WEST COLUMBIA EL
Campus Improvement Plan
2023/2024

"Catch the Challenge! Learn for Life!" CBISD
#AnchoredinExcellence WCE

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WEST COLUMBIA EL

Mission

To prepare all learners for lifelong success.

Vision

Vision: To be a community committed to excellence in serving ALL learners.

Values: Give your best everyday, while getting better at your job or helping someone else get better at their job.

WEST COLUMBIA EL Site Base

Name	Position
Morra, Leigh Ann	Kinder Team Leader
Criswell, Jennifer	1st team leader
Nawara, Brittney	2nd team leader
Williams, Becky	3rd team leader
Langford, Korey	4th team leader
Hammond, Misty	5th team leader
Worden, Rachel	Parent, PTO President
Bolton, Roxana	Principal
Howard, Iris	Assistant Principal
Erwin, Pam	Counselor
Graham, Kate	Behavior Interventionist, AP

WEST COLUMBIA EL

Goal 1.   (Safety and Security) Provide learning environments that are safe, positive and conducive to learning.

Objective 1.   (Outside agencies) Utlize the support of outside agencies (CIS, Brazoria County Mental Heath, Brazoria County Counseling Center, First Baptist Church, St. John's Catholic Church, Saint Mary's Episcopal Church, & CHS Pals) to meet the social welfare needs of our students, provide mental health services to those who need it, provide extra-curriculars like Good News Club, CCE, and Camp Allen.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Include outside agencies in parent activities such Literacy nights, parent involvement activities, ACE, CIS events, Veterans programs, Title I meetings to provide parents and families with information and assistance. (Title I SW Elements: 1.1,2.1,2.3,2.6,3.1) (Target Group: All) (Strategic Priorities: 1,4) (ESF2019: 1,1.1,3,3.3,3.4,5.4) (ESF2021: 3.4)	Assistant Principal(s), Club Sponsors, Instructional Staff, Principal	August- May	(F)Title I-Federal - $25,000, (F)Title II Princ/Tchr Improvement, (F)Title IV Safe and Drug Free - $1,000, (S)Communities in Schools - $18,000	Criteria: Feedback from participants on the value of the information presented.

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Goal 1. (Safety and Security) Provide learning environments that are safe, positive and conducive to learning.

Objective 2. (Positive Behavior Supports) Align school-wide behavioral expectations across the school through our site-based PBIS committee. We will also train staff on: Neurological processes of trauma and stress, Deescalation strategies and CPI, and Trauma informed classroom practices no less than twice a year. Teachers will also lead students in monthly social emotional lessons that cover social skills, manners, and relationship building from the 7 Mindsets Curriculum.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teach behavioral expectations across the school through our site-based PBIS committee. Conduct Deescalation strategies and CPI training. (Title I SW Elements: 2.1,2.2,2.4,2.6) (Target Group: SPED,AtRisk,504) (Strategic Priorities: 1) (ESF2019: 1,1.2,3,3.2,5,5.2) (ESF2021: 3.2)	Assistant Principal(s), Counselor(s), Intervention Teachers, Principal, Teacher(s)	August -October	(F)Title I - $122,000, (F)Title IV Safe and Drug Free, (S)State Comp Ed	Criteria: Training logs

WEST COLUMBIA EL

Goal 1.   (Safety and Security) Provide learning environments that are safe, positive and conducive to learning.

Objective 3.   (Campus Crisis Training) We will give the "I love you guys" training to all our staff in August, hold regular drills as mandated by the state (monthly), and offer CPR training annually. We will also complete weekly campus perimeter checks (at a minimum). Will will institute a closed classroom door procedure immediately following breakfast until dismissal (daily). We will also update our visitor procedures for award days to increase campus security measures by limiting visitors' access to grade level hallways.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct safety reviews based on data from response time for drills, surveys, etc. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.6) (Target Group: All) (Strategic Priorities: 1) (ESF: 3,3.2)	Assistant Principal(s), Counselor(s), Principal	August- May	(S)State & local funding	

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Goal 2. (Student Achievement) WCE will achieve a B in Achievement (Domain 1) by reaching 85% Approaches, 55% Meets and 25% Masters.

Objective 1. (Commissioner Focus: Build a Foundation of Reading and Math) Percentage of students reading on grade level by start of 3rd grade will increase up to 5% each year to reach 70-80% or higher by 2024.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Intervention teachers, Literacy Coaches, and all Instructional Leaders will work through Coaching Walk-throughs and job embeded professional developement during PLCs to build capacity in instructional areas and provide support to ELAR staff with the new curriculum and with sound instructional practices. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All,K,1st,2nd,3rd) (Strategic Priorities: 2,4) (ESF2019: 1.1,1.2,2.2,4,4.1,5,5.1,5.2,5.3,5.4) (ESF2021: 1,1.1,1.2,4,4.1,5,5.1,5.2,5.4)	Core Subject Teachers, Dyslexia specialist, ESL staff, Instructional/Literacy Coach, Intervention Staff, Lead Teacher	August- May	(F)Title I - $130,000	Criteria: NWEA Maps Growth Data

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Goal 2. (Student Achievement) WCE will achieve a B in Achievement (Domain 1) by reaching 85% Approaches, 55% Meets and 25% Masters.

Objective 2. (Commissioner Focus Area: Improve Low performing Schools) Testing areas below state average will grow 5% annually until scores are at or above the state average.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Review BOY NWEA MAPs and Dibels data. Use Data-Driven instructional PLCs to adjust instruction accordingly. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF2019: 4,4.1,5,5.1,5.3) (ESF2021: 5.3)	Assistant Principal(s), Campus Testing Coordinator(s), Core Subject Teachers, Instructional/Literacy Coach, Principal, Sped staff	October- January	(F)Title I - $120,000, (L)DMAC Data Analysis Software , (L)Local Funds, (S)State Comp Ed - $180,000	Criteria: Previous STAAR Scores/Results NWEA Map Growth Dibels Data
2. At semester, review growth on MOY NWEA Maps and Dibels testing, and STAAR Release tests. (Title I SW Elements: 2.2,2.4,2.5,2.6) (Target Group: All,ECD,ESL,EB,SPED,AtRisk,Dys,504) (Strategic Priorities: 1,2,4) (ESF2019: 1,1.2,3,3.3,4,4.1,5,5.1,5.3,5.4) (ESF2021: 5.3)	Assistant Principal(s), Campus Testing Coordinator(s), Core Subject Teachers, Dyslexia specialist, ESL staff, Instructional/Literacy Coach, Intervention Staff, Intervention Teachers, Principal, Response to Intervention Team, Special Ed Teachers	January- February	(F)IDEA (Sped) - $180,000, (F)Title I - $120,000, (L)DMAC Data Analysis Software , (L)Local Funds, (S)State Comp Ed - $180,000	Criteria: NWEA Map Growth scores, Dibels Scores and Previous year's STAAR

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Goal 2. (Student Achievement) WCE will achieve a B in Achievement (Domain 1) by reaching 85% Approaches, 55% Meets and 25% Masters.

Objective 3. (High Quality Curriculum) Teachers will use their PLC time to internalize and customize the HQIMs provided through our Curriculum and Assessments will be vetted for TEKS alignment throughout the year to sure alignment to the TEKS.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct training and PLC's to ensure staff know TEKS and highest leverage strategies for teaching and learning; as well as to develop re-teach plans based on high-leverage TEKS. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF2019: 1,1.1,2,2.2,4,4.1,5,5.1,5.3) (ESF2021: 5.2,5.4)	Assistant Principal(s), Instructional/Literacy Coach, Intervention Teachers, Lead Teacher, Principal	August -May	(F)Title I - $120,000, (F)Title II Princ/Tchr Improvement - $2,000, (S)State Comp Ed - $180,000	Criteria: PLC agenda's, PLC minutes, lesson plans, and Walk-through data
2. Students will utilize typing. com once a week to develop their keyboarding/typing skills for their short and extended constructed responses. (Target Group: 3rd,4th,5th)	Instructional Paraprofessionals, Instructional Staff	Aug. - May	(F)Title IV Safe and Drug Free - $1,000	Criteria: Student Typing Profienciey level data according to typing.com reports

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Goal 2. (Student Achievement) WCE will achieve a B in Achievement (Domain 1) by reaching 85% Approaches, 55% Meets and 25% Masters.

Objective 4. (Effective Instruction) Instructional leadership team will provide TLAC & Lead4ward PD to instructional staff a minimum of 5 times during plcs annually and complete no less than 5 instructional walk-throughs/observations per teacher to check for fidelitly of implementation. Success/Growth/Improvement will be measured through kick-up coaching tracking forms and walk-through observations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use TIL process with up to 3 teacher monthly to ensure teachers are utilizing at least one high lever strategies to enhance learning. (Title I SW Elements: 1.1,2.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF2019: 1,1.1,1.2,2,2.2,5,5.2,5.4) (ESF2021: 1.2,5.2)	Assistant Principal(s), Instructional/Literacy Coach, Principal	August- May	(F)Title I - $120,000, (F)Title II Princ/Tchr Improvement - $2,000	Criteria: TIL growth information
2. Curriculum and Assessments will be aligned to the TEKS with a year long scope and sequence (ESF 4.1). (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,4.1)	Assistant Principal(s), Core Subject Teachers, District Assessment Coordinator, Instructional Staff, Instructional/Literacy Coach, Lead Teacher, Principal	June - May	(F)Title I - $120,000, (L)DMAC Data Analysis Software , (L)Lead4Ward resources, (L)TRS curriculum resources, (S)Consultants Training	Criteria: Instructional Coaches/Leaders will use their resources and collaborate with teachers to develop a firm scope and sequence as well as year long assessments and assessment plan for the school year during in the summer months; then present, review and revisit with the teachers all throughout the year. Lesson plans and observations will be used to evaluate the success of the Scope and Sequence and assessments.
3. Provide in class support from paraprofessionals to support academic outcomes. (Title I SW Elements: 2.5,2.6) (Target Group: BI,ESL,Migrant,EB,SPED,GT,AtRisk,504) (Strategic Priorities: 2,4) (ESF: 5.4)	Instructional Paraprofessionals	Aug. - May	(F)Federal Funds - $60,000, (F)IDEA (Sped) - $30,000	

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Goal 2. (Student Achievement) WCE will achieve a B in Achievement (Domain 1) by reaching 85% Approaches, 55% Meets and 25% Masters.

Objective 5. (STAAR Achievement Goals) STAAR Grade levels have set Achievement Goals of 85% Approaches, 55% Meets, and 25% Masters overall in order to achieve a higher B status.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Student/Teacher Goal Setting Conference (Title I SW Elements: 1.1,2.5) (Target Group: W,AA,ECD,3rd,4th,5th) (Strategic Priorities: 2,4) (ESF: 5.1,5.2,5.3)	Assistant Principal(s), Core Subject Teachers, Instructional/Literacy Coach, Intervention Teachers, Principal, Sped staff	Quarterly	(F)IDEA (Sped) - $180,000, (F)Title I - $70,000, (F)Title I-Federal, (F)Title II Princ/Tchr Improvement, (F)Title III Bilingual / ESL, (L)DMAC Data Analysis Software , (L)Lead4Ward resources, (L)Local Funds, (L)TRS curriculum resources, (S)ESL, (S)State & local funding , (S)State Comp Ed - $180,000	Criteria: Completed Goal Setting Forms
2. Students will progress monitor their growth and achievement in a student data tracker. (Title I SW Elements: 2.5) (Target Group: 3rd,4th,5th) (Strategic Priorities: 4) (ESF: 5.3)	Instructional Staff, Teacher(s)	Aug. - May		Criteria: Student Data Trackers

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Goal 2. (Student Achievement) WCE will achieve a B in Achievement (Domain 1) by reaching 85% Approaches, 55% Meets and 25% Masters.

Objective 6. (Set goals of 85% growth for grade 3-5 on STAAR measures.) Teachers will progress monitor students previous STAAR scores as well as current STAAR release scores project and set goals for needed growth. These goals will be placed in their student data trackers. Teachers and Admin. staff will then progress monitor these goals through on-going goal setting conferences.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will monitor their progress band goals in their student data trackers. Admin. staff will come to the classroom every 6 weeks to check students data. If students make 5% growth or meet their growth goal, they will receive a treat from the student goodie cart. (Title I SW Elements: 2.2,2.5) (Strategic Priorities: 2,4) (ESF: 1.2)	Assistant Principal(s), Instructional Staff, Principal	Aug- March		Criteria: Student Data tracking folders

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Goal 3. (Student Growth) WCE will increase Student Growth (Domain 2) Part A or B by achieveing a scaled score of 85.

Objective 1. (Continuous Growth) Students will achieve gains each year to achieve an 85% growth overall by 2024.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will show a minimum of 2% gain in their growth as measured through reading assessments and math assessments through quality first instruction, interventions, small group instruction and in class support. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF2019: 1,1.2,4,4.1,5,5.1,5.2,5.3,5.4) (ESF2021: 2.1,3.3)	Assistant Principal(s), Core Subject Teachers, Dyslexia specialist, ESL staff, Instructional Paraprofessionals, Instructional/Literacy Coach, Intervention Staff, Lead Teacher, Principal, Response to Intervention Team, Sped staff	August -May	(F)Federal Funds - $60,000, (F)IDEA (Sped) - $180,000, (F)Title I - $70,000, (F)Title III Bilingual / ESL - $1,000, (L)DMAC Data Analysis Software , (S)State Comp Ed Personnel - $180,000	Criteria: assessment results

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Goal 3.   (Student Growth) WCE will increase Student Growth (Domain 2) Part A or B by achieveing a scaled score of 85.

Objective 2.   (Objective Driven Lesson Plans w/ Formative Assessments (ESF Lever 5.1)) Teachers will submit objective driven lesson plans ensure that lessons are aligned to the TEKS. Teachers will include exit tickets that are aligned to the objective.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will submit (for evaluation), objective driven, TEKS aligned lesson plans to ensure that lessons are aligned to the TEKS. Teachers will also include EXIT TICKETS / FORMATIVE ASSESSMENTS that are aligned to the objective in order to monitor the students' progress toward mastering the objectives of each lesson. (Title I SW Elements: 1.1,2.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 5,5.1,5.3)	Instructional Staff, Instructional/Literacy Coach, Principal, Teacher(s)	Aug. - May	(F)IDEA (Sped) - $180,000, (S)Consultants Training, (S)State Comp Ed - $180,000	Criteria: Lesson plans will be evaluated for TEKS aligned objective driven lessons that include formative assessments (exit tickets). "Power walk" walk-throughs will also be completed to ensure that the lessons submitted are being taught in the classrooms with fidelity as well.

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Goal 3. (Student Growth) WCE will increase Student Growth (Domain 2) Part A or B by achieveing a scaled score of 85.

Objective 3. (Create a consistent cycle of Data Driven Instruction (ESF 5.3)) Teachers and Instructional leaders will systematically review their exit tickets (no less than weekly) and BME MAPS/Dibels data no less than twice a year to respond to data with data driven instruction. Teacher will the using the Data Analysis spreadsheet, goal setting and progress monitoring trackers that are supported by a school-wide incentive program to track their progress.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will use formative and summative assessment at the end of each unit/module, to develop targeted interventions. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: H,W,AA,ECD,ESL,EB,SPED,GT,AtRisk,Dys,3rd,4th,5th) (Strategic Priorities: 2,4) (ESF: 5,5.3)	Instructional Paraprofessionals, Instructional Staff, Intervention Staff, Intervention Teachers, Principal, Response to Intervention Team, Special Ed Teachers, Sped staff	Oct. - May	(F)Federal Funds - $30,000, (F)IDEA (Sped) - $60,000, (F)Title I - $120,000, (S)State Comp Ed - $60,000	Criteria: Personnel providing remedial instruction during interventions based on formative/summative data: SPED/Dyslexia Personnel: Carlos Armintor Dyslexia/504 Coordinator: Heather Martin ESL/Interventionist: Rebecca Holley Acceleration Subs Classroom Teachers Mastery of TEKS and growth over time on data points listed on Progress Monitoring Spreadsheets will be the evaluation criteria.
2. Teachers, Instructional coaches and admin. will evaluate BME (MAPS/Dibels) assessments to give instructional feedback to teachers on first and small group instruction in order to support student growth. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 1.1,1.2,4.1,5.1,5.2,5.3)	Assistant Principal(s), Core Subject Teachers, Dyslexia specialist, Instructional Staff, Instructional/Literacy Coach, Intervention Staff, Intervention Teachers, Principal, Teacher(s)	Aug. - May	(F)Title I - $70,000	Criteria: DMAC formative assessment data reports, MAPs data reports, student data trackers, Dibels reports
3. Teachers and students will progress monitor their MAPS, Dibels and exit ticket data to support growth using the student data trackers. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 5.3)	Assistant Principal(s), Principal, Teacher(s)	Aug. - May		Criteria: Student data trackers

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Goal 4. (Closing the Achievement Gap) WCE will maintain a B in Closing the Achievement Gap (Domain 3), but raise our score from an 85 to an 88.

Objective 1. (Parent Engagement Events) We will provide opportunities for parents to engage in their children's education and partner with the school to support student success in all areas. (i.e. Parent/Teacher conferences in the Fall and Spring, etc.)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Parent/Teacher conferences will be held each semester. Parents will see how their student is performing in relation to their peers, will be given practical strategies and resources for helping their child at home, and they will set goals for their students' growth in reading and math. (Title I SW Elements: 2.1,2.3,3.1,3.2) (Target Group: All) (Strategic Priorities: 4) (ESF2019: 3,3.4) (ESF2021: 3,3.4)	Assistant Principal(s), Department Heads, Instructional Staff, Principal, Teacher(s)	Sept/Oct and Jan/Feb		Criteria: STAAR, mClass and NWEA Map Growth data

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Goal 4. (Closing the Achievement Gap) WCE will maintain a B in Closing the Achievement Gap (Domain 3), but raise our score from an 85 to an 88.

Objective 2. (Targeted Instructional Support through the use of Paraprofesisonals & Acceleration Subs) We will utilize academic intervention support and remediation for targeting struggling students who are not meeting grade level standards through the use of in class support and acceleration sub pull outs tutorials.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Acceleration Substitutes will be used to bolster the achievement of struggling students in K-3 ELAR and 3-5 Math by pulling small group tutoring twice weekly. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 2,5,5.4)	Assistant Principal(s), Principal, Teacher(s)	October - May	(L)TRS curriculum resources	Criteria: Student growth progress and achievement will be evaluated using NWEA Maps Growth data, DIBELS/mCLASS data in ELAR and EUREKA module exams in math.

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Goal 5. (Culture and Climate) WCE will continue to foster a culture of Excellence that propels high expectations, grit and resilience, accountability for all, a growth mindset and a productive struggle.

Objective 1. (Commissioner Focus: Recruit, support and train teachers and principals) Staff retention will improve from 88.6% to 90%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Staff can nominate their peers for "The Principal's Cup" recognition, which is a golden tea cup, for exemplifying excellence in their work. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF2019: 1,1.1,3,3.1) (ESF2021: 1,1.1,3,3.1)	Principal	Monthly, Aug - May	(L)Local Funds	Criteria: retention rates
2. Teachers will be given the opportunity to have extended planning periods by offering enrichment once a week to each grade level (providing an additional 45 minutes to teachers for planning) as well as bi-annual half-days for Eureka planning. (Title I SW Elements: 3.2) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)	Assistant Principal(s), Principal, Teacher(s)	Aug. - May		Criteria: Retention rates
3. The principal will send out videos bi-monthly to the staff, highlighting "shout-outs" of staff success, excellence, or exhibiting countinuous growth and improvement. (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)	Principal	Aug. - May		Criteria: Staff retention rates

WEST COLUMBIA EL

Goal 5. (Culture and Climate) WCE will continue to foster a culture of Excellence that propels high expectations, grit and resilience, accountability for all, a growth mindset and a productive struggle.

Objective 2. (Excellence Systems and Routines) WCE Staff and students will uphold campus systems and routines that support our pursuit of excellence.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will memorize, recite and practice the "Wildcatter Creed". Willing to learn Intelligent Loved by my teachers Determined and dedicated Capable of great things Always on time Talented in my own way Trustworthy and compassionate Eager to strive of excellence Responsible, respectful and resilient (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF2019: 3,3.1,3.2) (ESF2021: 3,3.1,3.2)	Assistant Principal(s), Counselor(s), Instructional Staff, Principal	Aug- May	(L)Local Funds	Criteria: Evidence daily of creed
2. Students will cheer, memorize and practice our "Pillars of Excellence" daily. The Golden Rule, Empathy, Self-Control, Resilience, Effort, Perseverance, etc. Each Friday, one student in each grade receives the Excellence Award for exemplifying the pillars of excellence. They wear an excellence sash all day, parents are called and they get their picture on Facebook. Student nominations are also taken for the "Principal's Choice Excellence Award Winner" weekly. (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 1) (ESF2019: 3,3.1,3.2) (ESF2021: 3,3.1,3.2)	Assistant Principal(s), Counselor(s), Instructional Staff, Principal	Aug- May	(L)Local Funds	
3. Build a sense of community and tradition with "Community time" in the hallways each morning where students recite their pledges, creed and pillars of excellence. Students and staff will be greet each other as they re-enter the classroom as well. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF2019: 3,3.1,3.2) (ESF2021: 3,3.1,3.2)	Assistant Principal(s), Counselor(s), Principal	Aug -May	(L)Local Funds	

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Goal 5.   (Culture and Climate) WCE will continue to foster a culture of Excellence that propels high expectations, grit and resilience, accountability for all, a growth mindset and a productive struggle.

Objective 3.   (Implement an Social Emotional Learning Specials class.) Students will learn The 7 Mindsets, social skills, manners, best health and safety practices, learn drug and alcohol awareness, bully prevention and character education.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Once a week, students will attend the Social Emotional Learning Specials Class. In class they will learn Character Education, Social Emotional strategies for dealing with stress, health, anxiety, self-care, mental health conditions, etc... as well as Drug awareness, bike/fire/water safety. (Title I SW Elements: 1.1,2.1,2.3,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.2,3.3)	Counselor(s), Instructional Paraprofessionals, Instructional Staff, Principal	Aug. - May		Criteria: Success will be evidenced by Excellence Award winners & office referral data

Comprehensive Needs Assessment

Demographics

Demographics Summary

Strengths: We have a positive school climate where Grit, Resilience and our Pillars of Excellence are taught and reinforced daily. Our Positive School Behavior Support committee has aligned all our of behavior expectations and the staff have implemented "The Wildcatter Way" School-wide. After years of targeted effort, WCE has achieved an 85 in the area of Closing the Achievement Gap. WCE also achieved an overall STAAR score is an 82, and our achievement is finally in the "B" range. We continue to strive for a larger percentage of students to meet the Meets criteria, but 81% of our students showed a year's worth of growth. Our goal for 2022 was 82/53/23 and we achieved 83/53/22! We finally met our goal of becoming a B campus after 6 years of hard work. But in the spirit of continuous growth and achievement, it is time for our next step goals. We will seek to not only maintain our 83/53/22 achievement, but set new goals for 85/55/25 achievement and 85% growth.

Weaknesses: We still need to focus on of our EB, AA and SPED students' achievement/growth and our ELL Telpas achievement. In addition, our Third and Fourth grade ELAR achievement scores need to move into the 80% approaches & 55% Meets.

Needs: WCE has developed assessments and lesson plans that are TEKS aligned with a year long Scope and Sequence across the board. We are working toward our PLCs being more teacher-led and data driven. Teachers also need support and professional development and accountability in writing objective-driven daily lesson plans with formative assessments and developing data-driven instruction. PLCs will focus more on alignment in our instruction, differentiated instructional strategies, academic dialogue as well as student goal setting and progress monitoring. We will also develop and implement the SMARTER lesson planning process to support teacher-led planning and data cycles. Teachers/Students will also follow our school-wide incentive plan to support an improvement in attendance and academics.

Summary: WCE is a Kinder through 5th grade Title One campus with approximately 691 students.
We have approximately an 6.2% African American, 30% Hispanic, 60% White, and 3.2 % two or more races student population. We have 3.6% GT, 8.5% Emergent Bilingual, and 21% SPED. We are approximately 59.5% Economically Disadvantaged and 53% At-Risk.

Teacher Demographics: Our teachers are predominately white. We are constantly seeking to hire more teachers who reflect the demographics of our student body. 98% of our teachers are certified and highly qualified. All of our paraprofessionals are highly qualified with several with 2 and 4 year college degrees.

We are struggling to make adequate progress in the AA, SPED, EB and Eco. Dis. populations. We need to maintain and even increase our scores above the 80s and achieve 85% growth or higher on our STAAR assessment. We are working hard to build capacity among our staff through embedded professional development in TLAC and lead4ward strategies. Also, through the use of family engagement strategies, parent training, MTSS Intervention, systematic and aligned instruction and assessment, and creating a culture of high expectations and accountability, we hope to see continued gains this year.

Student Achievement

Student Achievement Summary

WCE's strengths lie in the emphasis we have cultivated in quality first instruction, teacher capacity, and a culture of excellence. Slow and steady progress has been our key to

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

success. In 6 years time we have gone from a D to B campus. We are now achieving, growing, and closing gaps. Our staff climate and culture is established as evidenced by our improved retention rates as well. We attribute this to:
*Job embedded PD for teachers in PLCs
*Instructional Coaching
*Consistent cycles of data-driven instruction
*Standards aligned lesson plans and assessments
*A culture of excellence/Strong PBIS
*A school-wide incentive program
*Progress monitoring/Goal setting

WCE's weaknesses are the lasting effects of COVID on our students (lack of student educational exposure, emphasis on the importance of school/attendance, lack of socialization, etc...), struggles to recruit and hire highly quality minority staff, recruiting highly qualified teachers to our rural area, and a lack of spanish speaking teachers. Our students' low SES status, at risk factors and past traumas also provide us with a great deal of academic, behavioral and social need challenges.

School Culture and Climate

School Culture and Climate Summary

Summary: WCE has an overall friendly climate a strong "Roughneck" culture. As Wildcatters (and future Roughnecks) we strive to exemplify excellence in all we do.

Strengths/Weaknesses:
We observe "Community Time" each morning as we recite our pledges, national anthem, Wildcatter Creed and chant our Pillars of Excellence. Teachers and students alike are recognized for exemplifying excellence through Excellence Awards, The Principal's Choice Excellence Award, and The Principal's Cup award.

Our teachers and students also greet each other as they enter the classroom to foster personal relationships between teachers and students with high expectations for their interpersonal skills as well. We have instituted "The Wildcatter Way", a school-wide positive behavior support plan this year with signs being visible in all areas of the school. All students were taught the "Wildcatter Way" and it was reinforced with grade level assemblies with the Principal.

This year we are focusing instituting the 7 Mindsets Curriculum in our SEL classes. Teachers have also been given the lessons, written for their particular grade level to teach their students, which focus on social emotional skills like manners, empathy, bullying prevention, character education and positive mindsets.

We struggle with our attendance rates but have seen some improvement with attendance incentives now in place.

We participate in UIL academic events, host the Good News Club, Bloom for 5th grade girls as well as Girl Scouts, Pals, Camp Allen (5th grade) and Student Council. .

Many of our students are supported academically, financially, and emotionally through our Communities in Schools and after school ACE program.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Summary

All but one of our classroom teachers are highly qualified. We improved our teacher turn over from the year prior to only 6 new teachers. We continue to move forward with the value that we must all "strive to get better at our job every day or helping someone else get better at their job every day".

New teachers have been assigned mentors with meetings with the Principal and Superintendent as well.

We will continue our PLC meetings to foster continuous improvement with a focus on: TEKS alignment, job embedded PD on the most effective instructional methods, data driven instruction, TEKS aligned and objective-driven lesson plans - just to name a few. Our intention is to support our teachers in their growth and development and to improve the staff quality with in our more limited employee pool.

We also utilize our contacts to recruit highly qualified candidates whenever possible.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Summary

Strengths: Our ELAR curriculum is well estalished, very comprehensive and supported by Literacy coaches. Our science curriculum is well established and supported by excellent science teacher resources. Our new Math curriculum is challengin even our most veteran teachers; however, our Math coaches are leading the teachers well through implementing the new curriculum with fidelity. Teachers are reporting that students are showing deeper levels of conceptual understanding in Math that we have not seen before. Social studies is supported through a well-established curriculum and assists with reading comprehension skills.
Our Instructional coaches are strong teachers with depth of knowledge to review and enhance curriculum resources and lead the district teachers. They are strong communicators with vision and dedication.
Resources are ample and technology access is good. Student access to computers and technology is also strong. DMAC provides a strong program to analyze assessment results and is helpful in understanding need areas. Online programs also provide progress monitoring tools and supplemental resources to teach and learn.
Weaknesses: As new staff arrive the learning curve is difficult to stay ahead of. Commitment to the CBISD process is sometimes difficult and with limited resources to provide daily support, and it is hard to ensure all needs are addressed.
Summary: The curriculum is strong and supported well through Literacy and Math Coaches, campus training, professional learning communities, campus leaders and district wide subject area leaders. The ability to access and use assessment data to inform instruction, target needs and target learning is good using DMAC tools. Resources to assist staff are ample and available. Keeping new staff up to date and well informed is the biggest challenge.

Family and Community Involvement

Comprehensive Needs Assessment

Family and Community Involvement Summary

Strengths: West Columbia has great parental and community support and consistently has a wonderful turn out for all events offered. The fall Open House and Title I parent meeting brings in the majority of the parents. Family Engagement and Literacy events are offered after school starts and provides parents with additional information on their child's reading abilities and ways to assist. For parents unable to attend, the presentations are uploaded for parents to view online. Musical programs bring in large crowds and spring events are just as successful. Communities in Schools (CIS) sponsored events include community resource providers and bring in a packed house. Spring events are also offered to include math, science and STEM events.
Weaknesses: Parental feedback for Compact and Family Involvement Policy is requested, however, little is offered.
Needs: More involvement is needed from English language learner families. Translation is provided at events, however, turn out is not strong.
Summary: WCE continues to look for ways to further involve all families of our children in school events. The participation by families is strong and the school continues to implement creative ways to reach all families.

School Context and Organization

School Context and Organization Summary

Strengths: West Columbia is perceived positively by the community. Surveys indicate satisfaction with campus climate and culture. There is strong commitment by staff, students, and parents to the vision, mission and beliefs.
The campus is supported with paraprofessionals, materials, staff development and curriculum that provide diversity and required elements to have robust instruction. Ancillary classes provide for students to engage in music, art and physical education. Access to technology and adequate internet access supports multiple educational programs for enhancing learning. Teachers have access to collaboration with other district staff to plan lessons and share ideas. The district supports teacher leadership in development of a teacher driven lesson plan format to guide teachers with instruction. Tools are available to track data and analyze strength and weaknesses. The campus sets schedules to allow for adequate time and attention to early reading component needs. Literacy Coaches support instruction and provide additional training to teachers. Due to increased needs to support children with behavioral needs, the district has supported adding staff to the campus to assist with this area.
Weaknesses: Many students do not come to us "kindergarten ready" and other issues related to their SES or trauma-filled backgrounds make it difficult to support their learning growth potential. In addition, it is difficult to meet all the indivual needs of our SPED and low students without more intervention and SPED certified staff.
Needs: WCE would benefit from additional SPED and intervention staff.
Summary: West Columbia Elementary is well organized and has many resources and support to be an outstanding school. As the district is also following a continuous growth and improvement model as well, we are hopeful that the WCE will soon not only be a B campus, but an A campus!

Technology

Technology Summary

Strengths: West Columbia Elementary has good technology resources. Teachers have access to computers that are relatively new and are replaced on a 4-5 year cycle.

Comprehensive Needs Assessment
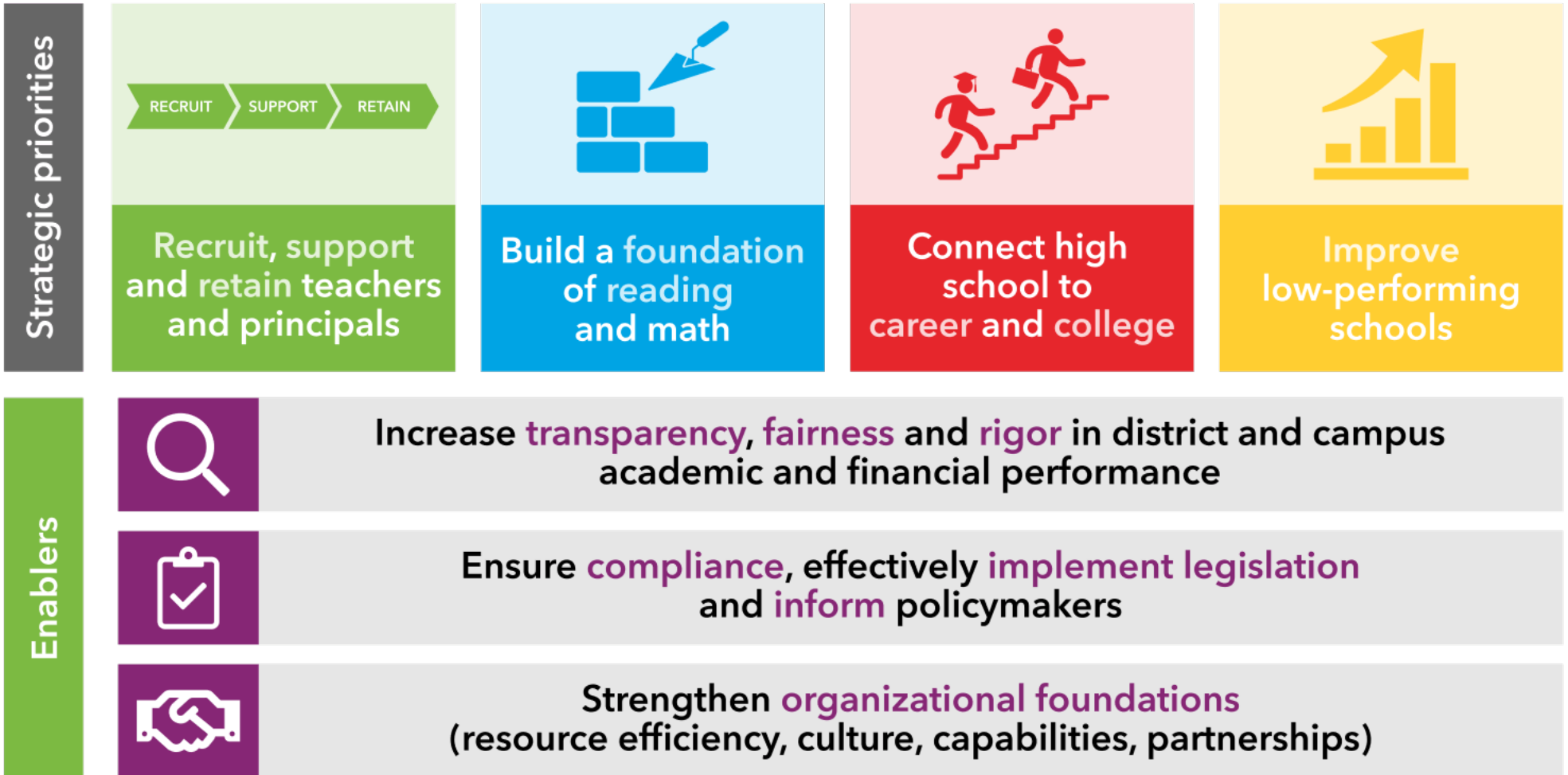
Technology Summary (Continued)

Students and staff have available apps and educational and teaching programs. Students have 1:1 devices from grades 2-6 with shared carts in lower grades. Students have a computer lab and STEM materials available for classes. Internet is reliable and viable.
Weaknesses: Keeping teachers abreast of new technology changes and upgrades to programs is a weakness. Within the district there are staff who are very helpful, however, finding time to keep this consistent is challenging.
Needs: Incorporation of STEM and creation oriented technology into the schedule and classroom is a challenge without training and exposure. A campus instructional technology coach or specialist would be extremely beneficial.
Summary: Technology resources to access learning and support teaching are good; however, a plan to enhance STEM and creation oriented technology into the classroom and supports to help staff stay abreast of instructional technology trends would benefit WCE greatly.

Every child, prepared for success in college, a career or the military.

Strategic priorities

Recruit, support and retain teachers and principals	Build a foundation of reading and math	Connect high school to career and college	Improve low-performing schools
RECRUIT → SUPPORT → RETAIN			

Enablers

Increase **transparency**, **fairness** and **rigor** in district and campus academic and financial performance

Ensure **compliance**, effectively **implement legislation** and **inform** policymakers

Strengthen **organizational foundations** (resource efficiency, culture, capabilities, partnerships)

adapted from TEA Strategic Plan - https://tea.texas.gov