



Campus Improvement Plan 2019-2020

Elementary/Intermediate Campus: Wilkinson Elementary

Rating: C

GOAL 1: STUDENT ACHIEVEMENT AND POSTSECONDARY SUCCESS

MASTER RIGOROUS ACADEMIC STANDARDS – STUDENT ACHIEVEMENT, STUDENT PROGRESS, CLOSING PERFORMANCE GAPS and SUCCESSFUL COMPLETION OF HIGH SCHOOL

ACCOUNTABILITY

DOMAIN I: STUDENT ACHIEVEMENT - *Evaluates performance across all subjects for all students on both general and alternate assessments; high schools include – College, Career, and Military Readiness (CCMR) indicators, and graduation rates.*

DOMAIN II: SCHOOL PROGRESS - *Measures district and campus outcomes in two areas:*

Part A: Academic Progress – *the number of students that grew at least one year academically (or are on track) as measured by Reading and Math STAAR results.*

Part B: Relative Performance – *the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.*

DOMAIN II OBJECTIVES: Reading and Math, all students, seven racial/ethnic groups, ELL, SpEd, weighted progress

DOMAIN III: CLOSING THE GAPS - *Uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds, and other factors. The indicators included in this domain align the state accountability with Every Student Succeeds Act (ESSA).*

Distinction Designations Earned: None

ALL STUDENT POPULATIONS

PERFORMANCE OBJECTIVE: 85% of all students will achieve Approaches Grade Level standards and 60% will score Meets Grade Level Standards on reading, math and writing STAAR Assessment.

STRATEGY DESCRIPTION(S):

- Teachers will prepare lessons so that the best Tier 1 strategy is utilized first which will lead to quicker mastery of the skill/TEK. This will be done through detailed planning and tracking of results. Instruction will focus on small groups.
- Learning conferences will focus on mastery and growth through the use of the Domain IIA matrix in 4th grade. Data for other grades will be reviewed using results compiled in Eduphoria.
- Interventions will be made in Lion Time by the teacher who had the best results on a particular question from an exit ticket or common assessment. In addition small group instruction will focus on various skills to reach mastery.

READING/ELA

PERFORMANCE OBJECTIVE: 85% of all students will achieve Approaches Grade Level standards and 60% will score Meets Grade Level Standards on the STAAR reading assessment.

STRATEGY DESCRIPTION(S):

- Teachers will prepare lessons so that the best Tier 1 strategy is utilized first so students can master the skill/TEK. This will be done through detailed planning and tracking of results. Instruction will focus on small groups.
- Staff development through district meetings and the district reading coach will focus on quality practices to grow readers.
- Special emphasis and training will be given to kindergarten, 1st and 2nd grade teachers who are doing the reading cohort by the district reading coach.
- Mastery level expectations in BAS reading will be raised during the year so that students who are at a mastery level early in the year, stay at the mastery level all year long through additional growth.



WRITING

PERFORMANCE OBJECTIVE: 75% of all 4th graders will achieve Approaches Grade Level standards and 60% will score Meets Grade Level Standards on the STAAR writing assessment.

STRATEGY DESCRIPTION(S):

- Teachers at all grade levels will compare writing samples to identify the levels of quality i.e. high, medium and low. This collaboration will insure high standards are being met.
- Writing in 4th grade will be paired with reading and will not be taught separately.
- Revising and editing will remain a focus for 4th grade teachers.

MATH

PERFORMANCE OBJECTIVE: 85% of all students will achieve Approaches Grade Level standards and 60% will score Meets Grade Level Standards on the STAAR math assessment.

STRATEGY DESCRIPTION(S):

- Teachers will prepare lessons so that the best Tier 1 strategy is utilized first so students can master the skill/TEK. This will be done through detailed planning and tracking of results.
- Staff development through district meetings and the district math coach will focus on quality practices to master skills.
- Special emphasis, tracking, and training will be given to all teachers to make sure students are growing and mastering math skills with the use of small group instruction.

SOCIAL STUDIES

PERFORMANCE OBJECTIVE: Teachers will plan and implement lessons based on the district scope and sequence that include opportunities for critical thinking and higher level questioning with consistency and fidelity.

STRATEGY DESCRIPTION(S): Provide classroom instruction, utilizing differentiated instruction, quality questioning, cooperative learning, formative assessments, and interactive student notebooks.

SCIENCE

PERFORMANCE OBJECTIVE: Teachers will plan and implement lessons that include hands on labs based on the district scope and sequence. The lessons will provide students with opportunities for reflection, inquiry-based critical thinking, and response to higher level questioning.

STRATEGY DESCRIPTION: Provide classroom instruction utilizing differentiation, quality questioning, cooperative learning, formative assessments, interactive student notebook and small group instruction.

HEALTH

PERFORMANCE OBJECTIVE: 80% of all students will meet a minimum of one Healthy Fitness Zone standard, as measured by the FitnessGram assessment.

STRATEGY DESCRIPTION(S):

- Assess students' health related fitness using the FitnessGram.
- Provide students with opportunities and activities that allow choice.
- Ensure students demonstrate responsible personal behavior.

AT-RISK AND SPECIAL POPULATIONS

STRATEGY DESCRIPTION(S) :- (Eco Dis, Dyslexia, GT, ELL, Immigrant, SpEd, Homeless)

- Adapt content, methodology, delivery of instruction to eliminate barriers to access the curriculum and meet individual needs.
- Ensure that students are in attendance during the assessment windows.
- Promote students as "future CISD High School Students" through career week.



POSTSECONDARY READINESS INDICATORS

POST-SECONDARY READINESS

Attendance rate will increase from 96.3% in 2019/19 to 96.5% in 2019/20.

Meet eligible campus Academic Achievement Distinction Designations (AADD)

50% of indicators will be in top quartile

Meet Top 25% in Student Progress Distinction Designations

Top quartile of campus comparison group in performance for student progress

Meet Top 25% in Closing Performance Gaps Distinction Designations

Top quartile of campus comparison group in performance for closing performance gaps

Meet eligible Postsecondary Readiness Distinction Designations

50% of indicators will be in top quartile

PERFORMANCE OBJECTIVE: 80% of STAAR results will be at the Meets Grade Level or above for all students.

STRATEGY DESCRIPTION(S): Implement school-wide intervention and enrichment time in order for all students to demonstrate mastery of the content; create weekly attendance reports to communicate with parents.

FINANCIAL RESOURCES

General Operating, Elementary and Secondary
State Compensatory Education Funds
Title Funds
IDEA, Part B
Bilingual Allotment Funds
Gifted and Talented Allotment Funds

ADDITIONAL RESOURCES

Teacher Content Leadership Teams and District and Campus Instructional Coaches

Curriculum: CISD Instructional Model, CISD Reads, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted & Talented, RtI, Dyslexia Services

Assessment: STAAR, STAAR Alt 2, TELPAS, TELPAS Alt, District Benchmark Results, District Curriculum Checkpoints, Campus Common Assessments, Universal Screeners, BAS, DRA, OS, QPS, SAT, ACT, CogAT, IOWA, Logramos

Systems: View It, Eduphoria, Dashboard, Curriculum Heat Maps, Campus Improvement Plans, Road Trip Nation
Professional learning opportunities provided throughout the year.

FORMATIVE EVALUATIONS

NOVEMBER, JANUARY

Item analysis and data disaggregation of Benchmark assessments
CISD Benchmarks at passing rate
Staff Development: track number attending per campus; target for specific campus needs

SUMMATIVE EVALUATIONS

JULY

TEA Accountability Summary, TAPR, PBMAS, AMAOs, DVM, Special Education Evaluation

PROJECT MANAGERS

Principal, Assistant Principal, Instructional Coach, Team Leaders



Goal 2: RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF

PERFORMANCE OBJECTIVE: To recruit, retain and develop highly qualified teachers and staff for all students.

STRATEGY DESCRIPTION(S):

- Utilize HR for Principals which provides immediate access to information such as staffing, funding sources, and pertinent documents relating to T-TESS, Eduphoria Strive, Absence Management, recruiting, interviewing, Winocular and job fair will be used to find and review applicants.

Financial Resources	Campus budget, Teacher Activity Fund, Title III
Additional Resources	Position Control Reports, Allocation Reports
Monitoring Timeline	November, January, March
Formative Evaluation	HQ data from Human Resources
Summative Evaluation	TAPR, HQ Report to TEA
Project Managers	Principal, Assistant Principal

Goal 3: PARENTS AND COMMUNITY

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

STRATEGY DESCRIPTION(S):

- Provide opportunities at school for families to be engaged in academic and social events.
- Actively engage families in curriculum activities to build knowledge of the content for families such as parent information night in Sept. and science night in February.
- Maintain clear communication via monthly newsletters, website, Facebook, and email.
- Continue the WATCHDOGS Program which asks fathers and father figures to volunteer at the school at least one day per year. This has been a successful program since 2009.
- Continue an active PTA and the many events they sponsor such as Donuts with Dad, Muffins with Mom, Canton in Conroe Craft Show, Breakfast with Santa.

Financial Resources	Campus budget, Title Funds
Additional Resources	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology
Monitoring Timeline	Formative - November, January; Summative – July
Formative Evaluation	Record of contact with media, Record of press releases, Record of campus communication, Website information is current and accurate
Summative Evaluation	Meet Performance Indicators for Campus
Project Manager	Principal

Goal 4: SAFE SCHOOLS

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

STRATEGY DESCRIPTION(S):

- Provide programs for students and staff to emphasize good habits and the danger of drugs, violence, alcohol and tobacco through our R.O.A.R program, Red Ribbon Week, CHAMPS, CISD Police Dept. DARE Program for 3rd and 4th grade.
- EOP addresses areas of safety control, crisis management, facilities management and health services.

Financial Resources	Campus budget
Additional Resources	Emergency operations plan
Monitoring Timeline	Formative- November, January; Summative - July
Formative Evaluation	Record of programs/presentations/trainings for students and staff, Quarterly reports of police activity and safety drills for campus
Summative Evaluation	Clean safety audit
Project Manager(s):	Principal, Assistant Principal, Counselor



Goal 5: TECHNOLOGY

PERFORMANCE OBJECTIVE: To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

STRATEGY DESCRIPTION(S):

- Provide hands-on training in the use of technology hardware and software by using the computer lab, chrome books and iPads.
- Over 800 e-books accessible to students 24 hours/day
- Tex Quest is used to access data bases
- Students will use iPads and Chrome Books to foster creative responses with the use of approved software

Financial Resources	Campus budget, Title Funds
Additional Resources	Technology staff
Monitoring Timeline	Formative - November, January; Summative - July
Formative Evaluation	Records of professional development in technology, Campus and District Technology Plans align with strategies
Summative Evaluation	Meet Performance Indicators for STaR Report
Project Manager(s):	Principal, Assistant Principal, Technology Liaison



STATE AND FEDERAL RESOURCES ALLOCATED

2019-2020 School Year

SCE

Strategy	Activity	Funds Budgeted	FTE
Tutor for At Risk Students	Academic Tutorials	\$7,446.00	0.14
Teacher Support	Gen Ed Teachers for At-Risk Students	\$1,518,991.00	26.00
	TOTAL SCE	\$1,526,437.00	26.14

TITLE I

Strategy	Activity	Funds Budgeted	FTE
Increase Student Growth	Academic Tutorials	\$1,643.00	0.03
Use of Leveled Books	Books	\$30,000.00	0.00
Improve Teacher Skills	Consultant	\$900.00	0.00
Increase Parent Participation	Family Engagement	\$1,500.00	0.00
Purchase New Materials	Instructional Materials	\$23,034.00	0.00
Coach for Teacher Development	Instructional Support Academic Coach	\$71,370.00	1.30
Para for Student Growth	Instructional Support Paraprofessional	\$24,654.00	1.00
Teacher Training and Planning	Substitutes	\$13,403.00	0.24
Purchase Software	Technology	\$3,500.00	0.00
	TOTAL Title I	\$170,004.00	2.57

TITLE III EL

Strategy	Activity	Funds Budgeted	FTE
Increase Student Growth	Academic Tutorials	\$1,500.00	0.03
Increase Classroom Libraries	Books	\$500.00	0.00
Increase Mastery of Skills	Instructional Materials for EL Students	\$500.00	0.00
Software License for Language Development	Technology	\$500.00	0.00
	TOTAL Title III EL	\$3,000.00	0.03



Title I Schoolwide Program Elements

2019-2020 School Year

Every Student Succeeds Act requires that every Title I Schoolwide Program have three elements in place to ensure compliance: Comprehensive Needs Assessment, Campus Improvement Plan, and Parent Family Engagement activities. Each element consists of specific activities to address increasing student achievement, involving the school community in the design of the schoolwide plan, and actively engaging families in opportunities available at the campus.

Strategy	Title I Schoolwide Elements
Element 1	Comprehensive Needs Assessment
Parents and Community 1	The campus conducts an annual comprehensive needs assessment of the entire school analyzing the academic achievement of all students and subgroups of students.
Element 2	Campus Improvement Plan (CIP)
Parents and Community 2	The campus develops the CIP with the involvement of parents and other stakeholders such as teachers, principal, paraprofessionals, and community.
Student Achievement 1	The campus will regularly monitor the CIP and revise strategies based on identified needs.
Parents and Community 1	The campus ensures the CIP is publicly available to parents and the community (English and Spanish).
Student Achievement 1-3, math, reading, writing	The campus implements reform strategies to address school needs including opportunities for all students and student groups to exceed academic standards.
Student Achievement 1-3, math, reading, writing	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.
Student Achievement 1-3, math, reading, writing	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.
Element 3	Parent and Family Engagement
Parents and Community 1-3	The campus jointly develops, with the input of parents, a written Family Engagement Policy and School Family Student Compact.
Parents and Community 1-3	The campus offers a variety of family engagement activities which include flexible times and days of the week.
Parents and Community 1-3	The campus sends home information regarding family engagement opportunities and required notices in a format and language that families can understand (English and Spanish).



Data Summary Report 2019-2020

Elementary/Intermediate Campus: Wilkinson Elementary

ACCOUNTABILITY

DOMAIN I – STUDENT ACHIEVEMENT

2018-2019 Performance:

77% scored Approaches Grade Level Standards
49% scored Meets Grade Level Standards
22% scored Masters Grade Level Standards

2019-2020 Goals:

85 % will score Approaches Grade Level Standards
60 % will score Meets Grade Level Standards
35 % will score Masters Grade Level Standards

DOMAIN II – SCHOOL PROGRESS

2018-2019 Performance:

65% Met Expected or Accelerated Growth Measure

2019-2020 Goals:

75 % Will meet Expected or Accelerated Growth Measure

DOMAIN III – CLOSING THE GAPS

ALL STUDENTS – ALL SUBJECTS

2018-2019 Performance:

Economically Disadvantaged Students

68% scored Approaches Grade Level Standards
36% scored Meets Grade Level Standards
15% scored Masters Grade Level Standards

Focus Student Group: Special Education

42% scored Approaches Grade Level Standards
32% scored Meets Grade Level Standards
7% scored Masters Grade Level Standards

Focus Student Group: African American

48% scored Approaches Grade Level Standards
21% scored Meets Grade Level Standards
10% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

80% will score Approaches Grade Level Standards
60% will score Meets Grade Level Standards
35% will score Masters Grade Level Standards

Focus Student Group: Special Education

50 % will score Approaches Grade Level Standards
40% will score Meets Grade Level Standards
20 % will score Masters Grade Level Standards

Focus Student Group: African American

78% will score Approaches Grade Level Standards
40% will score Meets Grade Level Standards
35 % will score Masters Grade Level Standards

READING/ELA

2018-2019 Performance:

Economically Disadvantaged Students

68% scored Approaches Grade Level Standards
39% scored Meets Grade Level Standards
19% scored Masters Grade Level Standards

Focus Student Group: Special Education

33% scored Approaches Grade Level Standards
27% scored Meets Grade Level Standards
7% scored Masters Grade Level Standards

Focus Student Group: African American

42% scored Approaches Grade Level Standards
26% scored Meets Grade Level Standards
16% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

85 % will score Approaches Grade Level Standards
60 % will score Meets Grade Level Standards
35 % will score Masters Grade Level Standards

Focus Student Group: Special Education

50 % will score Approaches Grade Level Standards
40 % will score Meets Grade Level Standards
20 % will score Masters Grade Level Standards

Focus Student Group: African American

78 % will score Approaches Grade Level Standards
40 % will score Meets Grade Level Standards
35 % will score Masters Grade Level Standards

WRITING

2018-2019 Performance:

2019-2020 Goals:



Economically Disadvantaged Students

52% scored Approaches Grade Level Standards

21% scored Meets Grade Level Standards

0% scored Masters Grade Level Standards

Focus Student Group: Special Education

50% scored Approaches Grade Level Standards

36% scored Meets Grade Level Standards

0% scored Masters Grade Level Standards

Focus Student Group: African American

60% scored Approaches Grade Level Standards

10% scored Meets Grade Level Standards

0% scored Masters Grade Level Standards

Economically Disadvantaged Students

75 % will score Approaches Grade Level Standards

60 % will score Meets Grade Level Standards

20 % will score Masters Grade Level Standards

Focus Student Group: Special Education

60 % will score Approaches Grade Level Standards

40 % will score Meets Grade Level Standards

10 % will score Masters Grade Level Standards

Focus Student Group: African American

75 % will score Approaches Grade Level Standards

60 % will score Meets Grade Level Standards

20 % will score Masters Grade Level Standards

MATH

2018-2019 Performance:

Economically Disadvantaged Students

78% scored Approaches Grade Level Standards

41% scored Meets Grade Level Standards

19% scored Masters Grade Level Standards

Focus Student Group: Special Education

48% scored Approaches Grade Level Standards

34% scored Meets Grade Level Standards

10% scored Masters Grade Level Standards

Focus Student Group: African American

47% scored Approaches Grade Level Standards

21% scored Meets Grade Level Standards

11% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

85 % will score Approaches Grade Level Standards

65 % will score Meets Grade Level Standards

35 % will score Masters Grade Level Standards

Focus Student Group: Special Education

50 % will score Approaches Grade Level Standards

40 % will score Meets Grade Level Standards

12 % will score Masters Grade Level Standards

Focus Student Group: African American

85 % will score Approaches Grade Level Standards

65 % will score Meets Grade Level Standards

35 % will score Masters Grade Level Standards

SOCIAL STUDIES

2018-2019 Performance:

Economically Disadvantaged Students

n/a% scored Approaches Grade Level Standards

n/a% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

Focus Student Group: n/a

n/a% scored Approaches Grade Level Standards

n/a% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

Focus Student Group: n/a

n/a% scored Approaches Grade Level Standards

n/a% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

n/a % will score Approaches Grade Level Standards

n/a % will score Meets Grade Level Standards

n/a % will score Masters Grade Level Standards

Focus Student Group: n/a

n/a % will score Approaches Grade Level Standards

n/a % will score Meets Grade Level Standards

n/a % will score Masters Grade Level Standards

Focus Student Group: n/a

n/a % will score Approaches Grade Level Standards

n/a % will score Meets Grade Level Standards

n/a % will score Masters Grade Level Standards

SCIENCE



2018-2019 Performance:

Economically Disadvantaged Students

n/a% scored Approaches Grade Level Standards

n/a% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

Focus Student Group: n/a

n/a% scored Approaches Grade Level Standards

n/a% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

Focus Student Group: n/a

n/a% scored Approaches Grade Level Standards

n/a% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

n/a% will score Approaches Grade Level Standards

n/a% will score Meets Grade Level Standards

n/a% will score Masters Grade Level Standards

Focus Student Group: n/a

n/a% will score Approaches Grade Level Standards

n/a% will score Meets Grade Level Standards

n/a% will score Masters Grade Level Standards

Focus Student Group: n/a

n/a% will score Approaches Grade Level Standards

n/a% will score Meets Grade Level Standards

n/a% will score Masters Grade Level Standards

Federal Accountability: Closing the Gaps

Support Area	District Targeted Support	Campus Targeted Support
Achievement Reading		Economically Disadvantaged, special ed., African American
Achievement Math		Economically Disadvantaged, special ed., African American
Growth Reading		Economically Disadvantaged, special ed., African American, white
Growth Math	American Indian, Economically Disadvantaged, Special Education	Economically Disadvantaged, special ed., African American, white
Student Success		
Graduation	Hispanic, White, Economically Disadvantaged, English Learners (Current/Monitored), Special Education	
School Quality		
STAAR Only		
English Language Proficient	English Learners (Current/Monitored)	

NON-DISCRIMINATION STATEMENT

The Conroe Independent School District is an equal opportunity employer and does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment matters, in its admissions policies, or by excluding from participation in, denying access to, or denying the benefits of district services, academic and/or vocational and technology programs, or activities as required by Title VI and Title VII of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, the First Amendment of the United States Constitution, the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973, as amended, and Title II of the Americans with Disabilities Act.

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