

Conroe Independent School District
Wilkinson Elementary
2022-2023 Campus Improvement Plan



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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: 3-4th grade and Reading: 3-4th grade) to discuss our progress toward our SMART goals (lowest scoring objectives). We create formative assessments in all grade levels 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 2022-23 school year.

On the 2022 STAAR, the following scores for all grades show the percentage for Meets/Masters:

All Subjects 52% (increased by 12%)

Reading 54% (increased 9%)

Math 50% (increased by 10%)

Looking into our sub groups, there are 3 main groups that typically 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 2022 STAAR. This data represents the percentage of students for each sub group that were at the Meets and Masters level for each grade level and subject.

Economically Disadvantaged: 3rd Reading 47% and 3rd Math 37%

4th Reading 53% and 3rd Math 41%

Special Education: 3rd Reading 0% and 3rd Math 0%

4th Reading 7% and 4th Math 10%

During EOY literacy assessments, 281 Economically Disadvantaged students in K - 3 were tested using the Amplify mCLASS assessments and 115 of these students scored well below the expected level, 53 students scored below the expected level, 61 students scored at the expected level, and 54 students scored above the expected level. 57% of Economically Disadvantaged students in K - 4 are reading below grade level according to the BAS Reading assessments.

During the EOY literacy assessments, 58 identified SPED K - 3 students were assessed using Amplify mCLASS. Of these students, 31 scored well below the expected level, 10 scored below the expected level, 9 scored at the expected level, and 7 scored above the expected level. 70% of SPED students in K - 4 are reading below level according to BAS Reading assessments.

During EOY literacy Assessments, 36 K - 3 Emergent Bilinguals were assessed using the Amplify mCLASS assessments. 11 of these students scored well below the expected level, 8

students scored below the expected level, 10 students scored at the expected level, and 7 scored above the expected level. 50% of K - 4 English Language Learners are reading below grade level according to the BAS Reading assessments.

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

2021 - 2022 Benchmark Assessment System (BAS) Results during the EOY Assessment Window:

- 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 1: Student Achievement

From 2021 to 2022 STAAR all subjects and grade level showed growth in overall percentages of students at Meets and Masters level. All Subjects 52% (increased by 12%)

- All Subjects 52% (increased by 12%)
- Reading 54% (increased 9%)
- Math 50% (increased by 10%)

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 756 students were active with an average growth 1.1 years.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): HB3 Reading Students continue to struggle to read on grade level when entering First Grade from Kindergarten. **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 2 (Prioritized): HB3 Math Kindergarten and First Grade students struggle in many areas of the Early Math Assessments particularly place value. **Root Cause:** There is a need to build teacher capacity using data from the Early Math Assessments at BOY and MOY to form groups and intervene with students.

Problem Statement 3 (Prioritized): The 2022 TELPAS showed that only 14% of EB students grew at least one proficiency level. **Root Cause:** There is a need to build teacher understanding of PLD levels by calibrating across grade levels throughout the year in each domain. In addition, we will have vertical alignment to discuss how to facilitate student growth.

Problem Statement 4 (Prioritized): Special Education student groups are not meeting state standards. For each subject in both grade levels 0-7% of special education students met standard and 0% masters. **Root Cause:** Academic strategies and content being taught to our special education students is not fully aligned to the grade level TEKS. Collaboration between general education and special education teacher has not been consistent.

Problem Statement 5 (Prioritized): Economically disadvantaged students are showing growth but continue to under-perform their non-economically disadvantaged peers. **Root Cause:** Gaps in attendance, student mobility, and monitoring of RTI Interventions have contributed to stagnant growth for Eco Dis students.

Problem Statement 6 (Prioritized): Although students have shown growth from 2021 STAAR, on the 2022 3rd Grade STAAR Reading only 49% of students met or mastered grade level standards. **Root Cause:** Strategies and tools to increase high level comprehension skills are not implemented across grade levels and classrooms consistently.

Problem Statement 7 (Prioritized): Although students have shown growth from 2021 STAAR, on the 2022 3rd Grade STAAR Math only 46% of students met or mastered grade level standards. **Root Cause:** CISD solves components particularly Guided Math were not done with fidelity across grade levels prior to the 2020-2021 school year and continues to need support to develop instructional practices.

Problem Statement 8: Although our overall percentage of students at the masters level increased from 2021 STAAR to 2022 STAAR, STAAR Math only increased from 22% to 25%. **Root Cause:** Potential masters students are not provided with enough opportunities for productive struggle.

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. 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 four students, two boys and two girls, 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 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. 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.

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 and address it as a focus for Morning Meetings.

This year will be our 2nd year having clubs for our 3rd and 4th graders to attend on Fridays. Their participation in clubs improves their communication skills, fosters creative thinking, and teaches 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, including 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.

In Conroe ISD, we recognizing and appreciate cultural differences. In addition, Wilkinson Elementary's hiring practices of campus personnel are designed to reflect the cultural and

diverse student body as a priority. All students and personnel are valued members of our unique family, each playing a significant role in our success. 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 and by empowering our students to embrace their differences, we are striving to ensure that our students will be equipped to work and live in a global society. 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 new students 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.
- Morning Meetings support students' sense of belonging and connection to the school.
- 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: We do not have 100% of student engagement during independent practice time. The number of students falling below expectations on assessments continues to remain a high percentage of the campus. **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: Campus wide consistency in creating a positive classroom culture. In 2021-2022, we had 852 students, an increase in over 100 newly enrolled students from the year before. We had 429 referrals (not including tardies). **Root Cause:** There are indications the campus continues to need development in determination for addressing tiered levels of student behavior.

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. Our campus continues to utilize the campus' social media and our school messaging system 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.

Wilkinson Elementary partners with Communities in Schools to provide additional support for our students and families by collaborating about student and family needs and connecting families with community resources based on their needs.

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: 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: 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: Consistent, reciprocal communication from parents to teachers and staff about students' education and needs can improve. **Root Cause:** Increased needs at home within the last few years have made it more difficult for parents to take time to return or initiate communication with staff.

Priority Problem Statements

Problem Statement 1: HB3 Reading Students continue to struggle to read on grade level when entering First Grade from Kindergarten.

Root Cause 1: 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 1 Areas: Student Achievement

Problem Statement 2: HB3 Math Kindergarten and First Grade students struggle in many areas of the Early Math Assessments particularly place value.

Root Cause 2: There is a need to build teacher capacity using data from the Early Math Assessments at BOY and MOY to form groups and intervene with students.

Problem Statement 2 Areas: Student Achievement

Problem Statement 7: The 2022 TELPAS showed that only 14% of EB students grew at least one proficiency level.

Root Cause 7: There is a need to build teacher understanding of PLD levels by calibrating across grade levels throughout the year in each domain. In addition, we will have vertical alignment to discuss how to facilitate student growth.

Problem Statement 7 Areas: Student Achievement

Problem Statement 3: Special Education student groups are not meeting state standards. For each subject in both grade levels 0-7% of special education students met standard and 0% masters.

Root Cause 3: Academic strategies and content being taught to our special education students is not fully aligned to the grade level TEKS. Collaboration between general education and special education teacher has not been consistent.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Economically disadvantaged students are showing growth but continue to under-perform their non-economically disadvantaged peers.

Root Cause 4: Gaps in attendance, student mobility, and monitoring of RTI Interventions have contributed to stagnant growth for Eco Dis students.

Problem Statement 4 Areas: Student Achievement

Problem Statement 6: Although students have shown growth from 2021 STAAR, on the 2022 3rd Grade STAAR Reading only 49% of students met or mastered grade level standards.

Root Cause 6: Strategies and tools to increase high level comprehension skills are not implemented across grade levels and classrooms consistently.

Problem Statement 6 Areas: Student Achievement

Problem Statement 5: Although students have shown growth from 2021 STAAR, on the 2022 3rd Grade STAAR Math only 46% of students met or mastered grade level standards.

Root Cause 5: CISD solves components particularly Guided Math were not done with fidelity across grade levels prior to the 2020-2021 school year and continues to need support to develop instructional practices.

Problem Statement 5 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data
- RDA data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals

Goal 1: Student Achievement and Post-Secondary Success





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

Performance Objective 1: Increase the percent of 3rd grade students that score at the meets grade level or above on STAAR Reading from 49% to 55%.

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Reading Interventionist targets specific student groups (Meets and Masters) to grow student's BAS reading levels. Strategy's Expected Result/Impact: Meets and Master's performance will increase. Staff Responsible for Monitoring: Teachers, Interventionist, Instructional Coaches, District Coaches, Assistant Principal, and Principal Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 5, 6 Funding Sources: Academic Tutor - Title I - \$11,270, Reading Interventionist - ESSER III - \$70,000, Books - ESSER III - \$461	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Develop and monitor implementation of tiered small group instruction in reading. Strategy's Expected Result/Impact: Meets and Master's performance will increase. Staff Responsible for Monitoring: Teachers, Instructional Coaches, District Coaches, Assistant Principal, and Principal Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 6 Funding Sources: Staff Development (Teacher's College) - Title I - \$32,000, Instructional Materials - State Comp Ed - \$4,074		Formative			Summative
		Oct	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: HB3 Reading Students continue to struggle to read on grade level when entering First Grade from Kindergarten. 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.</p> <p>Problem Statement 5: Economically disadvantaged students are showing growth but continue to under-perform their non-economically disadvantaged peers. Root Cause: Gaps in attendance, student mobility, and monitoring of RTI Interventions have contributed to stagnant growth for Eco Dis students.</p> <p>Problem Statement 6: Although students have shown growth from 2021 STAAR, on the 2022 3rd Grade STAAR Reading only 49% of students met or mastered grade level standards. Root Cause: Strategies and tools to increase high level comprehension skills are not implemented across grade levels and classrooms consistently.</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 46% to 52% .

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Develop and monitor implementation of tiered small group instruction and anchor stations in math. Strategy's Expected Result/Impact: Meets and Masters performance will increase. Staff Responsible for Monitoring: Teachers, Instructional Coaches, District Coaches, Assistant Principal, and Principal Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 2, 7 Funding Sources: Instructional Materials - State Comp Ed - \$4,073	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Math Interventionist targets specific student groups (Meets and Masters) to grow student's Math skills and problem solving fluency. Strategy's Expected Result/Impact: Meets and Masters performance will increase. Staff Responsible for Monitoring: Teachers, Instructional Coaches, District Coaches, Assistant Principal, and Principal Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 7 Funding Sources: Tutoring - State Comp Ed - \$8,147, Instructional Paraprofessional - ESSER III - \$38,747.60		Formative			Summative
		Oct	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 2: HB3 Math Kindergarten and First Grade students struggle in many areas of the Early Math Assessments particularly place value. Root Cause: There is a need to build teacher capacity using data from the Early Math Assessments at BOY and MOY to form groups and intervene with students.</p> <p>Problem Statement 7: Although students have shown growth from 2021 STAAR, on the 2022 3rd Grade STAAR Math only 46% of students met or mastered grade level standards. Root Cause: CISD solves components particularly Guided Math were not done with fidelity across grade levels prior to the 2020-2021 school year and continues to need support to develop instructional practices.</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 3: Increase the percent of Special Education students that score approaching grade level on STAAR from 41% to 65% across all 4 reading and math tests.

HB3 Goal

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

Strategy 1 Details		Reviews			
Strategy 1: Ensuring CISD Instructional Practices are implemented with fidelity across all instructional settings. Strategy's Expected Result/Impact: Increase amount of special education students that meet approaches. Staff Responsible for Monitoring: Teachers, Instructional Coaches, District Coaches, Assistant Principal, and Principal Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 4		Formative			Summative
		Oct	Dec	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Targeted instructional support within each designated setting (Resource & Inclusion) that is aligned to grade level standards. Strategy's Expected Result/Impact: Increase amount of special education students that meet Approaches. Staff Responsible for Monitoring: Teachers, Instructional Coaches, District Coaches, Assistant Principal, and Principal Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 4		Formative			Summative
		Oct	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 4: Special Education student groups are not meeting state standards. For each subject in both grade levels 0-7% of special education students met standard and 0% masters. Root Cause: Academic strategies and content being taught to our special education students is not fully aligned to the grade level TEKS. Collaboration between general education and special education teacher has not been consistent.

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.

HB3 Goal

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
<p>Strategy 1: Monitor Economically Disadvantaged students attendance and create an action plan with families to address learning loss.</p> <p>Strategy's Expected Result/Impact: Result will increased student's instruction.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, District Coaches, Assistant Principal, and Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 5</p>				

Strategy 2 Details	Reviews			
Strategy 2: Targeted focus on increased Reading RtI interventions for Economically Disadvantaged students. Strategy's Expected Result/Impact: Increase of Economically Disadvantaged students reading on level. Staff Responsible for Monitoring: Teachers, Instructional Coaches, District Coaches, Assistant Principal, and Principal Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 5	Formative			Summative
	Oct	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 5: Economically disadvantaged students are showing growth but continue to under-perform their non-economically disadvantaged peers. Root Cause: Gaps in attendance, student mobility, and monitoring of RTI Interventions have contributed to stagnant growth for Eco Dis students.

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 28% to 40%.

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

Strategy 1 Details	Reviews			
Strategy 1: Evaluate and implement appropriate accommodations to meet student need. Strategy's Expected Result/Impact: Increase Meets and Master's scores. Staff Responsible for Monitoring: Teachers, Instructional Coaches, District Coaches, Assistant Principal, and Principal Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 3 Funding Sources: Books - Title III - \$350, Tutoring - Title III - \$1,500, Instructional Materials - Title III - \$500, Student Success Manager - State Comp Ed - \$62,870	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: ESL students utilize Imagine Learning to support language development. Strategy's Expected Result/Impact: Increase Meets and Masters. Staff Responsible for Monitoring: Teachers, Instructional Coaches, District Coaches, Assistant Principal, and	Formative			Summative
	Oct	Dec	Mar	June

Principal Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 3 Funding Sources: Technology - Title III - \$500				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 3: The 2022 TELPAS showed that only 14% of EB students grew at least one proficiency level. Root Cause: There is a need to build teacher understanding of PLD levels by calibrating across grade levels throughout the year in each domain. In addition, we will have vertical alignment to discuss how to facilitate student growth.

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	Reviews			
Strategy 1: The CORE Team will meet with the campus secretary Weekly to review budget and needs. Strategy's Expected Result/Impact: Campus will maintain responsible spending and reporting. Staff Responsible for Monitoring: CORE, Team, Campus Secretary and Principal TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The Principal will meet monthly with the PTA board to review PTA budget. Strategy's Expected Result/Impact: PTA will maintain responsible spending and reporting. Staff Responsible for Monitoring: PTA Board, and Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></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:

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	Reviews			
Strategy 1: CORE team will meet weekly to review data from instructional walk-throughs. Strategy's Expected Result/Impact: Implementation of CISD best practices will be monitored and supported for fidelity in practice campus wide. Staff Responsible for Monitoring: Instructional Coaches, Campus Leadership Team, Assistant Principal, & Principal Title I: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum	Formative			Summative
	Oct	Dec	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></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 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	Reviews			
Strategy 1: Partner with local universities to facilitate teacher preparation programs. Strategy's Expected Result/Impact: Obtain Highly qualified and diverse applicants. Staff Responsible for Monitoring: Teachers, Instructional Coaches, Assistant Principals, and Principal TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Oct	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></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: 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	Reviews			
Strategy 1: Develop the capacity of a team of teachers to evaluate and plan school safety measures through implementation of a campus Safety Team. Strategy's Expected Result/Impact: Increased awareness and structures regarding school safety. Staff Responsible for Monitoring: Teachers, Instructional Coaches, Assistant Principals, and Principal Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Funding Sources: Clinic Aide - ESSER III - \$10,312.40, Campus Nurse - ESSER III - \$24,275, Assistant Principal - ESSER II - \$92,105	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: School Leadership Team will observe and give Feedback to teachers surrounding the components of CHAMPS and effective use in the classroom. Strategy's Expected Result/Impact: 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. The classroom is safe and thoughtfully designed to engage, challenge and inspire students to participate in high-level learning beyond the learning objectives. Staff Responsible for Monitoring: Rtl & Instruction Team, Coaches, Assistant Principal & Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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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	Reviews			
Strategy 1: Provide family with administrator, district, teacher, and student created newsletters. Strategy's Expected Result/Impact: Increased awareness about instructional practices, volunteer opportunities, school needs, and events taking place at school. Staff Responsible for Monitoring: Teachers, Instructional Coaches, Assistant Principals, District Coaches, and Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Develop a streamlined schoolwide system to foster communication between families and staff. Strategy's Expected Result/Impact: One schoolwide system used to reduce confusion and make information readily accessible. Staff Responsible for Monitoring: Teachers, Instructional Coaches, Assistant Principals, and Principal Title I: 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Achievement 1, 2	Formative			Summative
	Oct	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Performance Objective 2 Problem Statements:





Student Achievement
<p>Problem Statement 1: HB3 Reading Students continue to struggle to read on grade level when entering First Grade from Kindergarten. 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.</p> <p>Problem Statement 2: HB3 Math Kindergarten and First Grade students struggle in many areas of the Early Math Assessments particularly place value. Root Cause: There is a need to build teacher capacity using data from the Early Math Assessments at BOY and MOY to form groups and intervene with students.</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	Reviews			
Strategy 1: Collaborate with Communities in Schools representative to provide a list of students with highest behavioral and emotional needs. Strategy's Expected Result/Impact: Increased student rapport with peers and teachers. Staff Responsible for Monitoring: Communities in Schools Representative, Counselor, Teachers, Assistant Principals, and Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Systematically contact stakeholders through various methods so they are aware of resources CIS offers within the community. Strategy's Expected Result/Impact: Increased number of student needs being met inside and outside of school. Staff Responsible for Monitoring: Communities in Schools Representative, Counselor, Teachers, Assistant Principals, and Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Mar	June
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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	Reviews			
Strategy 1: Offer professional development opportunities from district and campus coaches that offer choices to integrate tools and platforms. Strategy's Expected Result/Impact: Increased teacher knowledge of possibilities within different platforms and tools. Staff Responsible for Monitoring: Teachers, Instructional Coaches, Assistant Principals, and Principal Title I: 2.5 - TEA Priorities: Improve low-performing schools - Problem Statements: Student Achievement 5 Funding Sources: Technology Teacher - ESSER III - \$70,000	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Instructional leadership team(s) provides opportunities to observe peer classrooms and give feedback on optimal ways to enhance instruction with technology. Strategy's Expected Result/Impact: Increased use of technology by students that support and extend daily	Formative			Summative
	Oct	Dec	Mar	June

<p>instruction.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Campus Leadership Team, Assistant Principal, and Principal</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>				
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 5: Economically disadvantaged students are showing growth but continue to under-perform their non-economically disadvantaged peers. Root Cause: Gaps in attendance, student mobility, and monitoring of RTI Interventions have contributed to stagnant growth for Eco Dis students.</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	Reviews			
Strategy 1: Observe and provide Feedback in the areas of of Guided Math in areas of tiering small group instruction and anchor stations. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: RtI & Instruction Team, Coaches, Assistant Principal & Principal Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 7 Funding Sources: Math Instructional Coach - Title I - \$77,215, ERG Guided Math Consultant - ESSER III - \$7,000, ERG Guided Math Consultant - Title I - \$8,000, Lead4ward Professional Development - Title I - \$4,500 , Instructional Materials - Title I - \$16,589, Kinder Teacher - ESSER III - \$35,000, 1st Grade Teacher - ESSER III - \$35,000	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Observe and provide Feedback of student's application of transferring small group Reading strategies to Independent Reading practices. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: RtI & Instruction Team, Coaches, Assistant Principal & Principal Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum Problem Statements: Student Achievement 6 Funding Sources: Literacy Instructional Coach - Title I - \$76,468, Instructional Materials - Title I - \$16,728, Kinder Teacher - ESSER III - \$35,000, 1st Grade Teacher - ESSER III - \$35,000	Formative			Summative
	Oct	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 6: Although students have shown growth from 2021 STAAR, on the 2022 3rd Grade STAAR Reading only 49% of students met or mastered grade level standards. Root Cause: Strategies and tools to increase high level comprehension skills are not implemented across grade levels and classrooms consistently.
Problem Statement 7: Although students have shown growth from 2021 STAAR, on the 2022 3rd Grade STAAR Math only 46% of students met or mastered grade level standards. Root Cause: CISD solves components particularly Guided Math were not done with fidelity across grade levels prior to the 2020-2021 school year and continues to need support to develop instructional practices.

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

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Academic Tutor		\$11,270.00
1	1	2	Staff Development (Teacher's College)		\$32,000.00
5	2	1	Instructional Materials		\$16,589.00
5	2	1	Math Instructional Coach		\$77,215.00
5	2	1	Lead4ward Professional Development		\$4,500.00
5	2	1	ERG Guided Math Consultant		\$8,000.00
5	2	2	Literacy Instructional Coach		\$76,468.00
5	2	2	Instructional Materials		\$16,728.00
Sub-Total					\$242,770.00
Budgeted Fund Source Amount					\$242,770.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Instructional Materials		\$500.00
1	5	1	Books		\$350.00
1	5	1	Tutoring		\$1,500.00
1	5	2	Technology		\$500.00
Sub-Total					\$2,850.00
Budgeted Fund Source Amount					\$2,850.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Materials		\$4,074.00
1	2	1	Instructional Materials		\$4,073.00
1	2	2	Tutoring		\$8,147.00
1	5	1	Student Success Manager		\$62,870.00
Sub-Total					\$79,164.00

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$79,164.00
+/- Difference					\$0.00
ESSER II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Assistant Principal		\$92,105.00
Sub-Total					\$92,105.00
Budgeted Fund Source Amount					\$92,105.00
+/- Difference					\$0.00
ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Reading Interventionist		\$70,000.00
1	1	1	Books		\$461.00
1	2	2	Instructional Paraprofessional		\$38,747.60
4	1	1	Clinic Aide		\$10,312.40
4	1	1	Campus Nurse		\$24,275.00
5	1	1	Technology Teacher		\$70,000.00
5	2	1	1st Grade Teacher		\$35,000.00
5	2	1	ERG Guided Math Consultant		\$7,000.00
5	2	1	Kinder Teacher		\$35,000.00
5	2	2	Kinder Teacher		\$35,000.00
5	2	2	1st Grade Teacher		\$35,000.00
Sub-Total					\$360,796.00
Budgeted Fund Source Amount					\$360,796.00
+/- Difference					\$0.00
Grand Total Budgeted					\$777,685.00
Grand Total Spent					\$777,685.00
+/- Difference					\$0.00