

**Conroe Independent School District**  
**Wilkerson Intermediate**  
**2022-2023 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

As a whole, students did not perform at the level that we expected at the meets levels. Although Wilkerson Intermediate scored a "B" overall and received a post-secondary readiness distinction, several sub-populations did not meet the expected growth. In reading these included African Americans and special education population. In math, all students including Hispanic, white, two or more races, economic disadvantaged, EL, continuously and non-continuously enrolled students.

### Student Achievement Strengths

Wilkerson had a focus on not losing growth for our masters students. Typically the focus is on under-performing or lower students, and the masters students can be overlooked. Wilkerson focused on differentiation and tiering up instruction to challenge our master-level students. As such, we showed growth in that area with increases in our masters level students.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** Based on our 21-22 STAAR data, our students did not show academic growth in math, ELA, or science **Root Cause:** Lack of consistency in campus administration and quality instruction due to teacher shortages and COVID combined with insufficient student progress tracking

**Problem Statement 2 (Prioritized):** Based on our 21-22 STAAR Reading data, our African American and SPED students did not reach meets status **Root Cause:** Lack of consistency in campus administration and quality instruction due to teacher shortages and COVID combined with insufficient student progress tracking

**Problem Statement 3 (Prioritized):** Based on our 21-22 STAAR Math data, our Economically Disadvantaged, African American, Asian, and EL students did not show expected growth. **Root Cause:** Lack of consistency in campus administration and quality instruction due to teacher shortages and COVID combined with insufficient student progress tracking

**Problem Statement 4 (Prioritized):** Based on our 21-22 STAAR 5th grade Science data, our SPED students scored 31% below campus average in meets. **Root Cause:** Lack of consistency in campus administration and quality instruction due to teacher shortages and COVID combined with insufficient student progress tracking

**Problem Statement 5 (Prioritized):** Wilkerson EL students did not meet math growth target **Root Cause:** Lack of consistency in campus administration and quality instruction due to teacher shortages and COVID combined with insufficient student progress tracking

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

**Problem Statement 7:** For the 21-22 school year, attendance at Wilkerson Intermediate fell below 95% (93.66%)

# Culture and Climate

## Culture and Climate Summary

Our mission at Wilkerson Intermediate School is to recognize and appreciate the cultural differences in our school community. All students and personnel are valued members of our unique family, each playing a significant role in our success. While the world around us may often face stereotyping, Wilkerson Intermediate School encourages staff and students to embrace that which makes us different. Wilkerson Intermediate School is committed to the social, emotional, behavioral, and academic success of all students. Here at Wilkerson Intermediate School, students learn to successfully manage their emotions, behavior, and make responsible decisions. Wilkerson Intermediate School is proactive in keeping staff and students' safe, as well as taking a positive proactive instructional approach to behavior in utilizing PBIS Foundations training.

## Culture and Climate Strengths

The team found a way to pull together when we experienced severe shortages due to Covid spikes. We were fortunate enough to not have to utilize district support to fill vacant sub positions since teachers rallied to support one another and split classes. There is a "family-like" bond between the staff at Wilkerson. We provided several opportunities for students to have fun and celebrate successes at school including Wilkerson Wonderland, Color Run, and EOY Field Day. We also offered engaging activities like faculty vs. student games, pep-rally's, and classroom competitions.

## Problem Statements Identifying Culture and Climate Needs

**Problem Statement 1:** There has been a decrease in teacher morale, motivation, and intentional collaboration.

**Problem Statement 2:** Many of our teachers, students, and parents lack a growth mindset which is reflected in the classroom and in a the school as a whole.

**Problem Statement 3:** There has been a lack of teacher accountability/follow through for the structures that have been put in place for Wilkerson common areas.

**Problem Statement 4 (Prioritized):** Provide a safe and secure environment for both students and faculty **Root Cause:** Due to current climate nation-wide, safety is a top priority for both schools and parents

# Parent and Community Engagement

## Parent and Community Engagement Summary

Wilkerson Intermediate's positive culture stems from healthy class competitions known to parents and community that ignite school pride. Teachers are actively part of the process which connects them to the community and warrants them ownership and appreciation for voice and inclusion. This voice communicates to parents and students that we are all one accord. Parents are solicited for their advice, perception and feed-back in every facet of their child's educational experience at Wilkerson Intermediate School. At Wilkerson Intermediate School, our parents partner with the staff to ensure the well-being of their students' educational, psychological, and sociological needs. All of these are our commitment to educating the whole child.

## Parent and Community Engagement Strengths

- Parental involvement at Wilkerson helps build positive interactions between parents and kids, as well as parents and teachers.
- Wilkerson Intermediate School provides weekly correspondence from each learning community.
- Wilkerson Intermediate School strives to build positive relationships between parents and teachers.
- Wilkerson has a strong/solid Parent Teacher Organization Participation.
- Parents have active communication and weekly video updates on what's happening at school.
- Students at Wilkerson receive positive reinforcement of school culture and expectations.
- Wilkerson actively communicates through Facebook, Twitter, S'More newsletters, and School Messenger.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Parents' perception that the staff does not support them or their child.

**Problem Statement 2 (Prioritized):** Needed improvement in parental involvement in their student academic progress. **Root Cause:** Lack of communication between teacher and parent Needed incentive program for students reaching academic goals

**Problem Statement 3:** Lack of student and family participation in community events.

# Priority Problem Statements

**Problem Statement 1:** Based on our 21-22 STAAR data, our students did not show academic growth in math, ELA, or science

**Root Cause 1:** Lack of consistency in campus administration and quality instruction due to teacher shortages and COVID combined with insufficient student progress tracking

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** Based on our 21-22 STAAR Reading data, our African American and SPED students did not reach meets status

**Root Cause 2:** Lack of consistency in campus administration and quality instruction due to teacher shortages and COVID combined with insufficient student progress tracking

**Problem Statement 2 Areas:** Student Achievement

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

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

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

**Problem Statement 3:** Based on our 21-22 STAAR Math data, our Economically Disadvantaged, African American, Asian, and EL students did not show expected growth.

**Root Cause 3:** Lack of consistency in campus administration and quality instruction due to teacher shortages and COVID combined with insufficient student progress tracking

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 4:** Based on our 21-22 STAAR 5th grade Science data, our SPED students scored 31% below campus average in meets.

**Root Cause 4:** Lack of consistency in campus administration and quality instruction due to teacher shortages and COVID combined with insufficient student progress tracking

**Problem Statement 4 Areas:** Student Achievement

**Problem Statement 6:** Provide a safe and secure environment for both students and faculty

**Root Cause 6:** Due to current climate nation-wide, safety is a top priority for both schools and parents

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

**Problem Statement 7:** Wilkerson EL students did not meet math growth target

**Root Cause 7:** Lack of consistency in campus administration and quality instruction due to teacher shortages and COVID combined with insufficient student progress tracking

**Problem Statement 7 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:** Based on our 22-23 STAAR data, Wilkerson students will show one year academic growth in all sub-populations.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Wilkerson teachers will utilize small groups, differentiated instruction, individualized goals of students, and focused interventions to increase student engagement and content retention</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student growth in all sub-populations by 3%</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Coaches</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Funding Sources:</b> Extra Duty Pay - Title I - \$1,131, Math Interventionist - ESSER III - \$77,227, Reading Interventionist - ESSER III - \$79,019</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				




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


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


**Performance Objective 2:** Based on our 22-23 STAAR Reading data, our African American and Asian students will meet the Meets standard.


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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Wilkerson will have additional support in class and after school and Saturday tutorials to address gaps in reading.</p> <p><b>Strategy's Expected Result/Impact:</b> 5% increase in growth for African American sub-population in meets and above category</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Coaches</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Funding Sources:</b> Instructional Para - Title I - \$25,969, Extra Duty Pay - ESSER III - \$15,000, Books - Title I - \$20,000</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

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

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

**Performance Objective 3:** Based on our 22-23 STAAR Math data, African American, Asian, Eco-Dis, and EL sub populations will show an increase in academic growth of 3% compared to last school year.

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





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Wilkerson Intermediate will implement full guided math, with teaching of new concepts in small group setting</p> <p><b>Strategy's Expected Result/Impact:</b> 3% improvement in growth in math for African American, Asian, Eco-Dis, and EL sub populations</p> <p><b>Staff Responsible for Monitoring:</b> Instructional coaches, Administration, Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

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

**Performance Objective 4:** Based on our 22-23 STAAR 5th grade Science data, our SPED students will show a 3% increase in student growth in the Meets and Above.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Proper training of our support staff to better serve our special education populations in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> 22-23 STAAR 5th grade Science data, our SPED students will show an increase of 3% in meets and above</p> <p><b>Staff Responsible for Monitoring:</b> Special education lead, diagnostician</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Funding Sources:</b> SpEd Teacher - ESSER III - \$77,227, Instructional Coach - Title I - \$80,266</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				


**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:** According to our 22-23 STAAR data, Wilkerson's EL sub-population will meet the math growth target.


**Evaluation Data Sources:** CA, CFA, Interim, STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Wilkerson bilingual teachers will utilize technology and small group interventions as well as true guided math to increase student growth in math</p> <p><b>Strategy's Expected Result/Impact:</b> Meet the target of student growth in math for EL students in the 22-23 school year</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual teachers, bilingual coordinator, math coach</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Funding Sources:</b> Additional Interventions of EL Students, Before/After School Tutoring, and Additional Guided Math Resources - Title III - \$4,000, Instructional Materials - Title I - \$25,000</p>	Formative			Summative
	Oct	Dec	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify





 Discontinue

**Goal 2: School Leadership and Fiscal Responsibility**

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

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

**Evaluation Data Sources:** Wilkerson Budget Report





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Wilkerson will utilize the budget in all departments effectively.</p> <p><b>Strategy's Expected Result/Impact:</b> Utilize budget and allocated money as well as regular principal/secretary meetings to accurately and effectively</p> <p><b>Staff Responsible for Monitoring:</b> Principal Principal's Secretary</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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:** To maintain sufficient and efficient school leadership through autonomy and cohesiveness.

**Evaluation Data Sources:** Informal check-ins, projects completed with fidelity





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Promote adhesiveness and autonomy for teachers and staff through effective leadership and collaboration activities. Intentionally scheduling and planning leadership opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Cohesiveness and autonomy of teachers and staff throughout the campus to better serve students.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Promote leadership abilities and opportunities for teachers and staff at Wilkerson through the Wilkerson Institute</p> <p><b>Strategy's Expected Result/Impact:</b> Provide leadership and growth opportunities for members of the staff through meetings, projects, and a book study.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Core Team</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress                   Accomplished                   Continue/Modify                   Discontinue           </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 teachers and staff for all students.

**Evaluation Data Sources:** HQ Report.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Wilkerson attends the CISD Job Fair as well as other job fairs to recruit highly qualified teachers and staff for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Wilkerson will have a 100% HQ staff.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

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

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

**Evaluation Data Sources:** Number of campus personnel transferring or quitting

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Intentionally schedule teacher appreciation and recognition events monthly to help keep morale high</p> <p><b>Strategy's Expected Result/Impact:</b> Retain more teachers on a yearly bases</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				







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

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

**Performance Objective 3: To increase teacher morale and intentional collaboration**

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





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Change master schedule so teachers can have time to plan and collaborate with both their PLC as well as their learning community</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance due to more effective PLC and planning process</p> <p><b>Staff Responsible for Monitoring:</b> Administration, academic coaches</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increase teacher moral by intentionally scheduling teacher appreciation events/celebrations monthly. Creating a teacher of the month celebration. Hosting cook-offs and content led faculty lunches.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved teacher morale, attendance, and engagement</p> <p><b>Staff Responsible for Monitoring:</b> Administration, PTO, Counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

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

**Performance Objective 1:** Provide for parents to have a more meaningful role in their students success.

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





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide scheduled conferences and phone call opportunities weekly to parents.  <b>Strategy's Expected Result/Impact:</b> Increased student performance and parental involvement in the process  <b>Staff Responsible for Monitoring:</b> Administration, academic coaches, counselors</p> <p><b>Title I:</b>                      4.1, 4.2  <b>- TEA Priorities:</b>                      Improve low-performing schools</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide community events and activities to promote parental interactions with the school and its students  <b>Strategy's Expected Result/Impact:</b> Increase in PTO participation, and parental involvement in school and students  <b>Staff Responsible for Monitoring:</b> Administration, PTO, Counselors</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

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

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





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will receive training for safe and civil schools and 3:1 positive interactions. Additional support staff hired</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will receive tools and strategies to better serve different student populations.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Coaches, PBIS, Nurse</p> <p><b>Funding Sources:</b> Nurse's Aide - ESSER III - \$11,908</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Behavioral Coach will work with teacher and students to implement PBIS and other school structures. The behavioral coach will serve as a liaison for RTI behavior and student discipline.</p> <p><b>Strategy's Expected Result/Impact:</b> Limit number of referrals, provide teacher with tools and strategies for classroom management and oversee school program for positive rewards.</p> <p><b>Staff Responsible for Monitoring:</b> Behavior Coach, Administration</p> <p><b>Funding Sources:</b> PBIS Liaison - State Comp Ed - \$68,338</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

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**Performance Objective 3:** Communication with parents and the community that promotes parental involvement, engagement, and participation both in school and out of school to support their child.

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





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Host community and in-school events that promote student attendance and participation.  <b>Strategy's Expected Result/Impact:</b> Increased student excitement about school, instruction, and community. Increase in student attendance and engagement in class  <b>Staff Responsible for Monitoring:</b> Administration, Core-Team, Teachers   <b>Funding Sources:</b> Family Engagement - Title I - \$3,520</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize campus and social media websites to promote campus and district events and provide information for parents, families, community, and stake holders.  <b>Strategy's Expected Result/Impact:</b> Increased student attendance and engagement  <b>Staff Responsible for Monitoring:</b> Administration, counselors, CIS, PBIS Liaison</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 5: Effective Instruction**

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

**Performance Objective 1:** To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

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





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> To ensure that all teacher will utilize technology during small group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> To give students multiple opportunities to enhance TEKS and enrich learning by utilizing technology</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches Assistant Principal Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p><b>Funding Sources:</b> Chromebook Carts - ESSER III - \$50,000, Instructional Materials - Title I - \$13,484</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 5: Effective Instruction**

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

**Performance Objective 2:** To improve student content knowledge and retention of materials during reinforcement and review activities.

**Evaluation Data Sources:** Station completion materials, anecdotal notes, teacher questioning, and active monitoring.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Wilkerson math teachers will improve the knowledge retention and student engagement of math students by utilizing fun and engaging games and activities during guided math stations.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve knowledge and retention of previously learned concepts in math</p> <p><b>Staff Responsible for Monitoring:</b> Math teachers and Administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Achievement 3</p> <p><b>Funding Sources:</b> Math Instructional Coach - State Comp Ed - \$70,000, Instructional Materials - Title I - \$25,000</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**

Student Achievement
<p><b>Problem Statement 3:</b> Based on our 21-22 STAAR Math data, our Economically Disadvantaged, African American, Asian, and EL students did not show expected growth. <b>Root Cause:</b> Lack of consistency in campus administration and quality instruction due to teacher shortages and COVID combined with insufficient student progress tracking</p>

# State Compensatory

## Budget for Wilkerson Intermediate

**Total SCE Funds:** \$138,338.00

**Total FTEs Funded by SCE:** 3

### Brief Description of SCE Services and/or Programs

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## Personnel for Wilkerson Intermediate

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amy Leonards	Instructional Coach	1
Casey Arp	Positive Behavior Support Liaison	1
Karen Brown	Instructional Coach	1

# Title I

## 1. Comprehensive Needs Assessment (CNA)

### 1.1: Comprehensive Needs Assessment

The campus conducted an annual comprehensive needs assessment of the entire school, analyzing the academic achievement of all students and subgroups of students.

## 2. Campus Improvement Plan

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus developed a CIP involving parents and other stakeholders such as teachers, the campus principal, paraprofessionals, and community stakeholders.

### 2.2: Regular monitoring and revision

The campus will regularly monitor the CIP and revise strategies based on our identified needs. Our core team will monitor the plan, including administrators, campus coaches, student support services coaches, RTI interventionists, and counselors. Once the Campus Improvement plan is complete, we will share it with staff and parents.

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

The campus ensures our Campus Improvement plan is publicly available to parents and the community (English and Spanish) on the CISD Website under Accountability and available upon request in hard copy.

### 2.4: Opportunities for all children to meet State standards

The campus implements reform strategies to address school needs, including opportunities for all students and student subgroups to exceed academic standards. Staff and administration closely monitor grades and assessments to ensure students are on target to meet State standards. Students who are at risk of missing their targeted benchmarks receive support and small group instruction, including:

- RTI Instruction
- In Class Small Group Instruction



- Pull Out Support
- Push In Support

## **2.5: Increased learning time and well-rounded education**

The campus executes strategies to increase the quality and amount of learning time available to strengthen the academic program in the school and provides students with an enriched and accelerated curriculum.

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

The campus will address all students' needs, particularly those at risk of not meeting academic standards. We closely monitor our at-risk students and work to ensure we are meeting their educational needs through:

- RTI Instruction
- Small Group Instruction
- Guided Math
- In Class Support

## **3. Annual Evaluation**

### **3.1: Annually evaluate the schoolwide plan**

The campus conducted an annual comprehensive needs assessment of the entire school, analyzing the academic achievement of all students and subgroups of students. Data included academic, social, and emotional reviews by stakeholders, including teachers (general and special education), administration, student support, and families. In addition, the campus explored the intent, use of funds, and available school resources. During formative reviews, the core team will evaluate the Title I Schoolwide Plan annually and throughout the school year.

## **4. Parent and Family Engagement (PFE)**

### **4.1: Develop and distribute Parent and Family Engagement Policy**

With parents' input, the campus jointly developed a written Family Engagement Policy and School Family Student Compact. We also used our Parent Survey at the end of the year to make any needed changes to our Family Engagement Policy and School Family Student Compact.

#### **4.2: Offer flexible number of parent involvement meetings**

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

#### **5. Targeted Assistance Schools Only**

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Grace Gonzalez	Paraprofessional	Title 1	1.0
Mona Frantzen	Instructional Coach	Title 1	1.0

# Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Extra Duty Pay		\$1,131.00
1	2	1	Instructional Para		\$25,969.00
1	2	1	Books		\$20,000.00
1	4	1	Instructional Coach		\$80,266.00
1	5	1	Instructional Materials		\$25,000.00
4	3	1	Family Engagement		\$3,520.00
5	1	1	Instructional Materials		\$13,484.00
5	2	1	Instructional Materials		\$25,000.00
<b>Sub-Total</b>					\$194,370.00
<b>Budgeted Fund Source Amount</b>					\$194,370.00
<b>+/- Difference</b>					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Additional Interventions of EL Students, Before/After School Tutoring, and Additional Guided Math Resources		\$4,000.00
<b>Sub-Total</b>					\$4,000.00
<b>Budgeted Fund Source Amount</b>					\$4,000.00
<b>+/- Difference</b>					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	2	PBIS Liaison		\$68,338.00
5	2	1	Math Instructional Coach		\$70,000.00
<b>Sub-Total</b>					\$138,338.00
<b>Budgeted Fund Source Amount</b>					\$138,338.00
<b>+/- Difference</b>					\$0.00

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Math Interventionist		\$77,227.00
1	1	1	Reading Interventionist		\$79,019.00
1	2	1	Extra Duty Pay		\$15,000.00
1	4	1	SpEd Teacher		\$77,227.00
4	2	1	Nurse's Aide		\$11,908.00
5	1	1	Chromebook Carts		\$50,000.00
<b>Sub-Total</b>					\$310,381.00
<b>Budgeted Fund Source Amount</b>					\$310,381.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$647,089.00
<b>Grand Total Spent</b>					\$647,089.00
<b>+/- Difference</b>					\$0.00