide a simple "playbook" of where each teachers students are, and who has risen/ fallen so those students can be intentionally targeted.   **Root Cause**: Lack of consistency in targeting specific students during the PLC and planning process and teachers not digging deep enough into the data to monitor and adjust instruction for specific students. Was more of a "broad stroke" approach to data mining and interventions.

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 2: To minimize loss of staff due to increased moral and culture improvement opportunities

    Evaluation Data Sources: Number of campus personnel transferring or leaving the campus

Strategy 1 Details		Formative Reviews		
Strategy 1: Intentionally schedule teacher appreciation and recognition events monthly to help keep morale high		**Formative**		
Strategy's Expected Result/Impact: Retain more teachers on a yearly bases		**Dec**	**Mar**	**June**

Staff Responsible for Monitoring: Administration
 	
  TEA Priorities:
Recruit, support, retain teachers and principals
  Problem Statements: Student Achievement 3 - Culture and Climate 2				

0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 3: While they were great at data mining and providing the information to their teams, Wilkerson academic coaches did not aggregate and present teachers specific student data including those who had risen or fallen in each category. Coaches need to provide a simple "playbook" of where each teachers students are, and who has risen/fallen so those students can be intentionally targeted.   **Root Cause**: Lack of consistency in targeting specific students during the PLC and planning process and teachers not digging deep enough into the data to monitor and adjust instruction for specific students. Was more of a "broad stroke" approach to data mining and interventions.
Culture and Climate
Problem Statement 2: To continue to provide a safe and secure environment for our students and staff success and growth.

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 3: To increase teacher morale and intentional collaboration

    Evaluation Data Sources: Surveys, OHI, improved data due to effective collaboration

Strategy 1 Details	Formative Reviews		
Strategy 1: Change master schedule so teachers can have time to plan and collaborate with both their PLC as well as their learning community	**Formative**		
	Dec	**Mar**	**June**

Strategy's Expected Result/Impact: Increased student performance due to more effective PLC and planning process
     Staff Responsible for Monitoring: Administration, academic coaches
 	
     Title I:
 4.1, 4.2
  - **TEA Priorities:**
 Improve low-performing schools
     Problem Statements: Parent and Community Engagement 1			

Strategy 2 Details	Formative Reviews		
Strategy 2: Increase teacher moral by intentionally scheduling teacher appreciation events/celebrations monthly. Creating a teacher of the month celebration. Hosting cook-offs and content led faculty lunches.	**Formative**		
	Dec	**Mar**	**June**

Strategy's Expected Result/Impact: Improved teacher morale, attendance, and engagement
     Staff Responsible for Monitoring: Administration, PTO, Counselors
 	
     Problem Statements: Parent and Community Engagement 1			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Performance Objective 3 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Needed improvement in parental involvement in their student academic progress.   **Root Cause**: Lack of communication between teacher and parent Needed incentive program for students reaching academic goals

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: Provide for parents to have a more meaningful role in their students success.

    Evaluation Data Sources: Parent attendance at community events, student attendance, student performance, documented parent contacts and conferences

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide scheduled conferences and phone call opportunities weekly to parents.	**Formative**		
Strategy's Expected Result/Impact: Increased student performance and parental involvement in the process	**Dec**	**Mar**	**June**

Staff Responsible for Monitoring: Administration, academic coaches, counselors
 	
    Title I:
4.1, 4.2
 - **TEA Priorities:**
Improve low-performing schools
    Problem Statements: Parent and Community Engagement 1			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide community events and activities to promote parental interactions with the school and its students	**Formative**		
Strategy's Expected Result/Impact: Increase in PTO participation, and parental involvement in school and students	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Administration, PTO, Counselors **Problem Statements:** Parent and Community Engagement 1			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Needed improvement in parental involvement in their student academic progress. **Root Cause**: Lack of communication between teacher and parent Needed incentive program for students reaching academic goals

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

Evaluation Data Sources: ROAR Camp at every semester, leadership and character lessons, monthly pep rally, safety meetings

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will receive training for safe and civil schools and 3:1 positive interactions. Additional support staff hired	**Formative**		
Strategy's Expected Result/Impact: Teachers will receive tools and strategies to better serve different student populations. **Staff Responsible for Monitoring:** Administration, Coaches, PBIS, Nurse **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Culture and Climate 2 **Funding Sources:** PBIS Liaison - Title I - $78,913	Dec	Mar	June

Strategy 2 Details	Formative Reviews		
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.	**Formative**		
	Dec	Mar	June
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. **Staff Responsible for Monitoring:** Behavior Coach, Administration **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Culture and Climate 2 - Parent and Community Engagement 1			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 2 Problem Statements:

Culture and Climate
Problem Statement 2: To continue to provide a safe and secure environment for our students and staff success and growth.
Parent and Community Engagement
Problem Statement 1: Needed improvement in parental involvement in their student academic progress. **Root Cause**: Lack of communication between teacher and parent Needed incentive program for students reaching academic goals

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: Communication with parents and the community that promotes parental involvement, engagement, and participation both in school and out of school to support their child.

Evaluation Data Sources: Parent meetings, smore letters, messenger, remind 101, community event opportunities, Hughes Huddle videos

Strategy 1 Details	Formative Reviews		
Strategy 1: Host community and in-school events that promote student and family attendance and participation.	**Formative**		
Strategy's Expected Result/Impact: Increased student excitement about school, instruction, and community. Increase in student attendance and engagement in class	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Administration, Core-Team, Teachers			
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Culture and Climate 2 - Parent and Community Engagement 1 **Funding Sources:** Healthy snacks for Parent and Family Engagement Initiatives - Title I - $3,000, Materials for Parent and Family Science/Math Night - Title I - $573			

Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize campus and social media websites to promote campus and district events and provide information for parents, families, community, and stake holders.	**Formative**		
Strategy's Expected Result/Impact: Increased student attendance and engagement	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Administration, counselors, CIS, PBIS Liaison			
Problem Statements: Parent and Community Engagement 1			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 3 Problem Statements:

Culture and Climate
Problem Statement 2: To continue to provide a safe and secure environment for our students and staff success and growth.

Parent and Community Engagement
Problem Statement 1: Needed improvement in parental involvement in their student academic progress.   **Root Cause**: Lack of communication between teacher and parent Needed incentive program for students reaching academic goals

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.

    Evaluation Data Sources: Walk-Through, Effective planning and implementation

Strategy 1 Details		Formative Reviews		
Strategy 1: To ensure that all teacher will utilize technology during small group instruction.		**Formative**		
Strategy's Expected Result/Impact: To give students multiple opportunities to enhance TEKS and enrich learning by utilizing technology		**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Instructional Coaches Assistant Principal Principal **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 8 **Funding Sources:** Apple TVs for collaborative work in the classroom - Title I - $1,000, Additional technology resources and programs (Classkick, etc.) - State Comp Ed - $3,307				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 8: Wilkerson had a lack of technology resources available to the math students for enrichment.   **Root Cause**: Lack of budgeting for the program

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	Formative Reviews		
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.	**Formative**		

Strategy's Expected Result/Impact: Improve knowledge and retention of previously learned concepts in math
    Staff Responsible for Monitoring: Math teachers and Administration
 	
    TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
 - ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
    Problem Statements: Student Achievement 5
    Funding Sources: Engaging station materials - Title I - $2,000, Academic Math Coach - State Comp Ed - $76,067
	Dec	**Mar**	**June**

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 5: Overall, there was a lack of student "buy -in " with their performance and overall growth. Students did not have the drive to grow and showcase their strengths. While the majority of teachers had their students track their own data, there was not a campus-wide expectation of how we are going to do it and celebrate students successes to build confidence.   **Root Cause**: Lack of consistency in goal setting and celebrations of growth throughout entire campus

State Compensatory

Budget for Wilkerson Intermediate

Total SCE Funds: $232,154.00
Total FTEs Funded by SCE: 3
Brief Description of SCE Services and/or Programs

Academic coaches for support in both math and reading as well as a PBIS liaison to build relationships with students and address classroom participation and engagement

Personnel for Wilkerson Intermediate

Name	Position	FTE
Amy Leonards	Instructional Coach	1
Christina Augustine	SSM	1
Wes Hammer	Instructional Coach	1

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).

Title I Personnel

Name	Position	Program	FTE
Casey Arp	PBIS Liaison		1.0
Grace Gonzalez	Paraprofessional	Title 1	1.0
Mona Frantzen	Instructional Coach	Title 1	1.0

Campus Funding Summary

			Title I		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Additional writing and reading enrichment resources		$2,377.00
1	2	1	Instructional Paraprofessional		$28,919.00
1	3	1	Dreambox Math Program		$7,950.00
1	3	1	Math manipulatives and resources		$1,500.00
1	4	1	Science Academic Coach		$83,963.00
1	5	1	Additional reading resources and books		$2,000.00
2	2	1	Materials and resources for Professional Development		$2,000.00
4	2	1	PBIS Liaison		$78,913.00
4	3	1	Materials for Parent and Family Science/Math Night		$573.00
4	3	1	Healthy snacks for Parent and Family Engagement Initiatives		$3,000.00
5	1	1	Apple TVs for collaborative work in the classroom		$1,000.00
5	2	1	Engaging station materials		$2,000.00
				Sub-Total	$214,195.00
				Budgeted Fund Source Amount	$214,195.00
				+/- Difference	$0.00
			Title III		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Summit K12		$1,150.00
1	2	1	Extra Duty pay for Tutorials		$3,600.00
1	5	1	Books and resources		$500.00
				Sub-Total	$5,250.00
				Budgeted Fund Source Amount	$5,250.00
				+/- Difference	$0.00
			State Comp Ed		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Academic ELA Coach		$78,044.00

			State Comp Ed		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Student Success Manager		$78,044.00
5	1	1	Additional technology resources and programs (Classkick, etc.)		$3,307.00
5	2	1	Academic Math Coach		$76,067.00
				Sub-Total	$235,462.00
				Budgeted Fund Source Amount	$235,462.00
				+/- Difference	$0.00
				Grand Total Budgeted	$454,907.00
				Grand Total Spent	$454,907.00
				+/- Difference	$0.00