

# **Schertz-Cibolo Universal City Independent School District**

## **Laura Ingalls Wilder Intermediate**

### **2021-2022 Campus Improvement Plan**



# **Mission Statement**

SCUC ISD, a diverse community founded in trust and transparency, commits to empower all students to fulfill lifelong potential; through inspiring learning experiences.

## **Vision**

Inspire-Innovate- EXCEL!

## **Value Statement**

Leadership, Character, Commitment, Service, Learning

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

We continue to have over 40% of economically disadvantaged students. Our At-risk number usually are about 4-5% higher averaging around 50%. These students tend to have lower reading levels and need increased support. We will continue to use our Response to Intervention (RTI) Program for reading and math for these students as well as other student groups. Our CIS counselor plays a significant part in ensuring the students' needs are met.

To a greater extent, instruction must be differentiated and scaffold to meet the individual needs of students with a broad array of academic readiness skills.

Data must be desegregated to meet the needs of students who may be at risk. English Language Learners continue to need improvement in growth in academic content to meet the State's passing expectations. With the growing numbers of ELL students a full time ESL teacher and full time Bilingual interventionist are crucial to student growth.

Special education students have increased 3%

Attendance Rate (2018-19) 96.1%

Enrollment by Race/Ethnicity

African American 6.9%

Hispanic 53.5%

White 32.2%

American Indian 0.4%

Asian 1.9%

Two or More Races 5.1%

Enrollment by Student Group E

Economically Disadvantaged 42.4%

Special Education 12.5%

English Learners 8.5%

Mobility Rate (2018-19) 12.6%

NUMBER OF FULL TIME STAFF 71.7

NUMBER OF FULL TIME TEACHERS 55.5

AVERAGE TEACHER SALARY \$59,984

### **Demographics Strengths**

The campus faculty and student population demographics represent a truly diverse population. Student to teacher ratios are reasonable and manageable allowing for more effective instructional opportunities. 64% of teachers have over 10 years of experience teaching. 37% of teachers have a Masters Degree. 100% of core content teachers are GT certified.

Campus in comprised of a diverse population.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Students do not have the necessary school supplies for the school year. **Root Cause:** Financial burden on parents who are economically disadvantaged.

# Student Learning

## Student Learning Summary

## Student Learning Strengths

# School Processes & Programs

## School Processes & Programs Summary

Master Schedule- Wilder restructured the Master schedule for the 2021-2022 school year due to feedback from our staff satisfaction survey as well as our parent survey. The master schedule will allow more devoted time to RTI as well as an ADV time

RTI- Our current RTI block did not provide flexible scheduling. Paperwork still could be simplified and the use of an electronic copy could be utilized. The RTI process at Wilder has shown to be a key part of our success.

Special Education- will continue to implement Inclusion/Co-Teach through our Special Education Department. Inclusion/Co-Teach classes will be supported by special education teachers and/or paraprofessional staff members. There will be a need for continued training for our special education and general education staff members throughout the school year. Based on STAAR data, special education students tend to struggle on state assessments. We will continue to focus on these areas. With the numbers of students with behaviors increasing, we will continue implementation of our RTI behavior intervention program (PBIS).

Dyslexia- Wilder has two trained Dyslexia Specialist to provide prescriptive, intense interventions on identified students. Students are referred and tested to qualify for admission to the dyslexia program. We will continue to provide our dyslexia services and would like to use our dyslexia specialist to help provide interventions for students in the RTI Program.

GT- Students are identified for the gifted and talented program by nominations and testing. Students are clustered at each grade level. These students continue to score at or above standard and achieve masters grade level performance on district level benchmarks and state assessments. We continue to offer staff development opportunities for all teachers to become/continue GT certified.

ESL- Our ELL population continues to grow and our ELL students are instructed by certified ESL teachers and/or our ESL pull out specialist at each grade level and content area. Struggling students are provided additional support through Response to Intervention Bi-lingual Interventionist. Based on 2017-18 STAAR data, ELL students will need continual support in reading to build fluency, comprehension, and vocabulary which could be achieved through the RTI program. Teachers and/or paraprofessionals will also provide additional classroom support/strategies to help them be successful in the areas of writing and science.

Specials- Wilder has certified Physical Education Teachers. 50% of our Physical Education Program will provide moderate to rigorous activities.

Counseling- See Comprehensive Program.

Technology- Wilder has a computer lab monitored by a highly qualified teacher who also serves as our Campus Technology Specialist. All classrooms have at least 3 computers and all of our core academic classrooms have a SMART board. All students are enriched by participating in a technology integration class weekly. We will continue to provide technology and support for the future with the advancement of technology in newer instructional materials adoptions and resources for learning.

PBIS/ Discipline - Wilder staff members attempt to be proactive in dealing with discipline by teaching good character and appropriate choices through our PBIS program. We have a campus core team trained in Non-Violent Crisis Intervention. , the assistant principal and counselor visit classrooms and P.E. classes to continue to teach good character and educate students about bullying, its effects on students, and our no tolerance for bullying. We will also continue the implementation of year 3 of our school-wide PBIS initiative.

CIS- \_\_\_ students were identified as homeless based on information gathered on the Student Residency Questionnaire. Being a school-wide Title I Program, CIS assists homeless students in the areas of instructional supplies, tutoring, and counseling. Homeless students also qualify for the Child Nutrition Program under the provisions of the McKinney-Vento Act.

Title 1- Wilder is a school-wide Title I Program. As evidenced in previous areas in our needs assessment data, students at Wilder could greatly benefit through the continued

implementation of our effective Response to Intervention (RTI) Program. There continues to be a need to utilize our Title I resources for staffing an RTI Interventionist, Academic Assistant Principal and ESL specialist for our campus to develop and build the program as well as to purchase interventions to be used for small group tier instruction.

State Compensatory Education- During the school year, state compensatory resources will continue to be utilized to provide highly qualified Reading specialist and after-school/in school accelerated instruction which will help to aid in the success of our students. Students attend the reading specialist to obtain strategies for reading. The after-school/in-school accelerated instruction is extremely useful in regards to helping students be successful in class and on state assessments; therefore, we will continue to use our SCE resources in this area as well.

Parent Involvement- At Wilder we continue to provide student planners (assignment books) for every student for daily use to ensure increased communication about academics and discipline between school and home. We conduct a “Meet the Teacher” Night before classes begin and an Open House in September to explain the Title I Program (student/parent/teacher compacts and parental involvement policy) Staff members communicate with parents either by phone/email or personal contact concerning academics, discipline and positive news. Our parental involvement policy is evaluated in September every year as well as through our Parent satisfaction surveys. Parents are included in the planning, implementation and evaluation of the campus parent involvement policies and the campus school-parent compacts.

PALS- Wilder is fortunate to have PALS (Peer Assistance and Leadership Students) from Clemens High School working in numerous classrooms with students, and a speaking bureau of various community/business representatives speak to our students and field questions during Career Day.

Wilder has a roster of parent volunteers, many of whom volunteer daily on the campus. Parents volunteer to serve on CIC and LPAC committees, and assist with school activities, including, field day, fundraisers, and family nights. Many parents attend teacher conferences at school. Wilder has many community agencies involved with the school in some form. (Savannah HOA, Kiwanis, Resurrection Church)

Continue to grow parent involvement nights; increase numbers of parents on TXConnect and continue to expand parent volunteer opportunities. Provide more opportunities for parents of English Language Learners.

Sept 2021- Credit recovery has been implemented for every Thursday.

Wilder benefits from an Instruction Coach who works with administrators, classroom teachers, campus and central office support staff to provide support to programs and/or services that supplement the regular education program, so students who attend economically disadvantaged campuses can succeed in school.

This person would:

1. Understand how the principles of adult learning theories affect professional learning.
2. Initiate collegiality and work cooperatively with others in a Professional Learning Community
3. Provide on-site professional learning for district and campus initiatives and supplemental programs.
4. Collaborate with grade-level teams to support the written, taught and assessed curriculum.
5. Collaborate with TTESS Appraiser to identify individual needs of teachers and align coaching support to improve instruction.
6. Model best teaching practices.
7. Monitor At Risk and Economically Disadvantaged programs and services.
8. Assist with coordinating, planning, goal setting, and monitoring of response to intervention, tutoring and enrichment programs and services.
9. Support teachers and administrators in disaggregating campus data to determine trends and targeted areas for improvement.
10. Participate in position-related professional development.



## School Processes & Programs Strengths

### Strengths

RTI: Allows teachers to meet the individual needs by providing small group instruction.

Campus Wide

Majority of students passed STAAR Reading

Current attendance is 97%

SPED: Great support from the team. Wood was very supportive

Dyslexia: Team is flexible and understanding of teacher's time. The changes have helped but still need improvement

GT: Cluster allows for greater extension of lessons and use of technology enhanced lessons. Clustered groups worked well.

ESL: ESL support in great. She knows the students well.

Counseling: Appreciate the guidance lessons during special times. Always supportive. Accessible due to not having to do testing and 504. Provides students with coping strategies. Lessons have value.

Technology: love the sign up sheet. The new addition of devices was very helpful

PBIS: Wilder bucks worked great. Love the clip boards for lunch detention.

CIS: Awesome! Very supportive and then some. Glad she stopped pulling from math

PALS: Great way for students to develop social skills.

PTC:

### Specials

- As of today 250+ estimated to participate in Extra Curricular Activities thorough band, orchestra, and choir with more to come with clubs starting.
- Potential growth in Fine Arts due to change in 5<sup>th</sup> grade schedule. 6<sup>th</sup> grade currently/only represents band, orchestra, and choir numbers.
- Techsperts have the opportunity to get Google Certified
- Approximately 600 students participated in Extra Curricular Activities like band, orchestra, choir, and clubs
- 5<sup>th</sup> and 6<sup>th</sup> grade were involved in Fine Arts numbers

- Added new club Techsperts based on staff feedback  
Used lunch and morning time to facilitate clubs

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Many intervention students did not pass STAAR Reading. **Root Cause:** Students struggle in reading because fluency is slow and laborious due to lack of vocabulary and decoding skills.

# Perceptions

## Perceptions Summary

The campus has several new staff members in teacher and paraprofessional positions. The overall campus climate is healthy and thriving. Teachers need continued opportunities to work collaboratively for a healthy and productive campus climate. Staff need additional opportunities to suggest and implement ideas for improved campus culture and climate. Campus administrators need to continue to find ways to keep staff excited and motivated.

Actions: **Send home more positive notes in planners \*\*Send positive emails \*\*Dojo/Remind 101 \*\*Positive office referrals \*\*Take learning surveys (students) \*\*Guided lesson on respect/manners**

**Parents Top 3** + --Learning is high priority --Safe environment --Clean and well maintained

## Perceptions Strengths

The campus has increased opportunities for collaboration, input, and training. Campus administration continues to seek and implement programs and ideas with evidence of proven success. Survey results of parents, students, and staff indicate high levels of satisfaction. Teachers at Wilder have the flexibility to be creative, the grade level teams collaborate well together The staff social committee plans activities often to treat teachers.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Observation Survey results

## Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

## 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

## 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

# Goals

**Goal 1:** All Graduates will be College and/or Career and/or Military Ready

**Performance Objective 1:** 100% of Wilder Intermediate students will show growth on all tested content areas and/or meet or exceed the progress measure.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize multiple sources of data to to help tailor instruction and identify students who may need interventions. tutoring, and or enrichment/advanced academics.</p> <p>Students in the lower percentile of the math and reading screeners will receive targeted instruction.</p> <p>Students in the middle percentile will receive tutoring on current grade level curriculum.</p> <p>Students in the higher percentile will receive enrichment instruction</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in performance for students identified below grade level. Students will earn a 1 or 2 on STAAR progress measure. At- Risk students will increase performance by at least 5% on all tested subject areas and/or meet or exceeds the progress measure.</p> <p>Increases in Meets and Masters</p> <p><b>Staff Responsible for Monitoring:</b> RTI teachers- Google form tracks all students data Classroom Teachers RTI Teachers Department Chairs Academic AP</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Credit Recovery will be implemented for students who have missed school or in jeopardy of loosing credit for a subject. Students will be able to attend to make up missing assignments as well as be provided instruction they may have missed.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide extra academic support Increase the performance of those not meeting grade level expectations. Provides students academic support to fill gaps in learning.</p> <p><b>Staff Responsible for Monitoring:</b> Asst principals Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Funding Sources:</b> Teachers, Snacks, Material - 199 - State Compensatory Education Funds - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3: Utilize an Instructional Coach</b> <b>Strategy's Expected Result/Impact:</b> Initiate collegiality and work cooperatively with others in a Professional Learning Community Provide on-site professional learning for district and campus initiatives and supplemental programs. Collaborate with grade-level teams to support the written, taught and assessed curriculum. Collaborate with TTESS Appraiser to identify individual needs of teachers and align coaching support to improve instruction. Model best teaching practices. Monitor At Risk and Economically Disadvantaged programs and services. Assist with coordinating, planning, goal setting, and monitoring of response to Intervention, tutoring and enrichment programs and services. Support teachers and administrators in disaggregating campus data to determine trends and targeted areas for improvement. Participate in position-related professional development. <b>Staff Responsible for Monitoring:</b> Principal Academic AP <b>Funding Sources:</b> Instructional Coach /Color printer - 211 - Title I, Part A - \$500, Create an instructional resource Library (Instructional Coach) - 211 - Title I, Part A - \$97.50	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



**Goal 1:** All Graduates will be College and/or Career and/or Military Ready

**Performance Objective 2:** 55% of 5th grade students will meet projected growth on the NWEA MAP assessment for math.

**HB3 Goal**

**Evaluation Data Sources:** CUA's, STAAR, Classroom Formative Assessments, District Benchmarks, Performance Observations. Performance Projects, RTI Progress reports,

**Goal 1:** All Graduates will be College and/or Career and/or Military Ready

**Performance Objective 3:** 53% of 5th grade students will meet projected growth on the NWEA MAP assessment for reading.





**HB3 Goal**

**Goal 1:** All Graduates will be College and/or Career and/or Military Ready

**Performance Objective 4:** 60% of 5th grade students will meet projected growth on the NWEA MAP assessment for science.

**Evaluation Data Sources:** CUA's, STAAR, Classroom Formative Assessments, District Benchmarks, Performance Observations. Performance Projects, RTI Progress reports,

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Interactive Journals that display Science Vocabulary definitions and visuals. Student reflections to check for understanding of concepts. <b>Strategy's Expected Result/Impact:</b> Increase in student vocabulary comprehension <b>Staff Responsible for Monitoring:</b> Administrators Depart Chairs Science Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Visual word walls that include vocabulary and the visual representation of the aid as it would be used in class. Anchor charts of visual aids and opportunities for students to create their own visual aids during appropriate assignments <b>Strategy's Expected Result/Impact:</b> The students will be able to correctly interpret data on visual aids 70% of the time. Lesson plans will contain formative and summative assessments that address questions/activities that give students opportunities to interpret maps, graphs, charts, visual aids. These opportunities can include lesson activities, spiraling reviews, and exit tickets. The activities will include the use of various types of visual aids and will be for remote and on campus learners when appropriate. <b>Staff Responsible for Monitoring:</b> Science Teachers Administrators <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Purchase resources and material that are aligned to learning objectives and enhance the learning environment. <b>Strategy's Expected Result/Impact:</b> Provides student the resources needed to plan and implement simple experimental investigations. <b>Staff Responsible for Monitoring:</b> Science Teachers <b>Title I Schoolwide Elements:</b> 2.4 <b>Funding Sources:</b> Materials and resources Science - 211 - Title I, Part A - \$800	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Utilize a science universal screener (NWEA) to identify TEKS that students have mastered and/or TEKS that will need better support during science accelerated instruction. <b>Strategy's Expected Result/Impact:</b> Data will be used to create AI groups for targeted instruction  Gaps in learning will be limited  Increase in passing standards on the Science STAAR assessment. <b>Staff Responsible for Monitoring:</b> Science Teachers Academic AP <b>Title I Schoolwide Elements:</b> 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress <div>  Accomplished <div>  Continue/Modify <div>  Discontinue </div> </div> </div> </div> </div>				

**Goal 1:** All Graduates will be College and/or Career and/or Military Ready

**Performance Objective 5:** 55% of 6th grade students will meet projected growth on the NWEA MAP assessment for math.

**HB3 Goal**

**Goal 1:** All Graduates will be College and/or Career and/or Military Ready

**Performance Objective 6:** 53% of 6th grade students will meet projected growth on the NWEA MAP assessment for reading.

**HB3 Goal**

**Goal 1:** All Graduates will be College and/or Career and/or Military Ready

**Performance Objective 7:** At least 50% of Special Education students will meet or exceed the progress measure on all tested subject areas.

**Evaluation Data Sources:** CUA's, STAAR, Classroom Formative Assessments, District Benchmarks, Performance Observations. Performance Projects, RTI Progress reports,

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize the Student Centered Scheduling Model to provide equitable services <b>Strategy's Expected Result/Impact:</b> Students will have class schedules that maximize their classroom and instructional time based upon student needs. <b>Staff Responsible for Monitoring:</b> Admin SPED Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5	Formative			Summative
	Nov	Jan	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 1:** All Graduates will be College and/or Career and/or Military Ready

**Performance Objective 8:** At least 70% of English Learners will meet or exceeds the progress measure.

**Evaluation Data Sources:** CUA's, STAAR, Classroom Formative Assessments, District Benchmarks, Performance Observations. Performance Projects, RTI Progress reports,

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 5th Math Increase the use of interactive vocabulary visuals. Increase use of models, visuals and illustrations by teachers and students. <b>Strategy's Expected Result/Impact:</b> Integrates vocabulary terms with Pictorial models and visuals. <b>Staff Responsible for Monitoring:</b> Administrators ESL Teacher Content Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 6th Grade Science/ELA DL Utilize buddy system/seating charts, small group, and individual conferences to increase reading fluency and vocabulary <b>Strategy's Expected Result/Impact:</b> Increase in fluency Imagine Learning Education Galaxy STAAR Reading <b>Staff Responsible for Monitoring:</b> Dual Language Teachers Administrators Teachers <b>Title I Schoolwide Elements:</b> 2.4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Use Visuals, verbal clues, and gestures during longer, elaborated academic discussions. Provide multiple opportunities to hear grade-appropriate spoken English in various academic and social settings. Allow students to see clarification as needed. <b>Strategy's Expected Result/Impact:</b> Comprehensive data Formal and informal assessments STAAR Reading data <b>Staff Responsible for Monitoring:</b> Dual Language Teachers Administrators Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June







Strategy 4 Details	Reviews			
<b>Strategy 4: 5th Grade Math</b> Teach students to use the translation dictionaries with comfort while also working closely with the ESL teacher for individual students needs. <b>Strategy's Expected Result/Impact:</b> Comprehensive data Formal and informal assessments STAAR Reading data <b>Staff Responsible for Monitoring:</b> Administrators ESL Teacher Content Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5: Bilingual Interventionist</b> -will work with classroom teachers, and campus support staff to plan and implement quality intervention for students in need of support in their language of instruction. The Bilingual Interventionist also evaluates students progress in both reading and math strengths and weaknesses, and plans for and supports parent involvement. <b>Staff Responsible for Monitoring:</b> Administrators Bilingual Interventionist <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> Bi Lingual Interventionist - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<b>Strategy 6: ESL Teacher</b> - provides specialized instruction for the purposes of developing the students ability to effectively perform courses of study in English and acquire the English language. <b>Staff Responsible for Monitoring:</b> Administrators ESL teacher <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> ESL Teacher - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<b>Strategy 7: Increase the availability of Spanish books in the library and classrooms.</b> Classroom books will be aligned to learning objectives. <b>Strategy's Expected Result/Impact:</b> Provide Spanish speaking students a broader array of reading leveled books to increase their fluency and comprehension.  Increase in Spanish literature to support classroom instruction. <b>Staff Responsible for Monitoring:</b> Librarian Academic Principal DL Teachers <b>Funding Sources:</b> Spanish Titled Books-Library - 211 - Title I, Part A - \$2,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Increase writing opportunities at least once a week across all subjects and providing word banks and sentence stems <b>Strategy's Expected Result/Impact:</b> 80% of our ELL students will demonstrate growth in the reading and writing TELPAS domains by the end of spring of 2021. <b>Staff Responsible for Monitoring:</b> Dual Language teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 1:** All Graduates will be College and/or Career and/or Military Ready

**Performance Objective 9:** At least 97% or above of students will meet the attendance requirement each school year.

**Evaluation Data Sources:** Daily attendance, TAPR Report





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Administrators will follow up with students who consistently are absent. Notify parents of excessive absences through email, phone calls, and/or mailed letters when a student is having excessive absences; intervene when/if necessary. <b>Strategy's Expected Result/Impact:</b> Increase in the attendance rate for Wilder.  Absent report maintains a constant level of satisfactory. <b>Staff Responsible for Monitoring:</b> Administrators PIEMS Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Communicate with parents educating them about the importance of attendance, compulsory attendance laws, and the effect of attendance on student performance. <b>Strategy's Expected Result/Impact:</b> Absent report maintains a constant level of satisfactory. <b>Staff Responsible for Monitoring:</b> Administrators PIEMS Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Credit Recovery will be implemented to meet the needs of students who have excessive absents. Students will be required to stay after school to complete missing work and also be provided instruction for missed days. <b>Strategy's Expected Result/Impact:</b> Students are able to receive missed instructional objectives to receive credit  Weekly opportunity for students to stay after school and receive support. <b>Staff Responsible for Monitoring:</b> Administrators Department Chairs Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Goal 1:** All Graduates will be College and/or Career and/or Military Ready

**Performance Objective 10:** 90% of At Risk students will meet or exceeds the progress measure.

**Evaluation Data Sources:** Formative assessments, CUA's, Benchmarks, STAAR test

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Accelerated Instruction will be provided for students who are at risk of not meeting the passing standards for their grade level. <b>Strategy's Expected Result/Impact:</b> At-Risk students increase performance on State required Assessments and District Summative Assessments <b>Staff Responsible for Monitoring:</b> Admin At-Risk Coordinator Accelerated Instruction Leads <b>Title I Schoolwide Elements:</b> 2.6 - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> STAAR MASTERS- Reading Gauntlet Spanish, Comp A Day) - 211 - Title I, Part A - \$940	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Reading Specialist will provide Dyslexia Interventions for Tier 3 Students. <b>Strategy's Expected Result/Impact:</b> Increase in the percentage of dyslexia students meeting the progress measure and/or meeting the satisfactory performance levels. <b>Staff Responsible for Monitoring:</b> Academic AP Principle <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum <b>Funding Sources:</b> 2 .0 FTE Reading Specialist - 199 - General Fund: SCE	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Intervention team will help develop students' content vocabulary to enhance academic learning by utilizing the Frayer Model, word walls, and a variety of vocabulary games. <b>Strategy's Expected Result/Impact:</b> Student will show academic growth on STAAR assessments by April 2021. <b>Staff Responsible for Monitoring:</b> Interventionist <b>Title I Schoolwide Elements:</b> 2.6	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Purchase Education Galaxy to support students at Risk <b>Strategy's Expected Result/Impact:</b> Adequate and timely intervention for at risk students <b>Staff Responsible for Monitoring:</b> RTI Team Academic AP <b>Title I Schoolwide Elements:</b> 2.6 <b>Funding Sources:</b> Education Galaxy License - 211 - Title I, Part A - \$4,400	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Accelerated Instruction will be provided for students who are At-Risk of not meeting the passing expectations in Reading, Science, and Math <b>Strategy's Expected Result/Impact:</b> Provide extra academic support Increase the performance of those not meeting grade level expectations. Provides students academic support to fill gaps in learning. <b>Staff Responsible for Monitoring:</b> ADMIN Accelerated Program Coordinator Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> Substitute Teachers Accelerated Instruction / SSI - 199 - State Compensatory Education Funds - 6112 - \$2,000, Materials/supplies/Reflex Math intervention - 199 - State Compensatory Education Funds - 6399 - \$3,436, Materials and Resources - Enrichment/ Tier 1-2 supplies - 211 - Title I, Part A - \$8,500	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>            0% No Progress         </div> <div>            100% Accomplished         </div> <div>            Continue/Modify         </div> <div>            Discontinue         </div> </div>				





**Goal 1:** All Graduates will be College and/or Career and/or Military Ready

**Performance Objective 11:** By 2024, Wilder will have enough technology devices to support a 1-1 ratio.

**Evaluation Data Sources:** 2022 - Wilder will be at 50% (technology to students)

2023- Wilder will be at 75% (technology to students)

2024- Wilder will be at 100% (technology to students)





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 2021- Purchase 60 Chromebooks and 2 carts <b>Strategy's Expected Result/Impact:</b> Will allow Wilder to test a grade level online. ( CUA's, QPA's, MAPS, STAAR,) <b>Staff Responsible for Monitoring:</b> Technology Committee <b>Funding Sources:</b> 60 chromebooks/ 2 carts - 211 - Title I, Part A - \$22,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

## Goal 2: High-performing and Engaged Workforce

**Performance Objective 1:** Wilder will score above the mean on the staff satisfaction engagement.

**Evaluation Data Sources:** Staff Satisfaction and Engagement survey

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide opportunities for teachers to attend Profession Development to support their classroom instruction. <b>Strategy's Expected Result/Impact:</b> Teachers attend PD in support of their practice. <b>Staff Responsible for Monitoring:</b> Admin <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum <b>Funding Sources:</b> Registration Fees for Professional Development. Substitutes - 211 - Title I, Part A - \$3,200	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Staff Professional Learning- Cultural Sensitivity <b>Strategy's Expected Result/Impact:</b> Awareness and understanding of the many cultural differences students bring to the campus. <b>Staff Responsible for Monitoring:</b> ADMIN <b>Title I Schoolwide Elements:</b> 2.6 - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> DIC members will share out notes from each DIC meeting during faculty meetings.  Important information from Team One, Principal, and Curriculum meetings will be shared out to all staff in the weekly staff email. <b>Strategy's Expected Result/Impact:</b> Increase 5% for "I feel well informed about decisions at SCUCISD" on the Staff Satisfaction and Engagement survey <b>Staff Responsible for Monitoring:</b> DIC Members Principal <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> One to one meetings with department leads will be scheduled throughout the year to determine department needs  <b>Strategy's Expected Result/Impact:</b> Increase 5% for " My manager helps me learn and grow" on the Staff Satisfaction and Engagement survey <b>Staff Responsible for Monitoring:</b> Principal Academic AP <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Implement and monitor Campus Professional Learning Action Plan based upon the feedback from staff and Comprehensive Needs Assessment.  <b>Strategy's Expected Result/Impact:</b> Increase 5% for " My manager helps me learn and grow" on the Staff Satisfaction and Engagement survey <b>Staff Responsible for Monitoring:</b> Principal Academic AP <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Teachers will participate in campus wide learning walks.  <b>Strategy's Expected Result/Impact:</b> Teachers will be able to share and lean instructional strategies from their peers. <b>Staff Responsible for Monitoring:</b> Principal Dept Chairs Academic AP <b>Funding Sources:</b> Substitute teachers - 211 - Title I, Part A - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Teachers will attend PD that provides the academic support to low performing areas in their content areas.  <b>Strategy's Expected Result/Impact:</b> Teachers will be able to implement new strategies that will increase student performance. <b>Staff Responsible for Monitoring:</b> Academic AP Teachers <b>Funding Sources:</b> Registration Fees/Contractual services - 211 - Title I, Part A - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				







### Goal 3: Highly Satisfied Students, Parents and Community

**Performance Objective 1:** Wilder will score above the mean for the student survey.

**Evaluation Data Sources:** Student Survey

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Book of the Month that aligns with the integration of social emotional component and SCUC traits of a Graduate. <b>Strategy's Expected Result/Impact:</b> Awareness and strategies for students social and emotional needs <b>Staff Responsible for Monitoring:</b> Counselor <b>Title I Schoolwide Elements:</b> 2.6 - ESF Levers: Lever 3: Positive School Culture <b>Funding Sources:</b> SEL Book Extension - 211 - Title I, Part A - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The campus will partner with Communities in Schools, Kiwanis, Meadowlands Orphanage, and Resurrection Church to support the needs of our students.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Create POD CAST for technology students <b>Strategy's Expected Result/Impact:</b> Expands students knowledge of technology and increasing their abilities to navigate through different platforms of technology. <b>Staff Responsible for Monitoring:</b> Tech Teacher <b>Title I Schoolwide Elements:</b> 2.5 <b>Funding Sources:</b> POD CAST Equipment- Headphones Microphone. - 211 - Title I, Part A - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> PBIS school store will be implemented at lunch. <b>Strategy's Expected Result/Impact:</b> Students have the opportunity to earn Wilder bucks for following the PBIS school wide expectations. Increase in positive behaviors. Recognizes students who are exhibiting positive behaviors. <b>Staff Responsible for Monitoring:</b> PBIS Counsloror <b>Funding Sources:</b> School store items for purchase by students. - 211 - Title I, Part A - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Implementation of our ALLY Committee	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Increase the use of technology enhanced lessons to increase student engagement and understanding. <b>Strategy's Expected Result/Impact:</b> Increased student engagement and understanding using a variety of learning strategies.  Increase the availability of devices. <b>Staff Responsible for Monitoring:</b> Technology Committee Classroom teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  0% No Progress           </div> <div>  100% Accomplished           </div> <div>  Continue/Modify           </div> <div>  Discontinue           </div> </div>				





### Goal 3: Highly Satisfied Students, Parents and Community

**Performance Objective 2:** Wilder will score above the mean on the parent satisfaction survey.

**Evaluation Data Sources:** Results from the Parent Satisfaction Survey

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers and staff will provided routine calls,emails and notes to parents informing them of their child's progress. <b>Strategy's Expected Result/Impact:</b> Parents are better informed of their child's academic and social emotional progress at school. <b>Staff Responsible for Monitoring:</b> Teachers Staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Weekly email to parents from the principal. Email will include important school expectations as well as upcoming important dates and events. Utilize social media as a tool for communication with stakeholders. <b>Strategy's Expected Result/Impact:</b> Parents will respond at the highest level on the Parent Survey. <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Wilder Campus Improvement Committee will meet quarterly to improve the educational outcomes at the school through a collaborative effort. The CIC will assess educational outcomes of all students, determine goals and strategies, and ensure that strategies are implemented and adjusted to improve student achievement. <b>Strategy's Expected Result/Impact:</b> Review and revise the Parent Involvement Policy  Review and revise the School -Parent Compacts  Review and approve the Federal and State compensatory Budgets  Review and approve the General Budget <b>Title I Schoolwide Elements:</b> 3.1, 3.2 <b>Funding Sources:</b> Spanish Translations - 211 - Title I, Part A - \$500	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Parent engagement strategies will target parent learning to support students both academically, socially and emotionally. <b>Strategy's Expected Result/Impact:</b> 80% of respondents will indicate satisfaction on SCUCISD Parent Satisfaction Survey by June 2022 COMMUNITY  80% of respondents will indicate satisfaction on SCUCISD Community Survey by June 2022 <b>Staff Responsible for Monitoring:</b> Academic AP Counselor <b>Title I Schoolwide Elements:</b> 3.2 <b>Funding Sources:</b> Dealing with tough issues...Bullies Brochure - 211 - Title I, Part A - Parent Engagement - \$76.50, Snacks/Resources/ Parent Engagement - 211 - Title I, Part A - \$2,000, Dyna Study academic content -TEKS Reference Guides - 211 - Title I, Part A - 61-6399 - \$450.36	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Ready to go Back packs will be made available for students who may be having a financial burden. They will contain the necessary school supplies for the school year. <b>Strategy's Expected Result/Impact:</b> Students will be have their necessary school supplies to be prepared for the school year. <b>Staff Responsible for Monitoring:</b> Academic Principal <b>Funding Sources:</b> School supply list for the 2020-2021 100 backpacks with supplies - 289 - Title IV, Part A - \$5,018	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Purchase daily planners for all students <b>Strategy's Expected Result/Impact:</b> Better communication with parents. Provides students necessary tool develop organizational and life skills. Planers will also contain relevant information that can be used at home <b>Staff Responsible for Monitoring:</b> Academic AP <b>Funding Sources:</b> Student Planners - 211 - Title I, Part A - \$4,800	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Utilize our Parent Engagement Liaisons positions to increase Parent Engagement. <b>Strategy's Expected Result/Impact:</b> Increase the opportunities for parent engagement  3 Year Plan- 1 year-Create the YAG for this years Parent Engagement Events  Mission Educate, Engage, Empower  To encourage parents to actively participate in educational programs for their children To strengthen the relationship between school staff, parents, students and the local community To address barriers keeping parents from being involved in their child's education <b>Staff Responsible for Monitoring:</b> Academic AP Parent Engagement Liaisons <b>Title I Schoolwide Elements:</b> 3.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Purchase Ear Buds/Case for all students. (Red Ribbon Week) <b>Strategy's Expected Result/Impact:</b> Helps provide awareness to Red Ribbon week Lessons. Also supports the District Health and safety protocols for COVID (every student has their own on ear buds) <b>Staff Responsible for Monitoring:</b> Counselor <b>Funding Sources:</b> Ear Buds/case (Red ribbon Week) - 211 - Title I, Part A - \$900	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Goal 4:** Effective and Efficient District and Campus Operations

# State Compensatory

## Personnel for Laura Ingalls Wilder Intermediate

<u>Name</u>	<u>Position</u>	<u>FTE</u>
		0
Kellie Johnson	Math Specialist	0
Maria Sepulveda	Reading Specialist	0
Theresa Fernandez	Reading Specialist	0

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Concepcion Galvan	ESL	ESL	
Michael Keough	Assistant Principal	Academic	
Sandra Ray	Bilingual Interventionist	RTI	



# Campus Funding Summary

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Instructional Coach /Color printer		\$500.00
1	1	3	Create an instructional resource Library (Instructional Coach)		\$97.50
1	4	3	Materials and resources Science		\$800.00
1	8	5	Bi Lingual Interventionist		\$0.00
1	8	6	ESL Teacher		\$0.00
1	8	7	Spanish Titled Books-Library		\$2,000.00
1	10	1	STAAR MASTERS- Reading Gauntlet Spanish, Comp A Day)		\$940.00
1	10	4	Education Galaxy License		\$4,400.00
1	10	5	Materials and Resources - Enrichment/ Tier 1-2 supplies		\$8,500.00
1	11	1	60 chromebooks/ 2 carts		\$22,000.00
2	1	1	Registration Fees for Professional Development. Substitutes		\$3,200.00
2	1	6	Substitute teachers		\$2,000.00
2	1	7	Registration Fees/Contractual services		\$3,000.00
3	1	1	SEL Book Extension		\$3,000.00
3	1	3	POD CAST Equipment- Headphones Microphone.		\$2,000.00
3	1	4	School store items for purchase by students.		\$1,000.00
3	2	3	Spanish Translations		\$500.00
3	2	4	Dealing with tough issues...Bullies Brochure	Parent Engagement	\$76.50
3	2	4	Snacks/Resources/ Parent Engagement		\$2,000.00
3	2	4	Dyna Study academic content -TEKS Reference Guides	61-6399	\$450.36
3	2	6	Student Planners		\$4,800.00
3	2	8	Ear Buds/case (Red ribbon Week)		\$900.00
Sub-Total					\$62,164.36
199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	10	2	2 .0 FTE Reading Specialist		\$0.00
Sub-Total					\$0.00

289 - Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	5	School supply list for the 2020-2021 100 backpacks with supplies		\$5,018.00
Sub-Total					\$5,018.00
199 - State Compensatory Education Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Teachers, Snacks, Material		\$3,000.00
1	10	5	Substitute Teachers Accelerated Instruction / SSI	6112	\$2,000.00
1	10	5	Materials/supplies/Reflex Math intervention	6399	\$3,436.00
Sub-Total					\$8,436.00
Grand Total					\$75,618.36

# Addendums



# PARENT ENGAGEMENT PARTNERING TOGETHER

## Schertz-Cibola-Universal City ISD Annual Action Plan 2017-2018

**Vision**  
Prepare EVERY student to  
be a productive citizen.

**Mission**  
Schertz-Cibola-Universal City ISD provides a safe, secure and challenging learning environment,  
through the responsible use of all resources, to afford opportunities for all students to realize  
their individual potential and to become responsible and productive members of society.

**Values**  
Leadership, Character, Commitment,  
Service, Learning

**Priority 1: High Achievement for  
All Students/Quality**

**Priority 2: High-performing and  
Engaged Workforce**

**Priority 3: Effective and Efficient District  
and Campus Operations**

Parent engagement in schools is defined as parents and school staff working together to support and improve the learning, development and health of children and adolescents.

Parent engagement in schools is a shared responsibility in which schools are committed to reaching out to engage parents in meaningful ways, and parents are committed to actively supporting their children's and adolescents' learning and development.

T-PESS (3.4) T-TESS (4.4)

LEAs and Schools receiving Title I, Part A funds are required to do the following:

1. The LEA must develop a Parent and Family Engagement Policy as outlined in ESSA Section 1116(a).
2. The LEA must reserve funds to assist schools with Parent and Family Engagement requirements as outlined in ESSA Section 1116(a).
3. The School(s) must develop a Parent and Family Engagement Policy as outlined in ESSA Section 1116(b).
4. The School(s) must adhere to the Parent Involvement Requirements as outlined in ESSA Section 1116(c).
5. The School(s) must develop a shared responsibility for a School-Parent Compact as outlined in ESSA Section 1116(d).
6. The LEA and School(s) must build capacity for involvement as outlined in ESSA Section 1116(e).
7. The LEA and School(s) must provide accessibility to Parents and Family member opportunities to participate as outlined in ESSA Section 1116(f).

## 2 year Plan:

### 2020-2021

- Identify two Parent Engagement liaisons
- Define roles and responsibilities of the Parent Engagement liaisons (year 1)
- Create Mission Statement (Nov)
- Create YAG of parent engagement activities by Oct 15
- Align Parent Education Resources to activities (Oct 30)
- Implement a Parent Survey for each workshop/training
- Develop and send an EOY Parent Survey (request for input) May 2021

### 2021-2022

- Identify two Parent Engagement liaisons (Aug 2021)
- Revise roles and responsibilities (year 2) (Lead the development of the Parent/School Compact and lead the development/Revision of the Parent Engagement Policy)
- Review the Parent Survey and align workshops/trainings (Aug 2021)
- Complete the YAG by Sept 1, 2021
- Align Parent Resources to support YAG by Oct 1, 2021
- Implement a Parent Survey for each workshop/training
- Develop/Revise and send an EOY Parent Survey (request for input) May 2022

# PARENT ENGAGEMENT PARTNERING TOGETHER

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Student Engagement Survey  
Data Summary Spring 2021

**Student Participation by School and for District across Survey Administration**

Schools	2017 N	2018 N	2019 N	2020 N	2021 N
Cibolo Valley Elementary School	123	81	150	99	155
Green Valley Elementary School	82	179	148	109	119
John A. Sippel Elementary School	126	125	124	89	228
Maxine & Lutrell Watts Elementary School	109	91	102	256	188
Norma J. Paschal Elementary School	119	98	140	260	242
O. G. Wiederstein Elementary School	156	118	130	0	176
Rose Garden Elementary School	91	93	115	209	148
Schertz Elementary School	101	98	153	230	202
Barbara C. Jordan Intermediate School	360	322	290	687	621
Elaine S. Schlather Intermediate School	397	334	379	825	676
Laura Ingalls Wilder Intermediate School	318	311	338	5	628
J. Frank Dobie Junior High School	705	510	482	10	903
Ray D. Corbett Junior High School	538	677	783	632	482
Allison L. Steele Enhanced Learning Center	19	4	30	0	1
Byron P. Steele II High School	539	904	502	420	690
Samuel Clemens High School	915	1068	570	0	396
<b>Total Participation</b>	<b>4698</b>	<b>5013</b>	<b>4467<sup>1</sup></b>	<b>3832<sup>1</sup></b>	<b>5871<sup>2</sup></b>

<sup>1</sup> Includes missing / school not selected.

<sup>2</sup> 16 students did not identify location.



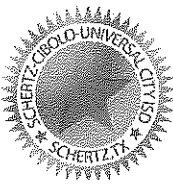
Student Engagement Survey  
Data Summary Spring 2021

**Overall Mean by School and for District**

Schools	2017	2018	2019	2020	2021
Cibola Valley Elementary School	4.07	3.92	3.99	3.78	4.12
Green Valley Elementary School	4.02	3.87	4.15	4.00	4.04
John A. Sippel Elementary School	4.19	3.85	4.06	4.17	4.07
Maxine & Lutrell Watts Elementary School	4.22	4.15	4.14	4.10	4.12
Norma J. Paschal Elementary School	3.97	3.89	4.03	4.10	4.23
O. G. Wiederstein Elementary School	4.07	4.32	4.05	n<5	4.16
Rose Garden Elementary School	4.06	4.27	4.15	4.06	3.90
Schertz Elementary School	3.93	3.98	4.21	4.26	3.93
Barbara C. Jordan Intermediate School	3.73	3.55	3.68	3.73	3.78
Elaine S. Schlather Intermediate School	3.31	3.35	3.51	3.70	3.76
Laura Ingalls Wilder Intermediate School	3.66	3.40	3.44	3.16	3.76
J. Frank Dobie Junior High School	3.17	3.18	3.28	2.01	3.44
Ray D. Corbett Junior High School	3.38	3.32	3.39	3.51	3.62
Allison L. Steele Enhanced Learning Center	4.06	-	4.28	n<5	n<5
Byron P. Steele II High School	3.53	3.59	3.71	3.74	3.67
Samuel Clemens High School	3.33	3.29	3.34	n<5	3.50
<b>Overall Mean<sup>1</sup></b>	<b>3.53</b>	<b>3.49</b>	<b>3.63</b>	<b>3.81</b>	<b>3.76</b>

<sup>1</sup> Beginning 2018, overall mean includes D1 item from elementary school level.





Student Engagement Survey  
Data Summary Spring 2021

Overall and Item Means by Survey Administration

	2017	2018	2019	2020	2021
1. Learning is important at my school.	4.23	4.12	4.21	4.33	4.28
2. Elective classes (non-core classes) add to my school experience. <sup>1</sup>	4.07	4.00	4.10	4.07	4.07
3. My teacher cares about me. *	3.72	3.66	3.83	4.11	3.77
4. I feel safe at my school.	3.68	3.56	3.72	3.90	3.82
5. School rules are fair. *	3.27	3.28	3.39	3.60	3.79
6. My school is clean. *	3.47	3.47	3.59	3.63	3.82
7. My principal is a good leader. *	4.01	4.11	4.32	4.55	4.32
8. I feel safe on the bus (only answer if you ride the bus).	3.51	3.53	3.64	3.68	3.75
9. There is healthy food for me to eat at lunch. *	3.16	3.04	3.33	3.68	3.42
10. When I have a problem, I know how to get help.	3.75	3.70	3.80	3.93	3.86
11. I set learning goals and track my progress.	3.50	3.44	3.44	3.54	3.47
12. My teachers challenge me to think.	3.87	3.81	3.92	4.10	4.00
13. My teachers ask me how I learn best.	3.04	2.96	3.12	3.39	3.31
14. My teacher lets me know when I do good work and have good behavior. *	3.25	3.21	3.58	3.86	3.66
15. Students show respect for each other at this school. **	2.67	2.63	2.78	3.05	3.20
16. I like going to my school each day. *	3.29	3.27	3.31	3.51	3.71
17. Learning is fun at my school. <sup>ES, IS, JH</sup>	3.25	3.14	3.25	3.55	3.37
D1. I enjoy P.E class. <sup>ES</sup>	-	-	-	4.26	4.41
19. My family is treated with respect at my school. <sup>HS</sup>	3.62	3.78	3.84	3.93	3.87
20. I regularly receive feedback from school staff about my academic progress. <sup>HS</sup>	3.22	3.23	3.33	3.39	3.38
21. I have opportunities to be successful at my school. <sup>HS</sup>	3.91	3.92	3.99	4.17	4.05
<b>Overall Mean</b>	<b>3.53</b>	<b>3.49</b>	<b>3.63</b>	<b>3.81</b>	<b>3.76</b>

\* Item text varies on high school survey. \*\* Item text varies on elementary and high school survey.

<sup>EM</sup> Elementary School Item <sup>IS, JH</sup> Intermediate / Junior High School Item <sup>HS</sup> High School Item

<sup>1</sup> High School text shown for this item. In 2018, elementary item split to "I enjoy art class" (2) and "I enjoy P.E." (D1). These two items are included in the overall item mean for this item.



Student Engagement Survey  
Data Summary Spring 2021

Overall and Item Top Box by Survey Administration

	2018	2019	2020	2021
1. Learning is important at my school.	37.98%	41.73%	49.96%	44.74%
2. Elective classes (non-core classes) add to my school experience. <sup>1</sup>	41.47%	45.27%	41.34%	37.43%
3. My teacher cares about me. *	26.48%	32.30%	45.03%	26.99%
4. I feel safe at my school.	22.44%	25.72%	32.54%	26.63%
5. School rules are fair. *	16.34%	19.10%	25.03%	24.42%
6. My school is clean. *	18.48%	20.34%	21.80%	25.89%
7. My principal is a good leader. *	45.77%	54.44%	67.77%	53.56%
8. I feel safe on the bus (only answer if you ride the bus).	23.64%	25.99%	27.72%	27.15%
9. There is healthy food for me to eat at lunch. *	14.59%	18.48%	27.38%	18.94%
10. When I have a problem, I know how to get help.	26.87%	28.65%	34.86%	28.70%
11. I set learning goals and track my progress.	19.90%	19.46%	21.30%	17.77%
12. My teachers challenge me to think.	29.40%	32.37%	41.05%	32.60%
13. My teachers ask me how I learn best.	15.33%	16.40%	21.21%	16.28%
14. My teacher lets me know when I do good work and have good behavior. *	18.59%	27.43%	35.48%	26.16%
15. Students show respect for each other at this school. **	8.14%	8.64%	11.99%	12.71%
16. I like going to my school each day. *	18.92%	19.64%	25.86%	27.24%
17. Learning is fun at my school. <sup>ES, IS, JH</sup>	18.37%	19.28%	27.38%	23.95%
D1. I enjoy P.E class. <sup>ES</sup>	66.21%	70.48%	61.83%	65.82%
19. My family is treated with respect at my school. <sup>HS</sup>	23.12%	22.94%	21.24%	21.28%
20. I regularly receive feedback from school staff about my academic progress. <sup>HS</sup>	14.68%	15.05%	13.33%	14.54%
21. I have opportunities to be successful at my school. <sup>HS</sup>	31.39%	31.37%	35.00%	32.19%
<b>Overall Top Box</b>	<b>23.96%</b>	<b>27.01%</b>	<b>33.31%</b>	<b>28.19%</b>

\* Item text varies on high school survey. \*\* Item text varies on elementary and high school survey.

<sup>EM</sup> Elementary School Item <sup>IS, JH</sup> Intermediate / Junior High School Item <sup>HS</sup> High School Item

<sup>1</sup> High School text shown for this item. In 2018, elementary item split to "I enjoy art class" (2) and "I enjoy P.E." (D1). These two items are included in the overall item mean for this item.



Student Engagement Survey  
Data Summary Spring 2021

Laura Ingalls Wilder Intermediate School

	2017	2018	2019	2020	2021
1. My learning is important at my school.	4.35	4.18	4.20	3.00	4.35
2. Special area classes such as art, music and P.E. add to my school experience.	4.04	3.84	3.83	3.20	4.18
3. The teachers, staff, and administrators at my school demonstrate genuine concern for me.	3.85	3.63	3.79	3.20	3.73
4. I feel safe at school.	3.83	3.59	3.57	3.60	3.82
5. School rules/disciplines plans are enforced consistently at my school.	3.10	3.09	3.06	2.20	3.90
6. My school is clean and well maintained.	3.67	3.40	3.44	3.00	3.92
7. The principal at my school is an effective leader.	4.12	4.04	4.05	3.80	4.18
8. I feel safe on the bus (only answer if you ride the bus).	3.54	3.39	3.54	4.20	3.60
9. I am satisfied with the healthy food choices provided by Food Services.	3.56	3.06	2.94	3.20	3.45
10. When I have a problem, I know how to get help.	3.78	3.69	3.63	3.00	3.93
11. I set learning goals and track my progress.	3.52	3.35	3.15	3.00	3.49
12. My teachers challenge me to think.	4.04	3.91	3.99	2.80	4.06
13. My teachers ask me how I learn best.	3.35	2.91	3.11	3.00	3.38
14. I am recognized for good work and behavior at my school.	3.81	3.55	3.64	2.80	3.84
15. Students at this school are respectful of each other.	2.85	2.28	2.63	3.00	3.12
16. I would recommend my school to others.	3.41	2.93	2.92	3.60	3.73
17. School is fun.	3.29	2.81	2.95	3.20	3.07



Parent Satisfaction Survey  
Data Summary Spring 2021

**Benchmark Mean (Items 1-17) by Survey Administration**

	2017	2018	2019	2020	2021
<i>Participation</i>	4,425	4,369	3,568	1,573	3,060
Benchmark Mean <sup>1</sup>	4.20	4.15	4.03	3.95	4.03
Top Box Percentage	44.4%	43.5%	39.5%	38.7%	40.4%

<sup>1</sup> Items 1-17 only

**Benchmark Items 1-17: Total Responses, Item Mean, Top Box Percentage**

	Mean	Count	Top Box
1. My child's learning is a high priority at this school.	4.19	3044	45.86%
2. School rules/discipline plans are enforced consistently at this school.	4.01	3031	35.70%
3. I regularly receive feedback from school staff on how well my child is learning.	3.55	3042	29.26%
4. My family is treated with respect at this school.	4.25	3035	47.08%
5. My child has every opportunity to be successful at this school.	4.11	3033	42.89%
6. My child has the necessary classroom supplies and equipment for effective learning.	4.23	3031	46.02%
7. I would recommend this school to other parents.	4.19	3048	47.05%
8. This school provides a safe environment for my child to learn.	4.24	3029	46.65%
9. My child is recognized for good work and behavior at this school.	3.89	3031	36.36%
10. The school is clean and well maintained.	4.25	3014	44.89%
11. The teachers, staff, and administration at this school demonstrate a genuine concern for my child.	4.05	3036	41.83%
12. I am proud to say I have a child at this school.	4.16	3039	44.72%
13. I receive positive phone calls, emails, or notes about my child from the school.	3.71	3034	33.39%
14. The principal at this school is approachable and reachable.	4.00	3032	40.53%
15. The principal at this school is an effective leader.	4.04	3022	41.23%
16. The Superintendent is an effective leader.	3.83	3011	30.12%
17. The Superintendent makes decisions that are in the best interest of children and parents of the district.	3.86	3016	32.16%

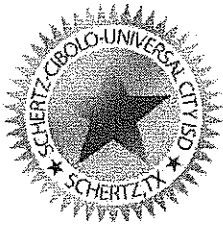


Parent Satisfaction Survey  
Data Summary Spring 2021

**District Items 18-28: Total Responses, Item Mean, Top Box Percentage**

	Mean	Count <sup>1</sup>	Top Box
18. I am satisfied with the Fine Arts programs in the school district.	3.98	2525	34.14%
19. I am satisfied with the wellness and PE programs in the school district.	4.10	2743	37.29%
20. I am satisfied with the second language programs in the school district.	3.75	2082	27.47%
21. I am satisfied with the career and tech programs in the school district.	3.90	2166	31.90%
22. I am satisfied with the gifted and talented programs in the school district.	3.74	1958	28.96%
23. I am satisfied with the use of technology in the school district.	3.97	2802	35.51%
24. I am satisfied with community and parent involvement in the school district.	3.90	2766	32.86%
25. The School District provides safe transportation for my child.	4.06	2185	41.01%
26. My child felt welcomed by teachers, staff and students in this school when our family moved into this area.	4.24	2511	49.30%
27. My family and I felt supported in our transition to SCUC ISD schools.	4.17	2458	45.65%
28. My child is aware of school staff who are able to help them.	4.18	2814	45.31%

<sup>1</sup> Responses of N/A not included within count.



Parent Satisfaction Survey  
Data Summary Spring 2021

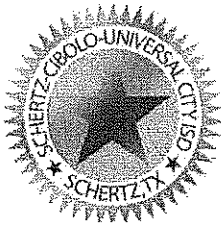
**Areas Working Well: Five<sup>1</sup> Highest Item Means across All Survey Items**

Item (listed by high to low mean)	Mean	Top Box
4. My family is treated with respect at this school.	4.25	47.08%
10. The school is clean and well maintained.	4.25	44.89%
8. This school provides a safe environment for my child to learn.	4.24	46.65%
6. My child has the necessary classroom supplies and equipment for effective learning.	4.23	46.02%
1. My child's learning is a high priority at this school.	4.19	45.86%
7. I would recommend this school to other parents.	4.19	47.05%

<sup>1</sup> Six items

**Areas for Improvement: Five Lowest Item Means across All Survey Items**

Item (listed by high to low mean)	Mean	Top Box
9. My child is recognized for good work and behavior at this school.	3.89	36.36%
17. The Superintendent makes decisions that are in the best interest of children and parents of the district.	3.86	32.16%
16. The Superintendent is an effective leader.	3.83	30.12%
13. I receive positive phone calls, emails, or notes about my child from the school.	3.71	33.39%
3. I regularly receive feedback from school-staff on how well my child is learning.	3.55	29.26%



Parent Satisfaction Survey  
Data Summary Spring 2021

**Parent Participation by School**

	2017	2018	2019	2020	2021
Cibolo Valley Elementary School	428	131	419	158	118
Green Valley Elementary School	234	231	97	64	73
John A. Sippel Elementary School	196	231	155	51	240
Maxine & Lutrell Watts Elementary School	179	243	209	52	223
Norma J. Paschal Elementary School	300	375	162	120	298
O. G. Wiederstein Elementary School	253	304	178	215	192
Rose Garden Elementary School	262	318	119	94	94
Schertz Elementary School	179	343	272	21	196
Barbara C. Jordan Intermediate School	89	261	190	92	156
Elaine S. Schlather Intermediate School	174	173	104	65	69
Laura Ingalls Wilder Intermediate School	191	220	134	61	103
J. Frank Dobie Junior High School	313	110	196	178	230
Ray D. Corbett Junior High School	131	140	296	64	132
Allison L. Steele Enhanced Learning Center	24	6	4	4	6
Byron P. Steele II High School	826	881	278	160	447
Samuel Clemens High School	645	402	746	171	480
DAEP	1	0	2	0	0
Toby Conner Agricultural Facility	-	0	7	0	-
<b>Total</b>	<b>4425</b>	<b>4369</b>	<b>3568</b>	<b>1570</b>	<b>3057<sup>1</sup></b>

<sup>1</sup> Three (3) parents did not identify a location



Parent Satisfaction Survey  
Data Summary Spring 2021

**Overall Mean by School**

	2017	2018	2019	2020	2021
Cibolo Valley Elementary School	4.44	4.20	4.01	3.61	3.13
Green Valley Elementary School	4.47	4.45	4.45	3.92	4.11
John A. Sippel Elementary School	4.45	4.43	4.39	4.13	4.37
Maxine & Lutrell Watts Elementary School	4.56	4.30	4.33	4.05	4.31
Norma J. Paschal Elementary School	4.48	4.47	4.39	4.27	4.37
O. G. Wiederstein Elementary School	4.49	4.45	4.39	4.46	4.43
Rose Garden Elementary School	4.44	4.44	4.42	4.21	3.76
Schertz Elementary School	4.27	4.36	4.41	3.45	4.20
Barbara C. Jordan Intermediate School	4.03	4.06	3.99	3.98	4.18
Elaine S. Schlather Intermediate School	4.19	4.25	4.06	3.91	3.94
Laura Ingalls Wilder Intermediate School	4.30	4.22	4.25	3.95	4.04
J. Frank Dobie Junior High School	3.80	3.43	3.61	3.63	3.62
Ray D. Corbett Junior High School	3.82	3.65	3.79	3.79	3.85
Allison L. Steele Enhanced Learning Center	4.40	4.05	n < 5	n < 5	4.38
Byron P. Steele II High School	4.02	3.91	4.02	3.88	3.93
Samuel Clemens High School	3.88	3.65	3.67	3.71	3.83
DAEP	n < 5	n < 5	n < 5	n < 5	n < 5
Toby Conner Agricultural Facility	-	n < 5	2.57	n < 5	n < 5
<b>Total</b>	<b>4.20</b>	<b>4.15</b>	<b>4.03</b>	<b>3.95</b>	<b>4.03</b>

**Military Families Served in the District**

	2019	2020	2021
Yes	1048	508	965
No	1734	792	1581





Parent Satisfaction Survey  
Data Summary Spring 2021

Appendix 1

Item Means and Benchmark Mean (1-17)

	2017	2018	2019	2020	2021
1. My child's learning is a high priority at this school.	4.39	4.35	4.23	4.16	4.19
2. School rules/discipline plans are enforced consistently at this school.	4.14	4.06	3.90	3.85	4.01
3. I regularly receive feedback from school staff on how well my child is learning.	3.81	3.78	3.62	3.58	3.55
4. My family is treated with respect at this school.	4.38	4.35	4.24	4.18	4.25
5. My child has every opportunity to be successful at this school.	4.30	4.28	4.14	4.01	4.11
6. My child has the necessary classroom supplies and equipment for effective learning.	4.36	4.32	4.22	4.13	4.23
7. I would recommend this school to other parents.	4.34	4.31	4.18	4.04	4.19
8. This school provides a safe environment for my child to learn.	4.39	4.28	4.16	4.09	4.24
9. My child is recognized for good work and behavior at this school.	4.11	4.07	3.93	3.85	3.89
10. The school is clean and well maintained.	4.45	4.34	4.30	4.28	4.25
11. The teachers, staff, and administration at this school demonstrate a genuine concern for my child.	4.20	4.20	4.07	3.97	4.05
12. I am proud to say I have a child at this school.	4.36	4.28	4.17	4.05	4.16
13. I receive positive phone calls, emails, or notes about my child from the school.	3.63	3.69	3.81	3.70	3.71
14. The principal at this school is approachable and reachable.	4.20	4.15	4.00	3.93	4.00
15. The principal at this school is an effective leader.	4.24	4.19	4.01	3.94	4.04
16. The Superintendent is an effective leader.	4.04	3.94	3.79	3.69	3.83
17. The Superintendent makes decisions that are in the best interest of children and parents of the district.	4.02	3.93	3.77	3.70	3.86
<b>Benchmark Mean (Items 1-17)</b>	<b>4.20</b>	<b>4.15</b>	<b>4.03</b>	<b>3.95</b>	<b>4.03</b>
18. I am satisfied with the Fine Arts programs in the school district.	4.03	3.97	3.83	3.89	3.98
19. I am satisfied with the wellness and PE programs in the school district.	4.17	4.13	4.05	4.07	4.10
20. I am satisfied with the second language programs in the school district.	3.90	3.77	3.66	3.39	3.75
21. I am satisfied with the career and tech programs in the school district.	4.03	3.90	3.91	3.77	3.90
22. I am satisfied with the gifted and talented programs in the school district.	3.90	3.76	3.58	3.49	3.74
23. I am satisfied with the use of technology in the school district.	4.10	4.04	3.90	3.93	3.97
24. I am satisfied with community and parent involvement in the school district.	4.11	4.06	3.96	3.90	3.90
25. The School District provides safe transportation for my child.	4.18	4.07	4.05	3.97	4.06
26. My child felt welcomed by teachers, staff and students in this school when our family moved into this area.	4.31	4.27	4.17	4.11	4.24
27. My family and I felt supported in our transition to SCUC ISD schools.	4.26	4.21	4.12	4.05	4.17
28. My child is aware of school staff who are able to help them.	4.30	4.28	4.18	4.18	4.18



Parent Satisfaction Survey  
Data Summary Spring 2021

Item Top Box and Benchmark Top Box (1-17)

	2018	2019	2020	2021
1. My child's learning is a high priority at this school.	51.49%	47.24%	46.81%	45.90%
2. School rules/discipline plans are enforced consistently at this school.	36.98%	32.89%	32.14%	35.72%
3. I regularly receive feedback from school staff on how well my child is learning.	34.59%	30.27%	30.50%	29.31%
4. My family is treated with respect at this school.	51.27%	46.37%	47.28%	47.16%
5. My child has every opportunity to be successful at this school.	48.42%	41.64%	40.75%	42.93%
6. My child has the necessary classroom supplies and equipment for effective learning.	46.76%	42.54%	41.64%	46.07%
7. I would recommend this school to other parents.	50.86%	46.27%	43.32%	47.09%
8. This school provides a safe environment for my child to learn.	47.71%	43.31%	42.87%	46.69%
9. My child is recognized for good work and behavior at this school.	42.09%	37.69%	36.36%	36.35%
10. The school is clean and well maintained.	49.47%	47.56%	48.05%	44.90%
11. The teachers, staff, and administration at this school demonstrate a genuine concern for my child.	45.99%	41.00%	42.28%	41.90%
12. I am proud to say I have a child at this school.	49.44%	45.09%	44.02%	44.73%
13. I receive positive phone calls, emails, or notes about my child from the school.	33.69%	35.23%	34.04%	33.44%
14. The principal at this school is approachable and reachable.	44.32%	40.74%	40.42%	40.50%
15. The principal at this school is an effective leader.	44.57%	39.86%	39.92%	41.23%
16. The Superintendent is an effective leader.	30.45%	27.15%	23.77%	30.14%
17. The Superintendent makes decisions that are in the best interest of children and parents of the district.	29.97%	26.71%	24.03%	32.18%
<b>Benchmark Top Box (Items 1-17)</b>	<b>43.5%</b>	<b>39.5%</b>	<b>38.74%</b>	<b>40.37%</b>
18. I am satisfied with the Fine Arts programs in the school district.	32.14%	29.92%	32.17%	34.14%
19. I am satisfied with the wellness and PE programs in the school district.	36.61%	36.06%	38.02%	37.34%
20. I am satisfied with the second language programs in the school district.	25.70%	25.08%	17.42%	27.51%
21. I am satisfied with the career and tech programs in the school district.	28.15%	31.51%	25.15%	31.93%
22. I am satisfied with the gifted and talented programs in the school district.	25.33%	24.82%	21.83%	29.00%
23. I am satisfied with the use of technology in the school district.	32.63%	30.05%	30.42%	35.53%
24. I am satisfied with community and parent involvement in the school district.	34.63%	32.50%	31.81%	32.87%
25. The School District provides safe transportation for my child.	36.32%	37.32%	35.37%	41.04%
26. My child felt welcomed by teachers, staff and students in this school when our family moved into this area.	47.84%	43.59%	44.08%	49.32%
27. My family and I felt supported in our transition to SCUC ISD schools.	43.95%	41.91%	40.18%	45.70%
28. My child is aware of school staff who are able to help them.	45.46%	41.44%	42.16%	45.34%



Parent Satisfaction Survey  
Data Summary-Spring 2021

<b>Laura Ingalls Wilder Intermediate School</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
1. My child's learning is a high priority at this school.	4.41	4.41	4.35	4.28	4.27
2. School rules/discipline plans are enforced consistently at this school.	4.28	4.14	4.19	3.95	4.06
3. I regularly receive feedback from school staff on how well my child is learning.	4.03	3.94	3.87	3.64	3.92
4. My family is treated with respect at this school.	4.46	4.43	4.37	4.33	4.21
5. My child has every opportunity to be successful at this school.	4.38	4.30	4.32	4.10	4.18
6. My child has the necessary classroom supplies and equipment for effective learning.	4.46	4.32	4.39	4.10	4.33
7. I would recommend this school to other parents.	4.38	4.32	4.31	3.92	4.15
8. This school provides a safe environment for my child to learn.	4.51	4.32	4.28	4.10	4.20
9. My child is recognized for good work and behavior at this school.	4.28	4.23	4.23	3.92	4.08
10. The school is clean and well maintained.	4.52	4.40	4.42	4.28	4.14
11. The teachers, staff, and administration at this school demonstrate a genuine concern for my child.	4.36	4.27	4.34	3.97	4.09
12. I am proud to say I have a child at this school.	4.40	4.29	4.34	3.93	4.11
13. I receive positive phone calls, notes, or e-mails about my child from the school.	3.83	3.96	4.14	3.84	3.99
14. The principal at this school is approachable and reachable.	4.23	4.19	4.23	3.90	4.07
15. The principal at this school is an effective leader.	4.28	4.16	4.23	4.02	4.12
16. The Superintendent is an effective leader.	4.16	4.05	4.13	3.44	3.43
17. The Superintendent makes decisions that are in the best interest of children and parents of the district.	4.19	4.05	4.07	3.46	3.48
<b>Benchmark Mean (Items 1-17)</b>	<b>4.30</b>	<b>4.22</b>	<b>4.25</b>	<b>3.95</b>	<b>4.04</b>
18. I am satisfied with the Fine Arts programs in the school district.	4.13	4.09	3.34	3.83	4.27
19. I am satisfied with the wellness and PE programs in the school district.	4.25	4.17	4.14	4.07	4.20
20. I am satisfied with the second language programs in the school district.	3.71	3.83	2.99	3.45	4.27
21. I am satisfied with the career and tech programs in the school district.	4.12	3.96	4.07	3.71	4.56
22. I am satisfied with the gifted and talented programs in the school district.	3.66	3.84	3.02	3.44	4.16
23. I am satisfied with the use of technology in the school district.	4.15	4.04	3.46	3.76	3.79
24. I am satisfied with community and parent involvement in the school district.	4.20	4.15	4.08	3.87	4.31
25. The School District provides safe transportation for my child.	4.17	4.02	4.13	4.02	4.37
26. My child felt welcomed by teachers, staff and students in this school when our family moved into this area.	4.44	4.21	4.12	4.02	4.46
27. My family and I felt supported in our transition to SCUC ISD schools.	4.39	4.19	4.19	4.07	4.51
28. My child is aware of school staff who are able to help them.	4.49	4.28	4.23	4.12	4.33

What is working well at your child's school?	What areas at your child's school could be improved?
.	Communication is lacking.
A lot of my answers were neutral due to the fact that we are learning at home, and this is very new to all.	My child started off with a "pod" of teachers in the beginning of the school year and was doing fairly well for online learning with the exception of needing a little math help. A few months into the school year that teacher "pod" was changed and his grades reflected that as well. As in, suddenly he is doing terrible in most subjects. My child spends hours upon hours a day working hard and not once have we received any sort of compliments. Daily I get multiple failing grades messages, texts and phone calls about missing assignments and failing grades. We did not start out this way, this did it occur with the first teacher pod. It's just exhausting to hear this daily.
Advanced classes work for my daughter. Last year on 5th grade she was bored at math class because it was not fast enough.	I would like the bilingual program from Kindergarten to 6th grade were more intense. Kids on other countries that go to bilingual schools, they use the second language much better.
Appreciate the genuine concern Mrs Dean and Mr Keough have shown us. We have had great support from our daughters teachers.	Monitors are really needed on the bus.
Communication	
communication between me and the teachers about my childs achievements and struggles have been great. i also feel my childs work load is not overwhelming and at a good pace.	n/a
everything is great	I would like more communication since we are not able to visit
Flexibility for @Home students	Accuracy of online assignments for @Home students.
Great school Tremendous difference in the communication about our sons education than at the elementary level.	
Great school. Coming from Paschal we see a vast difference in what's important. Wilder focus has been on our child's academics. We appreciate that.	Transportation.
Great staff and teachers. Seems everyone genuinely cares.	Would have liked to have seen the after school clubs.
He enjoys all his honors courses and he is enjoying the end as well.	No areas
I am satisfied with everything	No improvement needed
I appreciate how responsive the faculty and staff are when you need assistance.	
I love the support from the Counselor Mrs Dean,helped my daughter to feel better every day Pe	PE
La clase de Matematica es muy buena.	ELA
Mr. Solano has been a wonderful teacher. The assistant principal Mr. Keogh is very helpful and friendly. He solves issues immediately and effectively.	Other teachers do not make an effort with online students. They give assignments but really aren't there to help. Not all instructions are clear and our kids are expected to redo work when they turned it in but for some reason it was not received. Teachers take days to respond to questions about assignments. They upload assignments and spend short time on zoom then they're done teaching apparently.

Mrs. Soria has constant communication with me about how my child is doing. Ms. Gary provides a great learning environment. Me. Henkel has a great way of engaging students.	I am concern about my child carrying all her school supplies and books in the backpack. She has started to complain from back pain . I wis the school would be able to work this out.
My boys love their school. Communication with teachers is outstanding and very appreciated.	I have no thoughts or comments because I am impressed.
My child has just a couple of teachers who have taken a genuine interest in the students. These teachers seem to be few at the campus but have made a difference for my child.	My child(as well as many of their peers) often refer to Wilder as "the prison". From their perspective all they do is take test after test- there is no true learning/teaching happening because they jump from one test to the next. This is coming, I'm certain from the district level, so maybe it's SCUC that needs to be made aware. They often share that the teachers act like they(the students) are in the way and are a bother. The campus does not appear to have the best interest of the child in mind when making decisions for the campus.
My child is an at home learner and the district has provided my child with a device to work on.	The distance learning that the kids are using is not a one size fits all; as it's being used. Kids that struggle are not catching up or learning new material.
My child is at a mature age to continue with Virtual learning. Her teachers inform me through Class Dojo if she is missing any assignments. Also the principal keeps the parents aware of the activities taking place at the school.	The area in need of improvement would be when/ or if students needed to improve grades but because there wasn't much time between the week before and after Sprig Break. My daughter wasn't able to get in contact with her teachers.
My son is getting great Special Education with Wilder Intermediate. I appreciate all the support he has been given.	I have 2 children both in the same grade at Wilder, the one that receives Special Education services gets plenty of support and motivation. My other son does not receive Special Education services and I feel that he gets very little individualized attention or support within the classroom.
My son is happy to go to school and learning so much in school.	
My son's current teachers extreme patience	Provide teachers with more help with disruptive students.
No se mucho mi hija no hahido a esa escuela solo en linea	Pues que la recepcionista hable español tambien porque aveces hablamos y no nos entienden
Not on campus so no input	Remote learning and communication from teachers
Not sure how to answer this because of COVID, but everything seems to be going fine	unknown
Para mi es la atención que dan los Maestros hacia los niños.	Por ahora me párese bien todo
Remote learning at home is meeting the needs of my child.	No areas of concern need improvement.
She is loving her pod of teachers at Wilder and being with her friends again.	NA
Teachers, principal and staff have been great communicators and very respectful. My children are learning well and receiving help when needed and respect from teachers and staff.	The culture if the students is horrendous. I think that area desperately needs to be revamped with not only the students, but the parents as well.
The 5th grade dual language teachers at Wilder have been incredible!!	None

The at home program/procedures that SCUC is using to teach the kids at home is second to none. This district is so much more organized than the others. I am very impressed with their ability to stick to normal teaching standards during a pandemic.	The testing procedures need a bit of work. No kids want to test on a Saturday.
The attention the teachers have on how my son is performing. His teachers keep us informed.	Lunch takes a long time to get a meal
	Absolutely every single aspect of remote learning. For a district with high income residents, our education is failing our children and our district did not adjust to remote learning. It was expected when the pandemic started and nobody was expecting this but when school started again and our teachers are still "teaching" by sending video links and not easily accessible - the children have paid the price for the lack of preparation from our district. I have family and friends who teach all around the state of Texas and they are required to teach sessions live via google classroom and children are only counted present if they are on the camera - which means both the teacher/district and the student/parents are accountable.
The option to remain remote for the safety of our family	
The school updating parents about COVID-19 cases, the teachers are good at helping their students and ensuring they understand what they're learning, & the principal and vice principals are awesome.	None
The specials and fine arts program	Communication
The structure the teachers in his pod have implemented for 5th grade students. The ALE program and the assistance that is provided to their teachers	
The teachers and leadership are very helpful and I truly believe they care about my student	I can not think of anything
The teachers are open to taking calls during the day. I really appreciate that.	
The zoom classes are really helping.	Communication to my child from the teachers on the work to be done as he is home schooled.
There was a huge positive shift when teacher's were dedicated solely to @home learners. The difference in both my daughter's and the teacher's attitude become so much more focused, purposed and therefore relaxed. This supported a positive learning/working environment for both students and staff, in my opinion, and therefore I believe that the decision to have dedicated @home teachers was THE BEST decision that was made for everyone involved.	Assimilation for @ home learners when they do ultimately return to school.
They help he is needing to succeed in learning he is getting.	Mu child comes home from school upset and crying some days cause of how one of his teachers is with him and how he talks to him.
Transition from remote learning to in-person learning.	Registration — process was disjointed, not fluid/clear at all.
Wilder bucks are a motivator for my child. My daughter got a birthday card from the counselor which made her smile.	n/a
Yo creo que todo está muy bien	No lo se

	The weekly emails are great but could be shortened.
	Communication from teachers to parents about how student is doing academically, I haven't heard a thing all year, except what I see on papers/report card
	The appearance. Really looks like a prison.
	Parent/teacher communication needs work. Tutoring and the student's ability to retake or replace low grades.
	The mask mandate to have a choice on if it's worn or not.
	Less political policy in school and more teaching. Teach the subject matter and everything else is secondary.
	More discipline for the children. I had to ask my child's teacher to enable punishments for rude behavior and that shouldn't be something I need to ask a teacher to do. They are the leaders and the ones in charge of the children and I expect they would be working on discipline when necessary without needing permission from the parents. Additionally my child who is in honors courses has only had homework a handful of times all year and hardly any projects. This is worrisome and I wish that the teachers would be sending home more work for the children. It feels like this year has been very relaxed and I hope that changes next year.
	Better communication from teachers and staff.
	I noticed at some schools there are children not following the covid guidelines and they aren't enforced or corrected. This was before mandates were lifted. Mask half worn on the chin or below the nose and numerous children hanging out in close proximity.
	Better communication between teacher and parent/child

	La limpieza de los baños, siempre he escuchado que varios niños se quejan que tienen que esperar hasta llegar a sus casas porque los baños de las escuelas siempre estan sucios. Deberian tener personal que supervise la limpieza de los baños o personal de limpieza especificamente para limpiarlos todos los dias
	Customer service to parents. Specifically the front office staff could be friendlier to parents and the kids. Kids coming back to in-person learning from being quarantined may come in after the tardy bell because the school nurse has to clear kids to come back so if parents get email notification after 7:30am that their kid can return that day the font office women says unprofessional remark to my kid like you know what time the bell rings. So I had to explain to her he was on quarantine. That's just one example I have more. Bottom line if your going to work with kids and parents then you should be professional and kind. Parents have a lot going on with COVID and others things we don't need rude and unprofessional staff to add to it. Also teachers barely share progress on how your child is doing.
	Please allow the students to put their belongings (folders, composition books, pencil case, etc.). My child's backpack is extremely heavy and it's not good for her back at such a young age.
	Communication to parents/students between teachers and admin is often confusing with unclear/contradictory directions.



Is there anyone at your child's school that you would like to recognize for good work?
.
All my daughter's teachers have done an excellent job with her school year. She really enjoy being a good student, and help her friends when they ask for her help.
Traffic flow is GREAT unlike other schools in the area.
transportation dept was very easy to work with and understanding of our situation after the snow storm. i feel they did a great job. several teachers were very helpful in suggesting my child to participate in 504 classes. communication was great and very helpful.
great teachers
Appreciate all staff for their efforts to proactively communicate and adapt in this very fluid Covid situation.
6th grade teachers have been over supportive. Thank you Our son had difficult year at us previous campus. Nothing but good things this year
Mr Keough and Mrs Dean have showed great support when we needed it. He followed up weeks afterwards with us.
Mrs. Cloud and Mr Keough
Mrs. Cromartie math class my son enjoys her teaching style she puts them first and makes them believe in themselves. She also makes math fun and enjoyable. My son will come home excited about they have learned that day in class.
All his ALE teachers
Mrs. Dauphinas, Mr. Keough, Ms. Ford, Mrs. Edwards & Mr. Smith I really appreciate all they do for the students of Wilder
Mrs Dean,Mrs Gibbons,Ms.Regan
Sra. Arvin. Es muy buena maestra.
Mr. Solano is great at explaining assignments and quick to help and respond and check in.

Ms. Soria, Ms. Gary, Ms. Henkel, Mr. Martínez, Ms. Jensen
Ms. Shaw 5th grade teacher has been amazing with my son and our family.
There is, however, I will choose to do that personally.
Not at this time, between all the adjustments- COVID, learning styles all the teachers and staff need to be recognized. Also this year both students and teacher's shouldn't be penalized for performance or lack of performance. There are various factors to consider.
Ms. Hill, Mrs. Birdwell have been amazing!
Ms Shaw/Ms Hailey from wilder intermediate they took over classes of a teacher who retired and they should be recognized for there hard work.
No conoZco mucho solo una persona muy hable que conocí mis galvan la yrate poco pero fue muy amable
No
Yo creo todos merecen un reconocimiento porque en este tiempo de pandemia. Maestros y trabajadores an estado trabajando arduamente para los alumnos, A todos gracias por su esfuerzo.
All teachers are performing well.
NA
Mrs. Weir called me just to give positive feedback about my son. She explained that normally a call from the school is only negative and that day she felt like she should do positivity calls. I was so very impressed with this unique idea and found so much kindness and thoughtfulness in this! That is top notch teaching right there! The principal and counselor were both very responsive to my concerns of the profanity and vulgar language the kids at this school used by students on a daily basis. I am very pleased that they took my concerns seriously and had absolutely no subtle tones of annoyance behind their call backs. Thank you!
Ms. Gonzales in 5th grade dual language has been so kind and helpful with all the new virtual learning!

Ms. Haley. Such an amazing teacher. Her love for teaching is both inspiring and admirable.

Appreciate Mr Keough calling us and sharing great things our daughter had done. First time I have got a phone call from an Asst Principal and it was a great one.

n.a

Liezel Rose, Erin Robertson, Kira Mooney, Sara Reagan, Patricia Gibbons, Kathy Bruce, Kelly Arvin, Shari Jensen, Dawn Soria

Ms. Cook is amazing, Ms. Schnider, Ms. Bruce and Mr. Snider work really hard for my son. Everyone at Wilder works really hard and efficient.

Mr. Smith from Wilder is amazing

No

The @ home teaching pod consisting of Mrs. Lyssy, Mrs. Maldonado and Mrs. Moreno. They have been nothing short of OUTSTANDING!!!!

Sarah Dean is an amazing counselor!

Mr. Young is working with 5th graders interested in Orchestra before school which is going above and beyond.

Al Señor Norman Solano y Karla Ortiz.

Mr. Dennis. He has provided my son a love for science and social studies. I would also like to recognize Mr. Young. His passion for teaching and his students is evident.

Our son had a difficult year in 5th grade. Mr Keough was extremely helpful in turning it around for him. This year he loves going to school.
Mr Keough Mrs Vigil Mrs Robertson
No
The leadership team has been great. We have had Mr Keough for two years now and he has been very supportive. We miss Mrs Martin but Mrs Dean has been a great addition.
Mrs Cloud Mrs. Dean. Mr. Keough.
Mrs. Ford. My son is in her Honors math course. We were worried math would be harder learning remotely but she has done an amazing job! Her dedication to the students is seen in her lengthy zoom sessions with the kids. She stays on with them till they understand!
Mrs cloud Mr keough
Words cannot describe how thankful for the care Mr Keough has placed with our son. Everyday he takes time to say hello and see how he is doing. We hope he knows just how much we have appreciated him.
Ms. Mooney has been wonderful this year.
Mrs, Andrews from 9th grade math 1.She has been able to help my son when he has struggled so many times with his learning disabilities before with other teachers.Also,he has never claimed a favorite teacher in math and she is his.He enjoys going to class.That alone from a student that hates it is epic to me.

Creo que todos los maestros hacen buen trabajo
Mrs. Mooney, Mrs. Robertson, Ms. Strickland
Stacy Armstrong for her positive communication with me as a parent.

## 2021-2022 Wilder Intermediate Federal & State Compensatory Budget

P1: All Graduates will be College and/or Career and/or Military Ready

P2: High-performing and Engaged Workforce

P3: Highly Satisfied Students, Parents and Community

P4: Efficient District and Campus Operations

Title 1 and 4 Expenditures				
Item	Description		Resources Needed	Amount
Planners	Planners are provided to every student	1		\$4,500.00
Education Galaxy	150 seats - Math and ELA	1	PD 495.00 license 2475.00	\$4,400.00
Technology	2 Chrome Book Carts			
Professional Development	Staff Trainings		Purchased 2020-2021 funds	\$3,000.00
Grade level Resources	Supplemental Tier 2 material			\$3,000
Accelerated Instruction	In school program for students who are not meeting the passing standards Saturday Camp will be impnetd for TIER 3 @HOME students		Subs Material Teacher Pay Snacks	\$2,000.00
Spanish Literature (Content aligned)		1		\$1,000.00
Parent Engagment	Workshops and Tutorials	1		\$3,000.00
			<b>Total</b>	<b>\$20,900</b>
State Compensatory Education Expenditures				
Item	Description		Resources Needed	Amount
Credit Recovery	After school program for students who are in jeopardy of losing credit for a class. (30 days)	P1	Teachers Material Snacks	\$2,500.00
Accelerated Instruction	In school program for students who are not meeting the passing standards		Subs Material	\$2,000.00
General Supplies				\$2,000.00
		P4	<b>Total</b>	<b>\$6,500</b>
Student Activity (Fundraiser)				
Library Books	Replace and additions of new literature		Books	\$2,000.00
Art	Replace and additions of new material			\$1,000.00
Orchestra	Replace and additions of new instruments			\$1,000.00
PBIS Incentives	Supplies		Supplies	\$1,000.00
PE Supplies	Replacement of Supplies		Misc equipment	\$1,600.00
CIS	Supplies			\$500.00
PBIS	Student Incentives		School Store	\$1,000.00
Band	Replace and additions of new instruments			\$1,000.00
Choir	Piano		Piano	\$3,000.00
Teachesr pay				\$1,000.00
				<b>\$13,100.00</b>

Approved \_\_\_\_\_ by Camps Improvement Committee

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