Conroe Independent School District

Wilkinson Elementary

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Mission Statement

The End Depends on the Beginning

Table of Contents

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

All schools in Texas must meet standards set in three state accountability areas. For the 2018-2019 school year, Wilkinson Elementary met all three target areas:

Domain 1: Student Achievement: Wilkinson Elementary score 77

20 or more master students overall were needed to achieve a 80% or higher ranking.

Domain 2: Student Progress: Wilkinson Elementary Score 72 (Part A 62 and Part B 72)

Domain 3: Closing Gaps: Score 65

The overall combined scores resulted in Wilkinson Elementary receiving a 2019 Accountability rating of a 73.

While our scores showed growth from 2017-2018, we recognize that there is work to be done. On the 2019 STAAR, the following scores for all grades show the percentage for Meets/Masters:

All Subjects 49%

Reading 54%

Math 51%

Looking deeper into our data, our subgroup scores show that we had 38 areas that increased but 9 areas that decreased. The performance of our Hispanic students dropped in math, as well as their overall student success status, while our economically disadvantaged students decreased in math only. Our TELPAS progress rate also decreased from 2018 to 2019 causing us to not hit the target. Looking at our student success status we also had a decrease for our all student group, African American, and 2 or more races. Intervention strategies have been put into place to closely monitor the number of students that are reaching Meets and Masters to promote growth for all sub groups, while also tracking students to ensure they stay at Meets and Masters. Looking at the subgroups as a whole, Hispanic and White students will be a focus area. See below for the comparison of these two groups in 2018 and 2019.

In 2018, 5 out of 5 targets for White were missed, and in 2019, 3 out of 5 targets were missed.

In 2018, 2 out of 5 targets for Hispanic were missed, and in 2019, 3 out of 5 targets were missed.

While our campus showed increases in all areas for most of our sub groups, targets are still being missed. Emphasis has been placed on the targets that are not being met with ongoing formative assessments throughout the year, and students within the sub groups will be identified to ensure remediation is effective. Note the comparison of targets met in 2018 compared to 2019.

Academic Achievement Status: 2018 = 9 out of 16 targets met, 2019 = 13 out of 14 targets met.

Growth Status: 2018 = 0 out of 12 met, 2019 = 0 out of 12 met. *However, all groups increased.

Student Success Status : 2018 = 7 out of 11 targets met, 2019 = 7 out of 10 targets met. Continuous data analysis and data conversations during grade level PLC, after campus common assessments, and district assessments will occur to help to close gaps where they are occurring.

Student Achievement Strengths

Wilkinson Elementary's scores indicate hard work has been done to ensure growth in almost every area from the previous year. In the area of school progress, we were able to increase our component score from a 54 to a 65, moving the campus from improvement needed to met standard. You will also notice that 38 areas within Closing Gaps increased, while only 9 areas decreased.

There was also a significant increase for the number of White students at grade level standard and above. Note the comparison below.

In 2018, 55% were above in ELA, and in 2019, 62% were above for ELA.

In 2018, 55% were above in Math, and in 2019 61% were above for Math.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Although students have shown growth in various content areas, overall there still seems to be limited or stagnant progress in reading (54% Meets), math (51% Meets), and writing (38% Meets). **Root Cause:** Instructional methods need to be developed for each content area for tiering small groups and conferring.

Problem Statement 2 (Prioritized): Yearly, white students are performing below expected targets in Domain 3. In 2017-2018, five out of five targets were missed and in 2018-2019 three of the five targets were missed. **Root Cause:** The use of data trackers by teachers and students to identify specific needs has not been implemented across content areas with fidelity.

Problem Statement 3 (Prioritized): English Learners served in the ESL program did not show growth measured by the TELPAS assessment. In 2018, the progress rate was 54% and in 2019, the progress rate was 35%. **Root Cause:** Students served in ESL programs need to be exposed to more academic language and demonstrate their language proficiency in an academic setting through listening, speaking, reading and writing.

Problem Statement 4: While gains were made in growth status, overall zero targets were hit, and only 173 points were earned out of 266 possible points.

Problem Statement 5: Hispanic students continue to perform well below their peers in the subject area of math with only 35% of students at Meets grade level or higher.

Problem Statement 6: Students continue to struggle to read on grade level. Grade level reading expectations were not met by 51% of students at the middle of the year in 2019-2020

Culture and Climate

Culture and Climate Summary

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

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

Our Foundations Team uses the guiding principles of Safe and Civil Schools to evaluate and reflect upon the climate and culture of our school. This team monitors and reflects on common areas, Positive Behavior Interventions and Supports (PBIS) supports in the classroom and campus wide, instruction, social emotional learning, cultural diversity, COVID-19 regulations, and the overall climate and culture of the campus.

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

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

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

This year we are implementing morning meetings. During these meetings, students will learn social skills with a deeper focus on respect, optimism, acceptance and responsibility. These areas will be carefully re-evaluated each year. Additionally, while bullying is not considered a problem, the campus feels that it is important not to be complacent about bullying and will include this as a need for the campus and another focus for morning meetings.

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

In addition, Wilkinson Elementary is implementing safety guidelines to address the COVID-19 virus. All staff and students wear masks and practice social distancing. Students and staff are encouraged to bring their own water bottles to limit the use of hallway water fountains, and a touchless water bottle refilling station has been set up in the cafeteria. Hand sanitizing stations have been set up at the entrances to the building, at the entrance to each classroom, and near other frequented areas of the campus. During lunch, students are assigned seats, which are spaced six-feet apart. Tables are cleaned in between lunches. Any materials used during PE, music, or art are cleaned in between classes. During dismissal students sit in designated areas and on numbered spots following a seating chart available to all staff and updated as the student changes transportation. All students are required to wear a mask during transitions.

All Wilkinson Elementary staff will undergo Cultural and Diversity Awareness training. Wilkinson Elementary's hiring practices of campus personell are designed to reflect the

cultural and diverse student body as a priority.

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

Culture and Climate Strengths

- Wilkinson Elementary celebrates a healthy, supportive culture through intentional work and reflection of the Wilkinson Way team {Foundations}.

- Students are accepting of students new to Wilkinson and actively welcome them.

- Students value each other and respect the variety of cultures of our diverse student population.

- Teachers feel empowered and valued. They report that Wilkinson is a great place to work.

- Administrators work closely with faculty and staff in decision-making.

- Teachers feel that they have a voice in the decisions that are made through serving on the campus leadership teams.

- We have active parent involvement. Our Watch D.O.G.S. program has one of the highest participation rates in our district. On average we have two male guardians every single day volunteering through this program to serve on our campus.

- Through our PTA's involvement, our school was able to purchase school buses for our district which totaled over $300,000.

- Morning Meetings support students' sense of belonging and connection to the school as a whole and student social and emotional learning..

- Social Skill Groups target specific gaps for identified students and provide explicit instruction and modeling of the skills.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): Campus wide consistency in creating a positive classroom culture. In 2019-2020, we had 572 referrals (not including tardies) and in 2018-2019 we had 402 referrals (not including tardies). **Root Cause:** Campus does not have clear determinations for addressing student behavior.

Problem Statement 2 (Prioritized): The number of students falling below expectations on the Universal Screener continues to remain a high percentage of the campus. In the 2019-2020 BOY screener, Wilkinson had 104 students below the 10th percentile in reading and 79 students in math. **Root Cause:** Positive behavioral interventions and supports that have been proven to increase student active engagement and student culture have not been implemented with fidelity.

Problem Statement 3: Wilkinson scored in the 51st percentile in the domain of Adaptation on the OHI (Organizational Health Inventory).

Parent and Community Engagement

Parent and Community Engagement Summary

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

Family involvement is a definite strength of our campus. This past year, volunteers contributed over 1,600 volunteer hours on campus. Our volunteers serve in many different capacities including in the classrooms, in the library, and during special student events, etc. Our families' perception of our school and its effectiveness is one of a positive nature. They report feeling very welcome when they come into the school due to the reception they receive in our front office and the warm, welcoming attitude of our staff. We recieved positive comments referencing how well the school is doing in educating students and how we take care of the various needs of our families. We value our rapport with the community.

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

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

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

A review of discipline records is conducted annually. Wilkinson Elementary has expierienced behavior incidents. There have been no significant increases in behavior incidences, indicating that resolution programs and interventions have been successful. Therefore, conflict resolution will continue to be a focus.

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

Parent and Community Engagement Strengths

Parents and students feel safe.

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

Parents feel safe contacting school personnel to discuss issues with their child.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Although Wilkinson Elementary had a high level of volunteers and parent involvement on our campus in previous years, due to COVID-19 restrictions, developing new ways to involve parents while limiting access to the building has been a challenge. **Root Cause:** COVID-19 restrictions limit parent involvement on campus and this decreases engagement.

Problem Statement 2 (Prioritized): Many students at Wilkinson Elementary have an increased need for strategies to use in order to handle the social and emotional experiences they encounter. **Root Cause:** Limited knowledge and use of positive strategies/skills at home and the addition of the COVID-19 pandemic affecting students and families during this time.

Problem Statement 3: Student attendance can vary tremendously and this impacts achievement.

Problem Statement 4: Communication reciprocated from parents is limited due to parent schedules and lack of knowledge of how to contribute and help students at home.

Priority Problem Statements

Problem Statement 1: Yearly, white students are performing below expected targets in Domain 3. In 2017-2018, five out of five targets were missed and in 2018-2019 three of the five targets were missed.

Root Cause 1: The use of data trackers by teachers and students to identify specific needs has not been implemented across content areas with fidelity.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: English Learners served in the ESL program did not show growth measured by the TELPAS assessment. In 2018, the progress rate was 54% and in 2019, the progress rate was 35%.

Root Cause 2: Students served in ESL programs need to be exposed to more academic language and demonstrate their language proficiency in an academic setting through listening, speaking, reading and writing.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Although students have shown growth in various content areas, overall there still seems to be limited or stagnant progress in reading (54% Meets), math (51% Meets), and writing (38% Meets).

Root Cause 3: Instructional methods need to be developed for each content area for tiering small groups and conferring.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: The number of students falling below expectations on the Universal Screener continues to remain a high percentage of the campus. In the 2019-2020 BOY screener, Wilkinson had 104 students below the 10th percentile in reading and 79 students in math.

Root Cause 4: Positive behavioral interventions and supports that have been proven to increase student active engagement and student culture have not been implemented with fidelity.

Problem Statement 4 Areas: Culture and Climate

Problem Statement 5: Campus wide consistency in creating a positive classroom culture. In 2019-2020, we had 572 referrals (not including tardies) and in 2018-2019 we had 402 referrals (not including tardies).

Root Cause 5: Campus does not have clear determinations for addressing student behavior.

Problem Statement 5 Areas: Culture and Climate

Problem Statement 6: Many students at Wilkinson Elementary have an increased need for strategies to use in order to handle the social and emotional experiences they encounter.

Root Cause 6: Limited knowledge and use of positive strategies/skills at home and the addition of the COVID-19 pandemic affecting students and families during this time.

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 7: Although Wilkinson Elementary had a high level of volunteers and parent involvement on our campus in previous years, due to COVID-19 restrictions, developing new ways to involve parents while limiting access to the building has been a challenge.

Root Cause 7: COVID-19 restrictions limit parent involvement on campus and this decreases engagement.

Problem Statement 7 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data
- Annual Measurable Achievement Objectives (AMAO) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data

- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- 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
- Race and ethnicity 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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Migrant population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- Teacher/Student Ratio
- State certified and high quality staff data
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Parent Involvement 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

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: Increase this year's Meets STAAR performance in the areas of reading, writing, and math by at least 5% in all areas.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR, District Assessments, and Common Assessments

Summative Evaluation: None

Strategy 1: Develop and monitor implementation of tiered small group instruction in reading and math.	Reviews			
Strategy's Expected Result/Impact: Meets performance will increase.	Formative			Summative
Staff Responsible for Monitoring: Teachers, Instructional Coaches, District Coaches, Assistant Principal and Principal	Jan	Mar	June	July
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: Student Achievement 1, 2, 3 - Culture and Climate 2				
Funding Sources: Staff Development - Title I - $18,960, General Education Teachers for At-Risk Students - State Comp Ed - $1,860,696				

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

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Although students have shown growth in various content areas, overall there still seems to be limited or stagnant progress in reading (54% Meets), math (51% Meets), and writing (38% Meets). **Root Cause:** Instructional methods need to be developed for each content area for tiering small groups and conferring.
Problem Statement 2: Yearly, white students are performing below expected targets in Domain 3. In 2017-2018, five out of five targets were missed and in 2018-2019 three of the five targets were missed. **Root Cause:** The use of data trackers by teachers and students to identify specific needs has not been implemented across content areas with fidelity.
Problem Statement 3: English Learners served in the ESL program did not show growth measured by the TELPAS assessment. In 2018, the progress rate was 54% and in 2019, the progress rate was 35%. **Root Cause:** Students served in ESL programs need to be exposed to more academic language and demonstrate their language proficiency in an academic setting through listening, speaking, reading and writing.
Culture and Climate
Problem Statement 2: The number of students falling below expectations on the Universal Screener continues to remain a high percentage of the campus. In the 2019-2020 BOY screener, Wilkinson had 104 students below the 10th percentile in reading and 79 students in math. **Root Cause:** Positive behavioral interventions and supports that have

been proven to increase student active engagement and student culture have not been implemented with fidelity.

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: Campus instructional leaders' tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars.

Targeted or ESF High Priority

Evaluation Data Sources: Walkthroughs, teacher conferences, core team debrief notes, and tiered teacher support.

Summative Evaluation: None

Strategy 1: Conduct weekly core meetings to debrief observations/walkthroughs and curriculum planning.	Reviews			
Strategy's Expected Result/Impact: Devise a plan of support for the teacher and students.	**Formative**			**Summative**
Staff Responsible for Monitoring: Instructional Coaches, Assistant Principal, and Principal	**Jan**	**Mar**	**June**	**July**
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
Problem Statements: Student Achievement 1, 2, 3 - Culture and Climate 2				
Funding Sources: Campus Instructional Coaches - Title I - $148,273				

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

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Although students have shown growth in various content areas, overall there still seems to be limited or stagnant progress in reading (54% Meets), math (51% Meets), and writing (38% Meets). **Root Cause:** Instructional methods need to be developed for each content area for tiering small groups and conferring.
Problem Statement 2: Yearly, white students are performing below expected targets in Domain 3. In 2017-2018, five out of five targets were missed and in 2018-2019 three of the five targets were missed. **Root Cause:** The use of data trackers by teachers and students to identify specific needs has not been implemented across content areas with fidelity.
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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 3: Campus practice and policies demonstrate high expectations and shared ownership for student success.

Targeted or ESF High Priority

Evaluation Data Sources: PLC, team planning, data meetings, campus committee plan for student success.

Summative Evaluation: None

Strategy 1: Provide the staff with PLC data protocols, structured PLC framework, and planning days to support: assessment data analysis, vertical alignment and small group planning.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Create more intentional and targeted planning for instruction.	**Jan**	**Mar**	**June**	**July**
Staff Responsible for Monitoring: Instructional Coaches, Assistant Principal, and Principal				
Title I Schoolwide Elements: 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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
Problem Statements: Student Achievement 1, 2, 3 - Culture and Climate 2				
Funding Sources: Instructional Materials - State Comp Ed - $8,268, Instructional Materials - Title I - $1,511, Instructional Materials - Title III - $3,000				

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

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: Although students have shown growth in various content areas, overall there still seems to be limited or stagnant progress in reading (54% Meets), math (51% Meets), and writing (38% Meets). **Root Cause:** Instructional methods need to be developed for each content area for tiering small groups and conferring.
Problem Statement 2: Yearly, white students are performing below expected targets in Domain 3. In 2017-2018, five out of five targets were missed and in 2018-2019 three of the five targets were missed. **Root Cause:** The use of data trackers by teachers and students to identify specific needs has not been implemented across content areas with fidelity.
Problem Statement 3: English Learners served in the ESL program did not show growth measured by the TELPAS assessment. In 2018, the progress rate was 54% and in 2019, the progress rate was 35%. **Root Cause:** Students served in ESL programs need to be exposed to more academic language and demonstrate their language proficiency in an academic setting through listening, speaking, reading and writing.
Culture and Climate
Problem Statement 2: The number of students falling below expectations on the Universal Screener continues to remain a high percentage of the campus. In the 2019-2020 BOY screener, Wilkinson had 104 students below the 10th percentile in reading and 79 students in math. **Root Cause:** Positive behavioral interventions and supports that have been proven to increase student active engagement and student culture have not been implemented with fidelity.

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.

  Evaluation Data Sources: monthly financial reports, Title I Summary Report, SCE Summary Report

  Summative Evaluation: None

Strategy 1: The principal will meet with the campus secretary daily to review budget and needs.	Reviews			
Strategy's Expected Result/Impact: Campus will maintain responsible spending and reporting. **Staff Responsible for Monitoring:** Campus Secretary and Principal **Title I Schoolwide Elements:** 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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Jan	Mar	June	July
Strategy 2: The principal will meet monthly with the PTA board to review PTA budget.	Reviews			
	Formative			Summative
	Jan	Mar	June	July
0% No Progress 100% 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 that reflects our student population.

    Evaluation Data Sources: HQ reporting, TTESS evaluations

    Summative Evaluation: None

Strategy 1: Partner with local universities to facilitate teacher preparation program.	**Reviews**			
Strategy's Expected Result/Impact: Obtain highly qualified and diverse applicants.	**Formative**			**Summative**
Staff Responsible for Monitoring: Teachers, Instructional Coaches, Assistant Principal and Principal	**Jan**	**Mar**	**June**	**July**
Title I Schoolwide Elements: 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers				
0% No Progress 100% 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.

Evaluation Data Sources: Parent Surveys

Summative Evaluation: None

Strategy 1: Implement active outreach to families of every student providing two way communication at least annually through surveys, monthly newsletters, Week at a Glance sent for each class each week, participation in the school decision making committees, and virtual parent forums.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Shared ownership in learning outcomes.	**Jan**	**Mar**	**June**	**July**
Staff Responsible for Monitoring: Teachers, Instructional Coaches, Assistant Principal, and Principal				
Title I Schoolwide Elements: 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				
Problem Statements: Parent and Community Engagement 1, 2				
Funding Sources: Parent Involvement - Title I - $2,912				
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue				

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Although Wilkinson Elementary had a high level of volunteers and parent involvement on our campus in previous years, due to COVID-19 restrictions, developing new ways to involve parents while limiting access to the building has been a challenge. **Root Cause:** COVID-19 restrictions limit parent involvement on campus and this decreases engagement.
Problem Statement 2: Many students at Wilkinson Elementary have an increased need for strategies to use in order to handle the social and emotional experiences they encounter. **Root Cause:** Limited knowledge and use of positive strategies/skills at home and the addition of the COVID-19 pandemic affecting students and families during this time.

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.

    Evaluation Data Sources: Discipline data, Student/Parent surveys, Teacher surveys, Observations by Wilkinson Way Team, Safety Team feedback

    Summative Evaluation: None

Strategy 1: Develop the capacity of a team of teachers to evaluate and plan school safety measures.		Reviews		
Strategy's Expected Result/Impact: Increased awareness and structures regarding school safety.		**Formative**		**Summative**
Staff Responsible for Monitoring: Teachers, Instructional Coaches, Assistant Principal, and Principal		Jan	Mar	June	July
Title I Schoolwide Elements: 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture					
Problem Statements: Culture and Climate 1, 2 - Parent and Community Engagement 1, 2					
Strategy 2: Adapting campus structures to meet COVID-19 safety guidelines.		Reviews		
Strategy's Expected Result/Impact: Limit impact of COVID-19.		**Formative**		**Summative**
Staff Responsible for Monitoring: All staff		Jan	Mar	June	July
Title I Schoolwide Elements: 2.5 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture					
Problem Statements: Parent and Community Engagement 1, 2					

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

Performance Objective 1 Problem Statements:

Culture and Climate
Problem Statement 1: Campus wide consistency in creating a positive classroom culture. In 2019-2020, we had 572 referrals (not including tardies) and in 2018-2019 we had 402 referrals (not including tardies). **Root Cause:** Campus does not have clear determinations for addressing student behavior.
Problem Statement 2: The number of students falling below expectations on the Universal Screener continues to remain a high percentage of the campus. In the 2019-2020 BOY screener, Wilkinson had 104 students below the 10th percentile in reading and 79 students in math. **Root Cause:** Positive behavioral interventions and supports that have been proven to increase student active engagement and student culture have not been implemented with fidelity.
Parent and Community Engagement
Problem Statement 1: Although Wilkinson Elementary had a high level of volunteers and parent involvement on our campus in previous years, due to COVID-19 restrictions, developing new ways to involve parents while limiting access to the building has been a challenge. **Root Cause:** COVID-19 restrictions limit parent involvement on campus and this decreases engagement.
Problem Statement 2: Many students at Wilkinson Elementary have an increased need for strategies to use in order to handle the social and emotional experiences they encounter. **Root Cause:** Limited knowledge and use of positive strategies/skills at home and the addition of the COVID-19 pandemic affecting students and families during this time.

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.

> **Evaluation Data Sources:** Teacher surveys, Student/Parent surveys
>
> **Summative Evaluation:** None

Strategy 1: Campus based staff development on integration of instructional technology.	Reviews			
Strategy's Expected Result/Impact: Increased student engagement and proficiency.	Formative			Summative
Staff Responsible for Monitoring: All staff	Jan	Mar	June	July
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers				
Problem Statements: Culture and Climate 2				
Funding Sources: I-Pad Cart - Title IV - $28,000				
Strategy 2: Bi weekly collaboration with district instructional technology coach.	Reviews			
Strategy's Expected Result/Impact: Increased utilization of classroom technology in classroom instruction.	Formative			Summative
Staff Responsible for Monitoring: All staff	Jan	Mar	June	July
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers				
Problem Statements: Culture and Climate 2				
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Performance Objective 1 Problem Statements:

Culture and Climate
Problem Statement 2: The number of students falling below expectations on the Universal Screener continues to remain a high percentage of the campus. In the 2019-2020 BOY screener, Wilkinson had 104 students below the 10th percentile in reading and 79 students in math. **Root Cause:** Positive behavioral interventions and supports that have been proven to increase student active engagement and student culture have not been implemented with fidelity.

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.

    Evaluation Data Sources: Parent surveys, Teacher surveys

    Summative Evaluation: None

Strategy 1: Increased use of social media to promote awareness of school events and student instruction.	Reviews			
Strategy's Expected Result/Impact: Build a relationship between the school and community.	**Formative**			**Summative**
Staff Responsible for Monitoring: Instructional Coaches, Counselor, Assistant Principal, and Principal	**Jan**	**Mar**	**June**	**July**
Title I Schoolwide Elements: 2.5, 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				
Problem Statements: Parent and Community Engagement 1				

Strategy 2: Distribute daily and weekly communication through various modes; such as, text, email, and electronic newsletters.	Reviews			
Strategy's Expected Result/Impact: Increased awareness of school events and important information.	**Formative**			**Summative**
Staff Responsible for Monitoring: Teachers, Counselor, Assistant Principal, and Principal	**Jan**	**Mar**	**June**	**July**
Title I Schoolwide Elements: 2.6, 3.1 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				
Problem Statements: Student Achievement 1, 2, 3				

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

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Although students have shown growth in various content areas, overall there still seems to be limited or stagnant progress in reading (54% Meets), math (51% Meets), and writing (38% Meets). **Root Cause:** Instructional methods need to be developed for each content area for tiering small groups and conferring.
Problem Statement 2: Yearly, white students are performing below expected targets in Domain 3. In 2017-2018, five out of five targets were missed and in 2018-2019 three of the five targets were missed. **Root Cause:** The use of data trackers by teachers and students to identify specific needs has not been implemented across content areas with fidelity.
Problem Statement 3: English Learners served in the ESL program did not show growth measured by the TELPAS assessment. In 2018, the progress rate was 54% and in 2019, the progress rate was 35%. **Root Cause:** Students served in ESL programs need to be exposed to more academic language and demonstrate their language proficiency in an academic setting through listening, speaking, reading and writing.
Parent and Community Engagement
Problem Statement 1: Although Wilkinson Elementary had a high level of volunteers and parent involvement on our campus in previous years, due to COVID-19 restrictions, developing new ways to involve parents while limiting access to the building has been a challenge. **Root Cause:** COVID-19 restrictions limit parent involvement on campus and

this decreases engagement.

State Compensatory

Personnel for Wilkinson Elementary

Name	Position	Program	FTE
Gen Education	Teachers for At-Risk Students	State Comp Ed	27.00

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

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

We looked through the data we received for the 2019-2020 school year, which consisted of BOY and MOY Benchmarks, and looked at it both together across grade levels and individually.

We included our Wilkinson Way Committee and Parent Representatives to review the Assessment and have our checkpoints set to monitor progress.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The plan begins with the Core Team (Admin, Counselors and Coaches) pulling together data and looking for strengths and weaknesses. The campus develops the CIP with the involvement of the site based decision making team, which consists of a variety of stakeholders, including teachers, principals, community and business members, and parents. We dive into data sources from the previous year including student progress, student achievement, TELPAS, benchmarks, OHI, and BAS reading levels. We analyze the data accross grade levels, as well as subgroups and by individual students. Once the plan is complete, the Campus Improvement Plan is shared with staff and parents.

2.2: Regular monitoring and revision

The campus will regularly monitor the CIP and revise strategies based on identified needs. The plan will be monitored by the CORE team of administration and coaches with input from the site based team and classroom teachers when revisions are needed.

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

Our Campus Improvement plan is publicly available to parents and the community (English and Spanish) on the CISD Website under Accountability.

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.

Teachers meet with instructional coaches to create progress monitoring intervention plans for all students who are performing below grade level. Students who are not making progress, receive additional interventions through:

- RtI
- Small group instruction
- Pull out support (Summit K-12, Dyslexia, Resource)
- Student Mentors
- Guided reading
- LLI
- In class 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 an enriched and accelerated curriculum.

Our campus opens our doors at 7:25 a.m. Students are able to go right to class to begin their morning work. Teachers are available to help students with previous lessons to strengthen their understanding of concepts.

We teach bell to bell, and we work to shorten transitions so that the maximum amount of time possible is spent on instruction.

The campus implements strategies that increase the amount of qualtiy learning time in order to meet the needs of students.

- Teachers do not have any duty that interrupts instruction
- Paraprofessional's administrative duties are minimum
- PLC and Planning are during a designated time or after school

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

The campus will address the needs of all students but particiularly the needs of those students who are 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:

-Progress monitoring

-RtI

-IEP implementation and data collection

-Guided reading running records and reading level progress

-Guided Math

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The campus jointly develops, with the input of parents, a written Family Engagement Policy and School Family Student Compact.

Our Family Engagement Policy and School Family Student Compact are reviewed anually with our Parent Teacher Association. They make any suggestions/edits to it each summer. This is distributed in our Welcome back packet at the begining of each school year.

We also use our Parent Survey at the end of each year to make any needed changes to our Family Engagement Policy and School Family Student Compact.

3.2: Offer flexible number of parent involvement meetings

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

- PTA meetings are held monthly and public meetings are broadcasted on Zoom to ensure all parents have the opportunities to participate.
- Although events right now are done over Zoom, we also schedule Zoom meetings for the evenings and during the day to accommodate schedules.
- Many sessions we do are recorded so that parents can watch them at their leisure.
- We send out notices to parents of events coming up by sending home flyers, emailing them and posting them online.

Title I Personnel

Name	Position	Program	FTE
Amanda Bowman	Instructional Coach	Title I	1.00
Meagan Gaines	Instructional Coach	Title I	1.00

Campus Funding Summary

			State Comp Ed		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	General Education Teachers for At-Risk Students		$1,860,696.00
1	3	1	Instructional Materials		$8,268.00
				Sub-Total	$1,868,964.00
				Budgeted Fund Source Amount	$1,868,964.00
				+/- Difference	$0.00
			Title I		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Staff Development		$18,960.00
1	2	1	Campus Instructional Coaches		$148,273.00
1	3	1	Instructional Materials		$1,511.00
4	1	1	Parent Involvement		$2,912.00
				Sub-Total	$171,656.00
				Budgeted Fund Source Amount	$171,656.00
				+/- Difference	$0.00
			Title III		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Instructional Materials		$3,000.00
				Sub-Total	$3,000.00
				Budgeted Fund Source Amount	$3,000.00
				+/- Difference	$0.00
			Title IV		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
6	1	1	I-Pad Cart		$28,000.00
				Sub-Total	$28,000.00
				Budgeted Fund Source Amount	$28,000.00
				+/- Difference	$0.00

Title IV					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Grand Total	$2,071,620.00

Addendums