

# Conroe Independent School District

## Wilkinson Elementary

### 2021-2022 CIP Board Item



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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

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

We meet in Professional Learning Communities after each common assessment (Math: 1-4th grade and Reading: 3-4th grade) to discuss our progress toward our SMART goals (lowest scoring objectives). We create formative assessments that drive our instruction and drive our small group lesson planning. During the PLC's we also research different ways to differentiate our instruction to meet the needs of our diverse learners. We will monitor the Economically Disadvantaged and LEP sub groups during the 2021-22 school year.

On the 2021 STAAR, the following scores for all grades show the percentage for Meets/Masters:

All Subjects 40% (decreased by 9%)

Reading 45% (decreased by 9%)

Math 40% (decreased by 11%)

Looking into our sub groups, there are 3 main groups that tend to continually struggle. Below are some key data points from our economically disadvantaged group, our special education group, and our ESL students. The following scores represent our current reality from 2021 STAAR. This data represents the percentage of students for each sub group that were at the Meets and Masters level.

Economically Disadvantaged: Reading 37% and Math 27%

Special Education: Reading 6% and Math 3%

ESL: Reading 7% and Math 7%

During EOY assessments, 258 Economically Disadvantaged students in K - 3 were tested using the Amplify mCLASS assessments and 113 of these students scored well below the expected level, 38 students scored below the expected level, 56 students scored at the expected level, and 51 students scored above the expected level. 58.2% of Economically Disadvantaged students in K - 4 are reading below grade level according to the BAS Reading assessments.

During the EOY assessments, 45 identified SPED K - 3 students were assessed using Amplify mCLASS. Of these students, 29 scored well below the expected level, 8 scored below the expected level, 6 scored at the expected level, and 2 scored above the expected level. 87% of SPED students in K - 4 are reading below level according to BAS Reading assessments.

During EOY Assessments, 26 K - 3 English Language Learners were assessed using the Amplify mCLASS assessments. 12 of these students scored well below the expected level, 6 students scored below the expected level, 5 students scored at the expected level, and 3 scored above the expected level. 77% of K - 4 English Language Learners are

reading below grade level according to the BAS Reading assessments.

\*100% of ELL students in 3rd and 4th grade are reading below grade level expectations.

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

### Overall EOY Reading BAS Testing

2020 - 2021 Benchmark Assessment System (BAS) Results during the EOY Assessment Window:

- 47% of 4th grade students are reading at grade level or above
- 42% of 3rd grade students are reading at grade level or above
- 50% of 2nd grade students are reading at grade level or above
- 57% of 1st grade students are reading at grade level or above
- 52% of Kindergarten students are reading at grade level or above

### Student Achievement Strengths

#### Domain 3: Closing Gaps

- ELA met academic achievement targets in all students, Hispanic, Eco Dis, and continuously enrolled.
- Student success target was met for two or more races.

#### Implementation of Units of Study/Reading (K-4th grade):

With the implementation of Units of Study/Reading in Kindergarten through 4th grade, many students who started below grade level made significant progress. On average, approximately 37% of students who started the year behind ended the year on or above grade level in these primary grades meaning approximately 37% of these students made more than 1 year's growth within one school year.

#### Implementation of Dream Box

With implementation of Dream Box, K-4 data shows that 673 students were active with an average growth 1.1 years.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** Although students have shown growth in various content areas, overall there is a decline as it relates to our students achieving the Meets level, reading (45% Meets) and math (40% Meets). **Root Cause:** Instructional methods need to be developed for each content area for tiering small groups and conferring.

**Problem Statement 2 (Prioritized):** English Learners served in the ESL program are not reaching Meets and Masters level. Reading 7% and Math 7%. **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 3 (Prioritized):** HB3 Reading Students continue to struggle to read on grade level. Grade level reading expectations were not met by 50% of students at the end of the year in 2020-2021. **Root Cause:** There is a need to build teacher capacity for reaching students that are not reading on grade level and/or well below grade level.

**Problem Statement 4 (Prioritized):** HB3 Math 50% of second grade students met the standard on the Benchmark given at the end of the year. This percentage is lower than the common assessment and DCC percentages given earlier in the year. **Root Cause:** Students in younger grades are not transitioning from having math problem solving read aloud to reading independently and determining the necessary operations to solve. Reading levels also play a factor in student's independence in reading the problems.

**Problem Statement 5 (Prioritized):** Special education student groups are not meeting state standards. For each subject about half of our students are not hitting the approaches level. Reading only 6% were at the meets level and for Math 3%. **Root Cause:** Academic strategies and content being taught to our special education students is not fully aligned to the grade level TEKS.

**Problem Statement 6 (Prioritized):** Economically disadvantaged students continue to under-perform and are not achieving Meets and Masters levels. For reading, 37% scored Meets or higher and for math 27% scored Meets or higher. **Root Cause:** Gaps in attendance, student mobility, and monitoring of Rti Interventions have contributed to stagnant growth for Eco Dis students.

**Problem Statement 7 (Prioritized):** On the 2021 STAAR test, Wilkinson Elementary had 43% of students score at the Meets Grade Level or Above and 18% at the Masters Grade Level on the reading portion. **Root Cause:** Strategies and tools to increase high level comprehension skills are not implemented across grade levels and classrooms consistently.

**Problem Statement 8 (Prioritized):** On the 2021 STAAR test, Wilkinson Elementary had 39% of students score at the Meets Grade Level or Above and 22% at the Masters Grade Level on the Math Assessments. **Root Cause:** CISD solves with higher level rigor was not done with fidelity across grade levels prior to the 2020-2021 school year.

# Culture and Climate

## Culture and Climate Summary

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

At Wilkinson Elementary, we implemented the ROAR program: Respect, Optimism, Acceptance and Responsibility. These traits were chosen by the Foundations Team to represent the core values that the campus felt were integral in cultivating the whole student. These core values are woven into the daily morning meeting 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 with a PRIDE Award for showing the core value that the campus is studying. There is a celebration, and the students create a poster to demonstrate their understanding of the core value. This is a celebrated honor that students are excited to achieve.

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

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

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

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

Wilkinson Elementary has few problems with discipline as compared with other elementary schools. When analyzing the data, the number of discipline referrals can be traced back to a few students who are receiving Tier 2 or Tier 3 behavior supports. Another powerful support is our social skill groups which meet weekly for a duration of 6 weeks 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 students can form a relationship, with another caring adult, to support their growth and self awareness.

All Wilkinson Elementary staff members will undergo a training on Emotional Poverty and the effect this has on students in school.

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

This year we will have clubs for our 3rd and 4th graders to attend on Fridays. We believe their participation in clubs will improve their communication skills, foster creative thinking, and teach students how to work effectively with other people. We also want to expose students to new skills. These skills and experiences can help students in the future.

As part of a focus on health and wellness and an effort to provide coordinated school health activities, 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.

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.

All Wilkinson Elementary staff members underwent a Cultural and Diversity Awareness training last year. Wilkinson Elementary's hiring practices of campus personnel are designed to reflect the cultural and diverse student body as a priority.

In Conroe ISD, recognizing and appreciating cultural differences is our mandate. 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, Conroe ISD encourages staff and students to embrace that which makes us different. By supporting an environment that facilitates and encourages safe and open dialogue on diversity, and by empowering our students to embrace their diversity, we are striving to ensure that our students will be sincerely open and equipped to work and live in a diverse world. Conroe ISD is committed to the social, emotional, behavioral, and academic success of all students.

### **Culture and Climate Strengths**

- Wilkinson Elementary celebrates a healthy, supportive culture through intentional work and reflection by the Wilkinson Way team {Foundations}.
- Students are accepting of 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:** The number of students falling below expectations on the Universal Screener continues to remain a high percentage of the campus. In the 2021 - 2022 BOY screener, Wilkinson had 173 students below the 10th percentile in reading and 56 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 2 (Prioritized):** Campus wide consistency in creating a positive classroom culture. In 2020-2021, we had 369 referrals (not including tardies) and in

2019-2020, we had 572 referrals (not including tardies). **Root Cause:** Although there is a decrease in the number of referrals, there are still indications the campus does not have clear determinations for addressing tiered levels of student behavior.

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

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

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

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

A review of discipline records is conducted annually. Wilkinson Elementary has experienced 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):** 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 affects of the COVID-19 pandemic on students and families in the past school years.

**Problem Statement 2 (Prioritized):** Student attendance can vary tremendously and this impacts achievement. **Root Cause:** Students are struggling to attend school due to our current pandemic situation, home stability, and transient families.

**Problem Statement 3:** 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:** Although students have shown growth in various content areas, overall there is a decline as it relates to our students achieving the Meets level, reading (45% Meets) and math (40% Meets).

**Root Cause 1:** Instructional methods need to be developed for each content area for tiering small groups and conferring.

**Problem Statement 1 Areas:** Student Achievement

**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 2:** Limited knowledge and use of positive strategies/skills at home and the addition of the affects of the COVID-19 pandemic on students and families in the past school years.

**Problem Statement 2 Areas:** Parent and Community Engagement

**Problem Statement 3:** English Learners served in the ESL program are not reaching Meets and Masters level. Reading 7% and Math 7%.

**Root Cause 3:** 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 3 Areas:** Student Achievement

**Problem Statement 4:** HB3 Reading Students continue to struggle to read on grade level. Grade level reading expectations were not met by 50% of students at the end of the year in 2020-2021.

**Root Cause 4:** There is a need to build teacher capacity for reaching students that are not reading on grade level and/or well below grade level.

**Problem Statement 4 Areas:** Student Achievement

**Problem Statement 5:** Student attendance can vary tremendously and this impacts achievement.

**Root Cause 5:** Students are struggling to attend school due to our current pandemic situation, home stability, and transient families.

**Problem Statement 5 Areas:** Parent and Community Engagement

**Problem Statement 6:** HB3 Math 50% of second grade students met the standard on the Benchmark given at the end of the year. This percentage is lower than the common assessment and DCC percentages given earlier in the year.

**Root Cause 6:** Students in younger grades are not transitioning from having math problem solving read aloud to reading independently and determining the necessary operations to solve. Reading levels also play a factor in student's independence in reading the problems.

**Problem Statement 6 Areas:** Student Achievement

**Problem Statement 7:** On the 2021 STAAR test, Wilkinson Elementary had 39% of students score at the Meets Grade Level or Above and 22% at the Masters Grade Level on

the Math Assessments.

**Root Cause 7:** CISD solves with higher level rigor was not done with fidelity across grade levels prior to the 2020-2021 school year.

**Problem Statement 7 Areas:** Student Achievement

**Problem Statement 8:** On the 2021 STAAR test, Wilkinson Elementary had 43% of students score at the Meets Grade Level or Above and 18% at the Masters Grade Level on the reading portion.

**Root Cause 8:** Strategies and tools to increase high level comprehension skills are not implemented across grade levels and classrooms consistently.

**Problem Statement 8 Areas:** Student Achievement

**Problem Statement 9:** Special education student groups are not meeting state standards. For each subject about half of our students are not hitting the approaches level. Reading only 6% were at the meets level and for Math 3%.

**Root Cause 9:** Academic strategies and content being taught to our special education students is not fully aligned to the grade level TEKS.

**Problem Statement 9 Areas:** Student Achievement

**Problem Statement 10:** Campus wide consistency in creating a positive classroom culture. In 2020-2021, we had 369 referrals (not including tardies) and in 2019-2020, we had 572 referrals (not including tardies).

**Root Cause 10:** Although there is a decrease in the number of referrals, there are still indications the campus does not have clear determinations for addressing tiered levels of student behavior.

**Problem Statement 10 Areas:** Culture and Climate

**Problem Statement 11:** Economically disadvantaged students continue to under-perform and are not achieving Meets and Masters levels. For reading, 37% scored Meets or higher and for math 27% scored Meets or higher.

**Root Cause 11:** Gaps in attendance, student mobility, and monitoring of Rti Interventions have contributed to stagnant growth for Eco Dis students.

**Problem Statement 11 Areas:** Student Achievement

# Goals

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

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

**Performance Objective 1:** Increase the percent of 3rd grade students that score at the meets grade level or above on STAAR Reading from 38% to 42%.

### HB3 Goal

**Evaluation Data Sources:** BAS, CFA, Interim Assessments, STAAR

Strategy 1 Details
<p><b>Strategy 1:</b> Reading Interventionist targets specific student groups (Meets and Masters) to grow student's BAS reading levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Meets and Master's performance will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, District Coaches, Assistant Principal, and Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p> <p><b>Problem Statements:</b> Student Achievement 3</p> <p><b>Funding Sources:</b> Leveled Books - State Comp Ed - \$7,543, Campus Interventionist - ESSER - \$144,845</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Develop and monitor implementation of tiered small group instruction in reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Meets and Masters performance will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, District Coaches, Assistant Principal, and Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p> <p><b>Problem Statements:</b> Student Achievement 3</p> <p><b>Funding Sources:</b> Planning Days - ESSER - \$5,650, General Education Teachers for At-Risk Students - State Comp Ed - \$1,122,846, Teacher's College Staff Development and Mentoring - Title I - \$30,000</p>

### Performance Objective 1 Problem Statements:

Student Achievement
<p><b>Problem Statement 3:</b> HB3 Reading Students continue to struggle to read on grade level. Grade level reading expectations were not met by 50% of students at the end of the year in 2020-2021. <b>Root Cause:</b> There is a need to build teacher capacity for reaching students that are not reading on grade level and/or well below grade level.</p>

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

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

**Performance Objective 2:** Increase the percent of 3rd grade students that score meets grade level or above on STAAR Math from 33% to 38% .

### HB3 Goal

**Evaluation Data Sources:** Universal Screeners, Pre/Post Campus assessments, CFA, Interim Assessments, STAAR

Strategy 1 Details
<p><b>Strategy 1:</b> Develop and monitor implementation of tiered small group instruction and anchor stations in math.</p> <p><b>Strategy's Expected Result/Impact:</b> Meets and Masters performance will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, District Coaches, Assistant Principal, and Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p> <p><b>Problem Statements:</b> Student Achievement 1, 3, 4, 8</p> <p><b>Funding Sources:</b> Instructional Materials - State Comp Ed - \$7,543, Guided Math Staff Development - ESSER - \$15,000, General Education Teachers for At-Risk Students - State Comp Ed - \$748,564</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Math Interventionist targets specific student groups (Meets and Masters) to grow student's Math skills and problem solving fluency.</p> <p><b>Strategy's Expected Result/Impact:</b> Meets and Masters performance will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, District Coaches, Assistant Principal, and Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p> <p><b>Problem Statements:</b> Student Achievement 1, 4</p> <p><b>Funding Sources:</b> Instructional Aide - ESSER - \$58,261</p>

### Performance Objective 2 Problem Statements:

Student Achievement
<p><b>Problem Statement 1:</b> Although students have shown growth in various content areas, overall there is a decline as it relates to our students achieving the Meets level, reading (45% Meets) and math (40% Meets). <b>Root Cause:</b> Instructional methods need to be developed for each content area for tiering small groups and conferring.</p> <p><b>Problem Statement 3:</b> HB3 Reading Students continue to struggle to read on grade level. Grade level reading expectations were not met by 50% of students at the end of the year in 2020-2021. <b>Root Cause:</b> There is a need to build teacher capacity for reaching students that are not reading on grade level and/or well below grade level.</p> <p><b>Problem Statement 4:</b> HB3 Math 50% of second grade students met the standard on the Benchmark given at the end of the year. This percentage is lower than the common assessment and DCC percentages given earlier in the year. <b>Root Cause:</b> Students in younger grades are not transitioning from having math problem solving read aloud to reading independently and determining the necessary operations to solve. Reading levels also play a factor in student's independence in reading the problems.</p>

## Student Achievement

**Problem Statement 8:** On the 2021 STAAR test, Wilkinson Elementary had 39% of students score at the Meets Grade Level or Above and 22% at the Masters Grade Level on the Math Assessments. **Root Cause:** CISD solves with higher level rigor was not done with fidelity across grade levels prior to the 2020-2021 school year.

## 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:** Increase the percent of Special Education students that score approaching grade level on STAAR from 41% to 65% across all 4 tests.

**Evaluation Data Sources:** Universal Screeners, Pre/Post Campus assessments, CFA, Interim Assessments, BAS, STAAR

Strategy 1 Details
<p><b>Strategy 1:</b> Ensuring CISD Instructional Practices are implemented with fidelity across all instructional settings.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase amount of students that meet approaches.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, District Coaches, Assistant Principal, and Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p> <p><b>Problem Statements:</b> Student Achievement 1, 3, 4, 8</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Targeted instructional support within each designated setting (Resource &amp; Inclusion) that is aligned to grade level standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase amount of students that meet Approaches.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, District Coaches, Assistant Principal, and Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p> <p><b>Problem Statements:</b> Student Achievement 1, 5</p>

### Performance Objective 3 Problem Statements:

Student Achievement
<p><b>Problem Statement 1:</b> Although students have shown growth in various content areas, overall there is a decline as it relates to our students achieving the Meets level, reading (45% Meets) and math (40% Meets). <b>Root Cause:</b> Instructional methods need to be developed for each content area for tiering small groups and conferring.</p> <p><b>Problem Statement 3:</b> HB3 Reading Students continue to struggle to read on grade level. Grade level reading expectations were not met by 50% of students at the end of the year in 2020-2021. <b>Root Cause:</b> There is a need to build teacher capacity for reaching students that are not reading on grade level and/or well below grade level.</p> <p><b>Problem Statement 4:</b> HB3 Math 50% of second grade students met the standard on the Benchmark given at the end of the year. This percentage is lower than the common assessment and DCC percentages given earlier in the year. <b>Root Cause:</b> Students in younger grades are not transitioning from having math problem solving read aloud to reading independently and determining the necessary operations to solve. Reading levels also play a factor in student's independence in reading the problems.</p> <p><b>Problem Statement 5:</b> Special education student groups are not meeting state standards. For each subject about half of our students are not hitting the approaches level. Reading only 6% were at the meets level and for Math 3%. <b>Root Cause:</b> Academic strategies and content being taught to our special education students is not fully aligned to the grade level TEKS.</p> <p><b>Problem Statement 8:</b> On the 2021 STAAR test, Wilkinson Elementary had 39% of students score at the Meets Grade Level or Above and 22% at the Masters Grade Level on the Math Assessments. <b>Root Cause:</b> CISD solves with higher level rigor was not done with fidelity across grade levels prior to the 2020-2021 school year.</p>



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

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

**Performance Objective 4:** Increase the percent of Economically Disadvantaged students that score Meets and Masters on STAAR by 5% on both reading and math.

**Evaluation Data Sources:** Universal Screeners, Pre/Post Campus assessments, CFA, Interim Assessments, BAS, STAAR

Strategy 1 Details
<p><b>Strategy 1:</b> Monitor Economically Disadvantaged students attendance and create an action plan with families to address learning loss.</p> <p><b>Strategy's Expected Result/Impact:</b> Result will increased student's instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, District Coaches, Assistant Principal, and Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1, 6</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Targeted focus on increased Reading RtI interventions for Economically Disadvantaged students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase of Economically Disadvantaged students reading on level.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, District Coaches, Assistant Principal, and Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 6</p>

## Performance Objective 4 Problem Statements:

Student Achievement
<p><b>Problem Statement 1:</b> Although students have shown growth in various content areas, overall there is a decline as it relates to our students achieving the Meets level, reading (45% Meets) and math (40% Meets). <b>Root Cause:</b> Instructional methods need to be developed for each content area for tiering small groups and conferring.</p> <p><b>Problem Statement 6:</b> Economically disadvantaged students continue to under-perform and are not achieving Meets and Masters levels. For reading, 37% scored Meets or higher and for math 27% scored Meets or higher. <b>Root Cause:</b> Gaps in attendance, student mobility, and monitoring of RtI Interventions have contributed to stagnant growth for Eco Dis students.</p>

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

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

**Performance Objective 5:** Increase the percent of ESL students that score Meets and Masters on STAAR from 7% to 30%.

**Evaluation Data Sources:** Universal Screeners, Pre/Post Campus assessments, CFA, Interim Assessments, BAS, STAAR

Strategy 1 Details
<p><b>Strategy 1:</b> Evaluate and implement appropriate accommodations to meet student need.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase Meets and Master's scores.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, District Coaches, Assistant Principal, and Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 2</p>
Strategy 2 Details
<p><b>Strategy 2:</b> ESL students utilize Imagine Learning to support language development.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase Meets and Masters.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, District Coaches, Assistant Principal, and Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 2</p>

**Performance Objective 5 Problem Statements:**

Student Achievement
<p><b>Problem Statement 2:</b> English Learners served in the ESL program are not reaching Meets and Masters level. Reading 7% and Math 7%. <b>Root Cause:</b> 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.</p>

## Goal 2: School Leadership and Fiscal Responsibility

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

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

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

Strategy 1 Details
<p><b>Strategy 1:</b> The CORE Team will meet with the campus secretary Weekly to review budget and needs. <b>Strategy's Expected Result/Impact:</b> Campus will maintain responsible spending and reporting. <b>Staff Responsible for Monitoring:</b> CORE, Team, Campus Secretary and Principal <b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Level 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture <b>Problem Statements:</b> Student Achievement 1 - Parent and Community Engagement 1</p>
Strategy 2 Details
<p><b>Strategy 2:</b> The Principal will meet monthly with the PTA board to review PTA budget. <b>Strategy's Expected Result/Impact:</b> PTA will maintain responsible spending and reporting. <b>Staff Responsible for Monitoring:</b> PTA Board, and Principal <b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Level 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>

### Performance Objective 1 Problem Statements:

Student Achievement
<p><b>Problem Statement 1:</b> Although students have shown growth in various content areas, overall there is a decline as it relates to our students achieving the Meets level, reading (45% Meets) and math (40% Meets). <b>Root Cause:</b> Instructional methods need to be developed for each content area for tiering small groups and conferring.</p>
Parent and Community Engagement
<p><b>Problem Statement 1:</b> Many students at Wilkinson Elementary have an increased need for strategies to use in order to handle the social and emotional experiences they encounter. <b>Root Cause:</b> Limited knowledge and use of positive strategies/skills at home and the addition of the affects of the COVID-19 pandemic on students and families in the past school years.</p>

## Goal 2: School Leadership and Fiscal Responsibility

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

**Performance Objective 2:** CORE instructional team conducts weekly targeted walkthroughs that are intentionally connected to campus expectations and look-fors.

**Evaluation Data Sources:** Walkthrough forms, observations, student performance.

Strategy 1 Details
<p><b>Strategy 1:</b> CORE team will meet weekly to review data from instructional walk-throughs.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches, Campus Leadership Team, Assistant Principal, &amp; Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Achievement 1, 2, 3 - Parent and Community Engagement 1</p>

## Performance Objective 2 Problem Statements:

Student Achievement
<p><b>Problem Statement 1:</b> Although students have shown growth in various content areas, overall there is a decline as it relates to our students achieving the Meets level, reading (45% Meets) and math (40% Meets). <b>Root Cause:</b> Instructional methods need to be developed for each content area for tiering small groups and conferring.</p> <p><b>Problem Statement 2:</b> English Learners served in the ESL program are not reaching Meets and Masters level. Reading 7% and Math 7%. <b>Root Cause:</b> 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.</p> <p><b>Problem Statement 3:</b> HB3 Reading Students continue to struggle to read on grade level. Grade level reading expectations were not met by 50% of students at the end of the year in 2020-2021. <b>Root Cause:</b> There is a need to build teacher capacity for reaching students that are not reading on grade level and/or well below grade level.</p>
Parent and Community Engagement
<p><b>Problem Statement 1:</b> Many students at Wilkinson Elementary have an increased need for strategies to use in order to handle the social and emotional experiences they encounter. <b>Root Cause:</b> Limited knowledge and use of positive strategies/skills at home and the addition of the affects of the COVID-19 pandemic on students and families in the past school years.</p>

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

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

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

**Evaluation Data Sources:** HQ Reporting, TTESS evaluation

Strategy 1 Details
<p><b>Strategy 1:</b> Partner with local universities to facilitate teacher preparation programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Obtain Highly qualified and diverse applicants.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, Assistant Principals, and Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>

#### Goal 4: Safe and Collaborative School Culture

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

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

**Evaluation Data Sources:** Discipline data, Student/Parent surveys, teacher surveys, Observation by Wilkinson Way Team, Safety Team Feedback

Strategy 1 Details
<p><b>Strategy 1:</b> Develop the capacity of a team of teachers to evaluate and plan school safety measures through implementation of a campus Safety Team.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness and structures regarding school safety.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, Assistant Principals, and Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Parent and Community Engagement 1</p> <p><b>Funding Sources:</b> Books - ESSER - \$1,404</p>
Strategy 2 Details
<p><b>Strategy 2:</b> School Leadership Team will observe and give Feedback to teachers surrounding the components of CHAMPS and effective use in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Establishes and uses effective routines, transitions and procedures that primarily rely on student leadership and responsibility. Students take primary leadership and responsibility for managing student groups, supplies, and/or equipment.</p> <p>The classroom is safe and thoughtfully designed to engage, challenge and inspire students to participate in high-level learning beyond the learning objectives.</p> <p><b>Staff Responsible for Monitoring:</b> RtI &amp; Instruction Team, Coaches, Assistant Principal &amp; Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Culture and Climate 2 - Parent and Community Engagement 1</p>

#### Performance Objective 1 Problem Statements:

Culture and Climate
<p><b>Problem Statement 2:</b> Campus wide consistency in creating a positive classroom culture. In 2020-2021, we had 369 referrals (not including tardies) and in 2019-2020, we had 572 referrals (not including tardies). <b>Root Cause:</b> Although there is a decrease in the number of referrals, there are still indications the campus does not have clear determinations for addressing tiered levels of student behavior.</p>

## Parent and Community Engagement

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

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

**Evaluation Data Sources:** Title 1 survey, parent contact data, attendance from schoolwide events, and community response to communication.

Strategy 1 Details
<p><b>Strategy 1:</b> Provide family with administrator, district, teacher, and student created newsletters.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness about instructional practices, volunteer opportunities, school needs, and events taking place at school.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, Assistant Principals, District Coaches, and Principal</p> <p><b>Problem Statements:</b> Parent and Community Engagement 1, 2</p> <p><b>Funding Sources:</b> Parent Involvement Materials - Title I - \$1,675, Parent Involvement Books - Title I - \$1,500</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Develop a streamlined schoolwide system to foster communication between families and staff.</p> <p><b>Strategy's Expected Result/Impact:</b> One schoolwide system used to reduce confusion and make information readily accessible.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, Assistant Principals, and Principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Parent and Community Engagement 1, 2</p>

#### Performance Objective 2 Problem Statements:

Parent and Community Engagement
<p><b>Problem Statement 1:</b> Many students at Wilkinson Elementary have an increased need for strategies to use in order to handle the social and emotional experiences they encounter. <b>Root Cause:</b> Limited knowledge and use of positive strategies/skills at home and the addition of the affects of the COVID-19 pandemic on students and families in the past school years.</p> <p><b>Problem Statement 2:</b> Student attendance can vary tremendously and this impacts achievement. <b>Root Cause:</b> Students are struggling to attend school due to our current pandemic situation, home stability, and transient families.</p>



#### 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:** Partner with Communities in Schools to provide resources, support, and mentoring for the students at Wilkinson.

**Evaluation Data Sources:** Teacher and Student Surveys

Strategy 1 Details
<p><b>Strategy 1:</b> Collaborate with Communities in Schools representative to provide a list of students with highest behavioral and emotional needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student rapport with peers and teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Communities in Schools Representative, Counselor, Teachers, Assistant Principals, and Principal</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Parent and Community Engagement 1, 2</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Systematically contact stakeholders through various methods so they are aware of resources CIS offers within the community.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of student needs being met inside and outside of school.</p> <p><b>Staff Responsible for Monitoring:</b> Communities in Schools Representative, Counselor, Teachers, Assistant Principals, and Principal</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Parent and Community Engagement 1, 2</p>

#### Performance Objective 3 Problem Statements:

Parent and Community Engagement
<p><b>Problem Statement 1:</b> Many students at Wilkinson Elementary have an increased need for strategies to use in order to handle the social and emotional experiences they encounter. <b>Root Cause:</b> Limited knowledge and use of positive strategies/skills at home and the addition of the affects of the COVID-19 pandemic on students and families in the past school years.</p> <p><b>Problem Statement 2:</b> Student attendance can vary tremendously and this impacts achievement. <b>Root Cause:</b> Students are struggling to attend school due to our current pandemic situation, home stability, and transient families.</p>

## Goal 5: Effective Instruction

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

**Performance Objective 1:** Provide support that allows for integration of virtual learning platforms and tools that enhance instruction.

**Evaluation Data Sources:** Formative assessment data, walkthroughs, and lesson plans

Strategy 1 Details
<p><b>Strategy 1:</b> Offer professional development opportunities from district and campus coaches that offer choices to integrate tools and platforms.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher knowledge of possibilities within different platforms and tools.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, Assistant Principals, and Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p> <p><b>Problem Statements:</b> Student Achievement 3</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Instructional leadership team(s) provides opportunities to observe peer classrooms and give feedback on optimal ways to enhance instruction with technology.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased use of technology by students that support and extend daily instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, Campus Leadership Team, Assistant Principal, and Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1, 3</p>

### Performance Objective 1 Problem Statements:

Student Achievement
<p><b>Problem Statement 1:</b> Although students have shown growth in various content areas, overall there is a decline as it relates to our students achieving the Meets level, reading (45% Meets) and math (40% Meets). <b>Root Cause:</b> Instructional methods need to be developed for each content area for tiering small groups and conferring.</p> <p><b>Problem Statement 3:</b> HB3 Reading Students continue to struggle to read on grade level. Grade level reading expectations were not met by 50% of students at the end of the year in 2020-2021. <b>Root Cause:</b> There is a need to build teacher capacity for reaching students that are not reading on grade level and/or well below grade level.</p>

## Goal 5: Effective Instruction

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

**Performance Objective 2:** Establish a system for teachers to reflect, monitor, and adjust practices to deliver highly rigorous instruction.

**Evaluation Data Sources:** Instructional rounds, coaching cycles, and walkthroughs.

Strategy 1 Details
<p><b>Strategy 1:</b> Observe and provide Feedback in the areas of of Guided Math in areas of tiering small group instruction and anchor stations.</p> <p><b>Strategy's Expected Result/Impact:</b> Establishes classroom practices that encourage all students to communicate safely and effectively using a variety of tools and methods with the teacher and their peers. Opportunities for students to utilize their individual learning patterns, habits and needs to achieve high levels of academic and social-emotional success.</p> <p><b>Staff Responsible for Monitoring:</b> RtI &amp; Instruction Team, Coaches, Assistant Principal &amp; Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Problem Statements:</b> Student Achievement 1, 2, 3</p> <p><b>Funding Sources:</b> Instructional Materials - Title I - \$7,690.50, Planning Days - ESSER - \$4,350, Instructional Materials - Title III - \$1,500, Campus Math Coach - Title I - \$75,578</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Observe and provide Feedback of student's application of transferring small group Reading strategies to Independent Reading practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance each other's learning. Apply teacher demonstrated reading strategies to their own independent reading.</p> <p><b>Staff Responsible for Monitoring:</b> RtI &amp; Instruction Team, Coaches, Assistant Principal &amp; Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum</p> <p><b>Problem Statements:</b> Student Achievement 1, 3</p> <p><b>Funding Sources:</b> Instructional Materials - Title I - \$7,690.50, Instructional Materials - Title III - \$1,500, Campus ELA Instructional Coach - Title I - \$74,881, Leveled Libraries - ESSER - \$10,000</p>

## Performance Objective 2 Problem Statements:

Student Achievement
<p><b>Problem Statement 1:</b> Although students have shown growth in various content areas, overall there is a decline as it relates to our students achieving the Meets level, reading (45% Meets) and math (40% Meets). <b>Root Cause:</b> Instructional methods need to be developed for each content area for tiering small groups and conferring.</p> <p><b>Problem Statement 2:</b> English Learners served in the ESL program are not reaching Meets and Masters level. Reading 7% and Math 7%. <b>Root Cause:</b> 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.</p> <p><b>Problem Statement 3:</b> HB3 Reading Students continue to struggle to read on grade level. Grade level reading expectations were not met by 50% of students at the end of the year in 2020-2021. <b>Root Cause:</b> There is a need to build teacher capacity for reaching students that are not reading on grade level and/or well below grade level.</p>

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

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

We looked through the data we received for the 2020-2021 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 across 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 quality 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 particularly 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 annually with our Parent Teacher Association. They make any suggestions/edits to it each summer. This is distributed in our Welcome back packet at the beginning 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 broadcast 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.

# Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Leveled Books		\$7,543.00
1	1	2	General Education Teachers for At-Risk Students		\$1,122,846.00
1	2	1	Instructional Materials		\$7,543.00
1	2	1	General Education Teachers for At-Risk Students		\$748,564.00
<b>Sub-Total</b>					\$1,886,496.00
<b>Budgeted Fund Source Amount</b>					\$1,886,496.00
<b>+/- Difference</b>					\$0.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Teacher's College Staff Development and Mentoring		\$30,000.00
4	2	1	Parent Involvement Materials		\$1,675.00
4	2	1	Parent Involvement Books		\$1,500.00
5	2	1	Instructional Materials		\$7,690.50
5	2	1	Campus Math Coach		\$75,578.00
5	2	2	Instructional Materials		\$7,690.50
5	2	2	Campus ELA Instructional Coach		\$74,881.00
<b>Sub-Total</b>					\$199,015.00
<b>Budgeted Fund Source Amount</b>					\$199,015.00
<b>+/- Difference</b>					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1	Instructional Materials		\$1,500.00
5	2	2	Instructional Materials		\$1,500.00
<b>Sub-Total</b>					\$3,000.00
<b>Budgeted Fund Source Amount</b>					\$3,000.00
<b>+/- Difference</b>					\$0.00

ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Campus Interventionist		\$144,845.00
1	1	2	Planning Days		\$5,650.00
1	2	1	Guided Math Staff Development		\$15,000.00
1	2	2	Instructional Aide		\$58,261.00
4	1	1	Books		\$1,404.00
5	2	1	Planning Days		\$4,350.00
5	2	2	Leveled Libraries		\$10,000.00
<b>Sub-Total</b>					\$239,510.00
<b>Budgeted Fund Source Amount</b>					\$239,510.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total</b>					\$2,328,021.00