WILD PEACH ELEMENTARY

Wild Peach Elementary Campus Improvement Plan
2023/2024

Motto: Leap into Learning!
Learn. Engage. Achieve. Progress.

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WILD PEACH ELEMENTARY

Mission

The mission of Wild Peach Early Childhood School is to meet each child and family where they are and to help them GROW into contributing citizens of our school and community by providing care, support, and focused instruction.
Beliefs:
At WPE we believe that:
Each child should be respected for their differences and provided a pathway to learn.
Each child should have breakfast and lunch in order to provide an adequate nutritional framework for growth.
Everyone should teach in a kind and caring manner.
Everyone will provide a strong foundation from which our students will grow.

Motto:
Leap into Learning!
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WILD PEACH ELEMENTARY

Vision

Vision:
Wild Peach Early Childhood School students will GROW to be:
Respectful of self and others,
Responsible for their actions, and
Ready to Leap into Learning for Life!

WILD PEACH ELEMENTARY Site Base

Name	Position
Fowler, Samantha	Director School Improvement
McCarthy, Mary	Principal - WPE
Watts, Tina	Community Member
Hogan, Catrina	Family Liaison
Bowen, Mary	Dyslexia/Behavior
Zaragoza, Ely	Bilingual representative
Mader, Catherine	Instructional Coach
Lackey, Melanie	PreK Chair
Martin, Hannah	Kindergarten Chair
Stevens, Kathy	First Grade Chair
Dorsten, Sharon	Special Ed teacher
Raymond, David	STEM Teacher
Kestler, Monika	School Nurse
Wasley, Shelbi	Secretary/Registrar
Moreno, Magaly	Parent
Smart, Karen	Grandparent

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Last year, there was a large group of general education PreK students who were not toilet trained. This year, there are no general education students who are not toilet trained.

Wild Peach Elementary employs 19 teachers and 22 paraprofessionals.

Wild Peach Elementary has a native Spanish speaking teacher in PreK, Kindergarten, and First Grade as well as native Spanish speaking paraprofessionals in Special Education and the library. The nurse and School Psychologist are also native Spanish speakers.

Wild Peach Elementary has 3 African American teachers and 2 African American paraprofessionals.

Wild Peach Elementary has 2 male teachers and 2 male paraprofessionals. These males provide a positive male role model for male students, especially African American males.

Demographics Weaknesses

20% of students are identified as special education.
82% of students are economically disadvantaged.
11% of students are homeless
48% of students are identified At Risk
12% of students are English Language Learners.
1% Gifted and Talented
6% African American
45% Hispanic
44% White
5% two or more races

Over identification of African American males in Special Education.

Educational background of parents.

Number of single parents or grandparents raising children.

Demographics Needs

Comprehensive Needs Assessment

Professional development on Maslow. Teachers do not understand the impact of poverty on children.

Ongoing professional development on Trauma Informed response and risk factors.

Professional development on meeting the needs of digital children (what worked 20+ years ago AKA "Old School" doesn't work with these kids)

Clothing, personal hygiene items, food, laundry services to meet physical needs of children.

Parenting classes for all parents, not just SpEd/AU

Demographics Summary

The staff works well to meet the diverse needs of the students as best they can.
WPE creates a safe, nurturing environment for all.

Student Achievement

Student Achievement Data Sources

AR
CIRCLE/CLI PreK results
CLASS results
Epic
Eureka Math
mClass Amplify
mCLASS DIBELS
Multi-Year Trends
NWEA Map Growth
ST Math
TELPAS results
ZEARN

Student Achievement Strengths

Comprehensive Needs Assessment

All PreK, Kindergarten, and First Grade teachers have taken the Texas Reading Academy or are currently enrolled in the Reading Academy.

Kindergarten and First Grade are piloting Eureka Math, a High Quality Instructional Material and receiving embedded professional development.

Additional time for Eureka Math planning was built into the Master Schedule.

English Language Learners have native language teacher support at all grade levels.

Use of Amplify tutorials to provide targeted literacy intervention to Tier III students

Use of Reading by Design to provide Dyslexia Intervention to identified students

Use of SOLER to provide behavioral intervention to Tier III behavior students.

Student Achievement Weaknesses

Early literacy - 51 percent of Kindergarten students are below grade level in early literacy skills as measured by the BOY mCLASS DIBELS assessment

Early literacy - 60 percent of First Grade students are below grade level in early literacy skills as measured by the BOY mCLASS DIBELS assessment

Early Literacy - Wild Peach Elementary Kindergarten students scored in the 56th percentile on the BOY NWEA MAPS norm referenced test.

Early Literacy - Wild Peach Elementary First Grade students scored in the 53rd percentile on the BOY NWEA MAPS norm referenced test.

Early Math - Wild Peach Elementary Kindergarten students scored in the 51st percentile on the BOY NWEA MAPS norm referenced test.

Early Math - Wild Peach Elementary First Grade students scored in the 49th percentile on the BOY NWEA MAPS norm referenced test.

Students struggle to retain information for the long term.

Students do not have a robust vocabulary

Student Achievement Needs

Instructional coaches are needed to continue to provide support to the Instructional Leadership Teams, Teachers, and Students.

Ongoing professional training and coaching in the early literacy years in order to build a strong foundation for students and provide teachers with a deeper understanding of the

Student Achievement Needs (Continued)

Science of Teaching Reading

All teachers need additional professional development in Universal Design for Learning and Sheltered Instruction.

Professional development strategies to target GT/higher achievers

Training on formative assessment and analyzing data to plan next steps to really target instruction.

Professional development on intentional Data disaggregation to build a plan for intervention.

Vetted decodable reading materials that progress in difficulty/reading level.

Build students instructional vocabulary.

STR Library

Student Achievement Summary

The Wild Peach Elementary staff grows students socially and academically from where they are BOY, however many are still below grade level at EOY.

School Culture and Climate

School Culture and Climate Strengths

Wild Peach Elementary provides multiple thematic opportunities to build student experiences and schema such as Celebrate Freedom week, Hispanic Heritage Month, Veterans Day, Gingerbread Travels the World, MLK activities, Black History Month, Presidents Day activities, Texas History month including a "Rodeo", and holiday themed activities.

Wild Peach Elementary provides a hands on career day to plant the seeds for a successful future in young minds.

Wild Peach brings in outside entities to enrich the educational experience of young learners such as the Texas Mobile STEM Lab, The Main Street Theater, The Lions Club Vision/Hearing check, Wild Peach Volunteer Fire Department-Fire Safety, CBISD Transportation - Bus Safety, and Smokey the Bear.

Wild Peach Elementary strives to meet all children's physical needs and emotional needs by participating in the Backpack Buddies program, Thanksgiving meal delivery, and

Comprehensive Needs Assessment

School Culture and Climate Strengths (Continued)

Christmas Angel program.

Wild Peach Elementary provides clean clothing, showers, and laundry service for students who come to school dirty.

Wild Peach Elementary provides changes of clothing for students who have accidents at school and who have no clean clothes provided by their parents to change into.

Wild Peach Elementary supports students with social emotional development behavior challenges through the use of a behavior teacher, behavior paraprofessional, the use of Nurtured Hearts classroom management, the SOLER program, and the "Wild Peach Bees" (character development)

The Wild Peach Faculty is supported by the Campus Leadership team. Staff is provided morale boosting treats monthly.

Most of the staff participates in school wide special dress up days or activities.

On campus School Resource Officer.

Principal, staff, and students are trained in Texas School Safety Center Emergency Response Protocol.

Parents feel safe sending their students to Wild Peach Elementary

Open door policy with Principal and School Leadership.

Weekly staff newsletter.

Monthly school calendar

Field trips to provide students experiences and exposure to broaden their schema.

Common planning time.

CIS Backpack buddies provide weekend food to economically disadvantaged students.

Holiday assistance with Thanksgiving food and Christmas presents.

CIS programs such as Girl Scouts and Chat and Chew.

Full and supported implementation of STAR Autism program.

District Family Liaison to assist parents with meeting the needs of their children such as getting glasses, getting to/from doctor appointments, getting access to mental health services, etc.

Comprehensive Needs Assessment

School Culture and Climate Weaknesses

Student attendance continues to be a challenge with average monthly attendance in the low 90s and in some cases in the high 80s

Despite multiple trainings in Nurtured Heart, teachers struggle to frame the positive things students are doing and pay more attention to what kids are not doing right.

Students of all backgrounds struggle with behavior management, self regulation, engaging in learning, and retaining information.

There are black holes among the staff that suck the positive energy from everyone else.

Poor attendance at curriculum based family involvement opportunities

School Culture and Climate Needs

Ways to improve students attendance.

Help making parents understand the importance of prompt and regular attendance.

Continuous coaching with Nurtured Heart to keep the forward progress going in student behavior management.

Family Nights with academic ties where families are fed.

Celebration of quality/exceptional work.

An attendance incentive program that motivates parents to send their students to school

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

Comprehensive Needs Assessment

New teachers are mentored by the Instructional Coach

Teachers have an on site instructional coach to provide modeling, coaching, and resources.

Teachers are provided high quality instructional materials; Fountas & Pinnell, Reading Horizons, Heggerty Phonemic Awareness, Eureka Math, Frog Street, STAR Autism, Reading by Design, SOLER

Teachers have 45 minutes of common planning time daily

Kindergarten and First Grade teachers have an additional 45 minutes of Eureka math planning time weekly.

Staff Quality, Recruitment and Retention Weaknesses

12 of 15 PK, K, & 1 teachers have less than 5 years experience in the classroom.

3 of 5 PreK teachers are District of Innovation certified, not SBEC certified.
4 of 5 Kindergarten teachers are District of Innovation certified, not SBEC certified.
2 of 5 First Grade Teachers are District of Innovation certified, not SBEC certified.

District of Innovation teachers enrolled in alternative certification programs are not progressing through their programs in one year's time.

Alternative certification teacher preparation programs are not preparing teachers for the reality of the classroom.

Teacher candidates struggle to pass their certification tests

The SBEC certified teacher candidate pool from which to interview and hire is very shallow.

Teachers listen, but do not implement strategies provided by their coaches or mentors.

Teachers do not internalize lesson plans

Teachers do not know their TEKS and do not understand the rigor of the TEKS

Teachers do not understand the importance of using their planning time for lesson internalization or preparing materials. They view their planning time as off time.

New teachers do not understand that teaching is not an 8:00-4:00 job.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Needs

Certification test preparation help

A stronger/deeper applicant pool

Student teaching for all alternative certification/DOI teachers.

Staff Quality, Recruitment and Retention Summary

The Wild Peach Elementary leadership team is struggling to grow teachers.

DOI and Alternative Certification teachers do not have a sense of urgency for becoming SBEC certified.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Wild Peach Elementary has High Quality Instructional Materials in place including Eureka Math, Fountas & Pinnell, Reading Horizons, Heggerty Phonemic Awareness, Frog Street, STAR Autism, and SOLER.

All teachers are either Reading Academy trained or are enrolled in Reading Academy.

Kindergarten and First Grade teachers are enrolled in Eureka Math training.

Curriculum, Instruction and Assessment Weaknesses

Teachers do not internalize lessons. They wing it/cold teach.

Teachers do not implement best practices provided by instructional coach.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Weaknesses (Continued)

Over reliance on worksheets, especially low level worksheets from Teacher Pay Teacher.

Teachers feel that HQIM materials are too hard for our students.

Teachers do not understand the picture assessment data presents.

Teachers do not know how to use the dynamic features of the assessment programs we do have to manipulate the data in order to identify trends and needs, They rely on someone to do it for them.

Students struggle to retain material for long term use.

Teachers struggle to disaggregate data to build plans for intervention.

Students have poor curriculum oriented vocabulary.

Curriculum, Instruction and Assessment Needs

Ongoing professional development in effective instructional strategies.

Ongoing professional development in data disaggregation, the use of dynamic features in assessment programs, and planning instructional intervention.

Family and Community Involvement

Family and Community Involvement Strengths

Wild Peach creates a myriad of opportunities for families to be involved with the students.

Strong parent turn out for day time events such as student performances/programs, Grandparents Day, Family Lunch days, Egg Hunt, Rodeo, Reindeer Dash, and classroom parties.

Comprehensive Needs Assessment

Family and Community Involvement Strengths (Continued)

Classroom teachers use Class Dojo to keep parents informed of WPE activities.

Principal uses Facebook and direct email to keep families and community informed and to celebrate students

Wild Peach schedules face-to-face parent conferences to explain academic testing and student performance as well as provide strategies for helping students at home.

District Family Liaison assists parents/caregivers in getting necessary care and services for their students including transporting parent and student to medical appointments.

The nurse is Spanish speaking and is able to communicate the urgency of health matters to Spanish speaking families.

The Lions Club provides an exceptionally accurate vision screening free of charge to Wild Peach Elementary students.

Family and Community Involvement Weaknesses

Low parent turn out for evening parent involvement opportunities such as PTO, Open House, Literacy Night, and STEM Night.

Negligible parent turn out for Special Education parent training sessions

Low participation in Scholastic Book Fair.

Moderate participation in parent conferences.

Family and Community Involvement Needs

Strategies for reaching parents.

Strategies for helping parents understand the importance of reading to their children.

Strategies for helping parents understand the importance of prompt and regular attendance.

Comprehensive Needs Assessment

School Context and Organization

School Context and Organization Strengths

The principal has been at Wild Peach Elementary for 6.5 years and knows the ins and outs of the campus, knows the students, and is involved.

The teachers care about their students and are quick to report concerns to staff members who can provide the appropriate intervention.

The principal makes sure teachers have the resources and materials they need.

The school is clean and well maintained. Items that need to be fixed/repaired are attended to in a timely manner.

Staff is vigilant about campus security and reports concerns immediately.

The students are happy at Wild Peach Elementary.

School Context and Organization Weaknesses

The principal is retiring in June. The staff is worried about the transition.

Technology

Technology Strengths

STEM Lab for all students.

The aging ceiling projectors in all of the classrooms were replaced with 65" Smart TVs mounted on carts.

All Elmo document cameras have been replaced with Hover Cams

Teachers have updated Microsoft Surface computers

Comprehensive Needs Assessment

Technology Strengths (Continued)

Paras have chromebooks issued to them

Kindergarten and First Grade have one-one Chromebooks

PreK classrooms have 4 shared iPads per classroom

Special Education has touch screen ViewSonic TVs in every classroom.

PreK has Tonies listening stations in every classroom.

A state of the art projection and sound system was installed in the cafeteria for large group presentations.

Technology Weaknesses

The classroom chromebooks are aging and approaching end-of-life.

Teachers still rely on worksheets

Teachers do not push students to use district provided software; they let them get on unvetted programs of their choosing because they are "fun."

Teachers don't know how or are afraid to let students create with technology.

Students are not academically ready for technology. They can play games where all they have to do is look at pictures. They cannot read or spell to create authentic products.

Technology Needs

Ongoing professional development in practical and real use of authentic student use of technology (not just passive educational program use)

Now that we have TVs with sound and clear pictures in every classroom, perhaps daily announcements could be broadcast to make them more engaging and interactive.

Technology Summary

Comprehensive Needs Assessment

We have the technology, but outside of projecting or using educational programs, we aren't doing much with it.

WILD PEACH ELEMENTARY

Goal 1. (Improve low performing areas.) Improve student performance scores and growth on state-mandated assessments in all subjects for all student groups by 5%.

Objective 1. (Attendance) Improve attendance rate to 95%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Work with families and students to improve attendance. and develop attendance incentive programs that motivate parents to send their children to school. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.3,3.4)	Communities In Schools, Parent Liaison, Principal, School Nurse, Teacher(s)	August-June	(F)Parent Liaison, (F)Title I-Federal, (O)Local Resources, (S)Communities in Schools, (S)State & local funding , (S)State Comp Ed Personnel	Criteria: Monthly attendance reports Summative - Attendance reports
2. Contact will be made with families when students are absent through the Skyward automated calling system, letters home, phone calls from the teacher or principal, and visits to the home. (Title I SW Elements: 1.1,2.2,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.3,3.4)	Counselor(s), Principal, Teacher(s)	August-May	(O)Local Resources	Criteria: monthly attendance reports Summative - ADA attendance reports

WILD PEACH ELEMENTARY

Goal 1. (Improve low performing areas.) Improve student performance scores and growth on state-mandated assessments in all subjects for all student groups by 5%.

Objective 2. (Family Engagement) 70% of students will have a representative of their family attend at least 1 Family Engagement Event at WPE in the 2023-24 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Expand school-wide family engagement practices which will include Title I compacts, parent training through campus-based events, CIS and Head Start, volunteerism and promotion of parent teaching strategy sessions. (Title I SW Elements: 1.1,2.1,3.1,3.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.3)	Communities In Schools, Instructional Paraprofessionals, Instructional Staff, Lead Teacher, Parent Liaison, Parent, Family, Engagement Coordinator, Registrar	August-June	(F)District Parent Liaison - $2,000, (F)Title I, (F)Title III Bilingual / ESL - $500, (L)PTO Campus Committees, (S)Communities in Schools, (S)State & local funding , (S)State Compensatory Ed	Criteria: Campus reports on volunteerism attendance by parents at evening and day events parent survey end of year

Summative - Campus reports on volunteerism attendance by parents at evening and day events parent survey end of year |
| 2. Create multiple opportunities for parents to become involved in their child's educational development such as Meet the Teacher, report card conferences, open house, literacy night, math night, STEM night, Career Day, family lunches, PTO and parent training sessions. (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3,3.4) | Lead Teacher, Librarian & Support staff, Parent Liaison, Parent, Family, Engagement Coordinator, Principal, Special Ed Teachers, Teacher(s) | August-June | (F)Parent Liaison - $2,000, (F)Title I, (F)Title III Bilingual / ESL - $500, (L)College and Career Readiness Standards, (L)College Board Resources, (S)Communities in Schools, (S)Consultants | Criteria: Parental Involvement sign-in sheets

Summative - Parental Involvement sign-in sheets |

WILD PEACH ELEMENTARY

Goal 2. (Positive Campus Culture) WPE will ensure a positive campus culture that includes family engagement and staff and student safety.

Objective 1. Provide learning environments that are safe, positive, and conducive to learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Build, support, and maintain relationships with outside agencies to assist with school climate and relationships including Head Start, CIS, Lions Club, Masonic Lodge, and other partnerships available. (Title I SW Elements: 1.1,2.1,2.6,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	Counselor(s), Principal, School Nurse	Aug-May	(F)Parent Liaison, (F)Title I, (S)Communities in Schools	Criteria: Meeting minutes, data on student served Summative - Meeting minutes, data on student served
2. Provide training to staff on Positive Behavior Interventions & Supports practices. (Title I SW Elements: 1.1,2.4,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.2)	Behavior teacher, Instructional/Literacy Coach, Parent Liaison	Aug- May	(F)District Parent Liaison, (F)Title I, (F)Title IV Safe and Drug Free	Criteria: training, office referrals, systems in place Formative - training, office referrals, systems in place
3. Implement campus behavior program to assist teachers and students with behavior and self regulation. (Title I SW Elements: 2.4,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.2,5.1,5.2,5.4)	Behavior teacher, Instructional Coaches, Instructional Paraprofessionals, Instructional Staff, Instructional/Literacy Coach, Intervention Staff, Lead Teacher, Parent Liaison, Principal	August - May	(F)District Parent Liaison, (L)Local Funds, (S)State & local funding , (S)State Comp Ed Personnel	Criteria: Behavior tracking information PEIMS behavior data
4. Weekly campus wide character education lessons focusing on positive behavior traits. (Title I SW Elements: 1.1,2.6) (Target Group: All,PRE K,K,1st) (Strategic Priorities: 1) (ESF: 3.2,3.3,5.1,5.2,5.4)	Behavior teacher, Principal, Teacher(s)	August - May	(O)Local Resources	Criteria: PEIMS referrals for behavior data, campus behavior tracker
5. The Texas School Safety Center Standard Response Plan will be taught, implemented, and practiced. The principal will provide staff training and conduct drills. Teachers will use age-appropriate videos created by TSSC to introduce SRP actions to students. The principal will conduct announced guided drills at first to teach students the SRP and then later in the year conduct unannounced drills. (Title I SW Elements: 1.1,2.3) (Target Group:	Principal, SRO Officer, Teacher(s)	August - May	(O)Local Resources	Criteria: Safety drill logs

WILD PEACH ELEMENTARY

Goal 2. (Positive Campus Culture) WPE will ensure a positive campus culture that includes family engagement and staff and student safety.

Objective 1. Provide learning environments that are safe, positive, and conducive to learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
All) (Strategic Priorities: 1) (ESF: 3.3,5.1)				
6. Weekly Behavior Team meetings will be conducted to review progress of students experiencing behavior issues. Plans will be evaluated and revised. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 1) (ESF: 3.2,3.3,5.1,5.2,5.4)	Behavior teacher, Instructional/Literacy Coach, Parent Liaison, Principal	August - May	(O)Local Districts, (S)State Sped	Criteria: Behavior tracker, behavior team meeting notes
7. Provide teachers with Nurtured Heart Approach style training and follow-up coaching sessions to enable them to de-escalate behaviors and better manage their classrooms. (Title I SW Elements: 1.1,2.4) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.2,5.1)	Behavior teacher, Instructional Coaches, Principal	August - May	(F)Title IV Safe and Drug Free, (S)Consultants	Criteria: Behavior intervention tracker
8. Develop, Implement monthly school wide thematic units to build schema, increase student engagement and participation, and encourage parental involvement. (Title I SW Elements: 1.1,2.3) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	Instructional Coaches, Instructional Paraprofessionals, Instructional Staff, Lead Teacher, Principal	August-May	(L)Local Funds, (O)Local Resources	Criteria: Campus calendars Parent sign in sheets

WILD PEACH ELEMENTARY

Goal 3. (Provide strong foundation of basic skills) WPE will build a strong foundation of early literacy and numeracy skills to enable students to meet or exceed accountability standards in Grade 3 and beyond

Objective 1. Build a strong foundation in early literacy and numeracy skills by ensuring a high-quality PreK program is in place that adheres to the state requirements for staffing, training, parent involvement, and curriculum requirements.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Involve parents in learning how to work with children and how to support learning. (PreK Parent events, Literacy Nights, Math Nights, Science Nights, CIS) (Title I SW Elements: 1.1,2.1,2.3,2.6,3.1) (Target Group: PRE K) (Strategic Priorities: 2) (ESF: 3.4,4)	Communities In Schools, Instructional/Literacy Coach, Parent Liaison, Principal, Teacher(s)	August - May	(F)Parent Liaison, (F)Title I, (S)Consultants	Criteria: parental involvement data, training sessions, student outcomes Summative - parental involvement data, training sessions, student outcomes
2. Provide a full day Pre-K Program to support eligible students. Partner with parents and Head Start to build the parent connection. Provide ongoing teacher support to implement CLASS best practices and high yield teaching strategies. Implement the CLI and CLASS curriculum and assessment instruments to support instruction. (Title I SW Elements: 1.1,2.1,2.2,2.4,2.5,2.6,3.1) (Target Group: AtRisk,PRE K) (Strategic Priorities: 1,4) (ESF: 1,1.2,2,2.1)	Head Start Collaborative, Lead Teacher, Parent Liaison, Principal	August- June	(F)Title II Princ/Tchr Improvement, (L)TRS curriculum resources, (S)Consultants, (S)State & local funding , (S)State Comp Ed Personnel, (S)State Guidelines, (S)Texas Education Agency	Criteria: PreK assessments from CIRCLE or CLI Engage Summative - PreK assessments from CIRCLE or CLI Engage
3. 55% of the PreK children will have a CLI profile showing mastery of essential skills to be prepared for Kindergarten by the end of the year. (Title I SW Elements: 2.2,2.5,3.1) (Target Group: AtRisk,PRE K) (Strategic Priorities: 2) (ESF: 5,5.3,5.4)	Head Start Collaborative, Instructional Staff, Principal	August- May	(F)Parent Liaison, (S)State Comp Ed Personnel	Criteria: CLI CIRCLE BOY, MOY, and EOY reports
4. Provide parent training sessions targeted to students with autism. (Title I SW Elements: 2.6,3.1) (Target Group: SPED) (Strategic Priorities: 2,4) (ESF: 3.3,3.4)	Special Ed Teachers, Sped Director, Sped staff	August - May	(S)Consultants, (S)Region 4 ESC	Criteria: Attendance at parent training sessions

WILD PEACH ELEMENTARY

Goal 3. (Provide strong foundation of basic skills) WPE will build a strong foundation of early literacy and numeracy skills to enable students to meet or exceed accountability standards in Grade 3 and beyond

Objective 2. WPE will build a strong foundation of early literacy and numeracy skills to enable students to meet or exceed accountability standards in Grade 3 and beyond.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide training opportunities and materials for staff to learn high yield reading and math strategies for student learning. (Curriculum Plan, Expectations, Eureka Math, Fountas and Pinell resources, TEKSRS resources, Reading and Writing Strategies Books, manuals) (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All,PRE K,K,1st) (Strategic Priorities: 2) (ESF: 1,1.1,1.2,2.1,4.1,5)	Instructional/Literacy Coach, Lead Teacher, Principal	August - June	(F)IDEA (Sped), (F)Title I-Federal, (F)Title II Princ/Tchr Improvement, (L)Local Funds, (O)Local Resources, (S)Instructional Materials Allot, (S)Region 4 ESC, (S)Texas Education Agency	Criteria: training involvement Summative - training involvement
2. 60% of students in Kindergarten and 1st grade will demonstrate 1 year's growth in math skills from the beginning of the year to the end of the year by meeting the NWEA MAPS Growth annual growth measure. 10% will exceed the growth measure in math as measured by NWEA MAPS (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All,K,1st) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	Behavior teacher, ESL staff, IMA Resources, Instructional Staff, Intervention Staff, Librarian & Support staff, Principal, Response to Intervention Team, Special Ed Teachers, Teacher(s)	August - May	(L)DMAC Data Analysis Software , (L)Local Funds, (O)Technology allocations, (S)ESL, (S)Instructional Materials Allot, (S)State & local funding , (S)State Comp Ed	Criteria: NWEA MAPS BOY, MOY, and EOY Scores Summative - NWEA MAPS BOY, MOY, and EOY Scores
3. 100% of Kindergarten and 1st Grade teachers will target phonics instruction in teaching Reading Horizons with an 80% mastery of lessons taught. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: K,1st) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	ESL staff, Instructional Paraprofessionals, Instructional Staff, Instructional/Literacy Coach, Intervention Staff, Lead Teacher, Librarian & Support staff, Principal, Response to Intervention Team, Special Ed Teachers	August- May	(F)Title I-Federal, (L)Lead4Ward resources, (S)Communities in Schools, (S)State & local funding , (S)State Comp Ed Personnel	Criteria: mCLASS data Summative - DIBELS EOY scores
4. 60% of students in Kindergarten and 1st grade will meet or exceed their grade level expectations in reading as measured by the end of the year DIBELS composite score. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: K,1st) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	Dyslexia specialist, Instructional Staff, Instructional/Literacy Coach, Intervention Staff, Lead Teacher, Principal	August- May	(F)Title I-Federal, (L)Lead4Ward resources, (S)Consultants, (S)Consultants Training, (S)State & local funding , (S)State Comp Ed	Criteria: DIBELS BOY, MOY, and EOY scores District CBA Running Records Summative - DIBELS EOY
5. All elementary teachers will incorporate the	Instructional Facilitator,	August - May	(L)Annual budget,	Criteria: Walk through data

WILD PEACH ELEMENTARY

Goal 3. (Provide strong foundation of basic skills) WPE will build a strong foundation of early literacy and numeracy skills to enable students to meet or exceed accountability standards in Grade 3 and beyond

Objective 2. WPE will build a strong foundation of early literacy and numeracy skills to enable students to meet or exceed accountability standards in Grade 3 and beyond.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
use of learning centers to facilitate skills practice and mastery. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: PRE K,K,1st) (Strategic Priorities: 2,4) (ESF: 4,5)	Instructional Paraprofessionals, Instructional Staff, Intervention Teachers, Principal		(S)Consultants, (S)State Guidelines	Summative - Walk through data
6. Lesson Planning coaching by the Instructional Coaches and by the Campus Leadership teams will reinforce strategies and best practices in teaching and learning. (Title I SW Elements: 2.2,2.4,2.5) (Target Group: All,PRE K,K,1st) (Strategic Priorities: 2,4) (ESF: 1.1,1.2,4,4.1,5,5.1,5.2,5.3,5.4)	Instructional Coaches, Principal	August - May	(F)Title I, (S)State & local funding , (S)State Comp Ed	Criteria: Coaching documentation TTESS
7. Emergent Bilingual students will be provided native language instruction/support during Tier I instruction. (Title I SW Elements: 1.1,2.4,2.6) (Target Group: BI,ESL,EB) (Strategic Priorities: 1,2) (ESF: 2.1,3.3,5)	ESL staff, Instructional Coaches, Instructional Paraprofessionals, Instructional Staff	august-May	(F)Title III Bilingual / ESL, (S)ESL	Criteria: TELPAS Scores CIRCLE DIBELS NWEA MAPS Growth
8. Provide Tier III intervention to students identified by mCLASS DIBELS as below grade level in reading. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: AtRisk,K,1st) (Strategic Priorities: 2,4) (ESF: 4,5.4)	At-Risk Coordinator, Dyslexia specialist, Instructional Paraprofessionals, Instructional/Literacy Coach, Principal, Response to Intervention Team	August-May	(L)Local Funds, (O)Local Resources	Criteria: BOY, MOY, and EOY DIBELS scores. Amplify Progress monitoring data.

WILD PEACH ELEMENTARY

Goal 4. (Support and retain teachers and staff.) WPE will support and retain 80% of the qualified staff.

Objective 1. WPE will support and retain 80% of the qualified staff through leadership, training and enhanced certification.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. WPE will provide opportunities for high-performing staff to hold leadership roles with campus teams and at the district level. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All,PRE K,K,1st) (Strategic Priorities: 1) (ESF: 2.1,5.2)	Director of Instruction, Principal	August - July	(L)Lead4Ward resources, (L)Local Funds, (L)TRS curriculum resources	Criteria: Walk through data PLC records Summative - Walk through data PLC records
2. WPE will support Grow Your Own candidates by providing coverage, support and assistance with needs. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1,3) (ESF: 5.2)	Assistant Superintendent, Intervention Staff, Principal	August - May	(S)State & local funding	Criteria: candidate report from cooperating entity, UHCL.
3. 100% of reading teachers will have ESL certification (Title I SW Elements: 1.1) (Target Group: EB) (Strategic Priorities: 1) (ESF: 2.1)	Director of Instruction, Principal	August- May	(F)Title III Bilingual / ESL	Criteria: SBEC certification records
4. Teachers will receive coaching and mentoring from the campus instructional coach (Title I SW Elements: 1.1,2.4) (Target Group: All,PRE K,K,1st) (Strategic Priorities: 1) (ESF: 2.1,4,4.1,5,5.1,5.2,5.3,5.4)	Instructional/Literacy Coach, Principal	July - June	(F)Title I, (F)Title II Princ/Tchr Improvement	Criteria: Documentation of mentoring sessions, agendas, calendars Kickup log entries

WILD PEACH ELEMENTARY

Goal 4. (Support and retain teachers and staff.) WPE will support and retain 80% of the qualified staff.

Objective 2. Implement the PLC process to support relevant and rigorous instruction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of the teachers will participate in weekly PLC training and learning opportunities that provide support for understanding and implementation of the TEKS or PreK guidelines. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: All,PRE K,K,1st) (Strategic Priorities: 1) (ESF: 2,2.1,5.2)	Instructional/Literacy Coach, Principal	August- May	(F)Title I, (F)Title II Princ/Tchr Improvement, (L)Local Funds	Criteria: attendance at conferences, PLC plans Summative - attendance at conferences, PLC plans

WILD PEACH ELEMENTARY

Goal 4. (Support and retain teachers and staff.) WPE will support and retain 80% of the qualified staff.

Objective 3. Ensure staff and student safety on campus

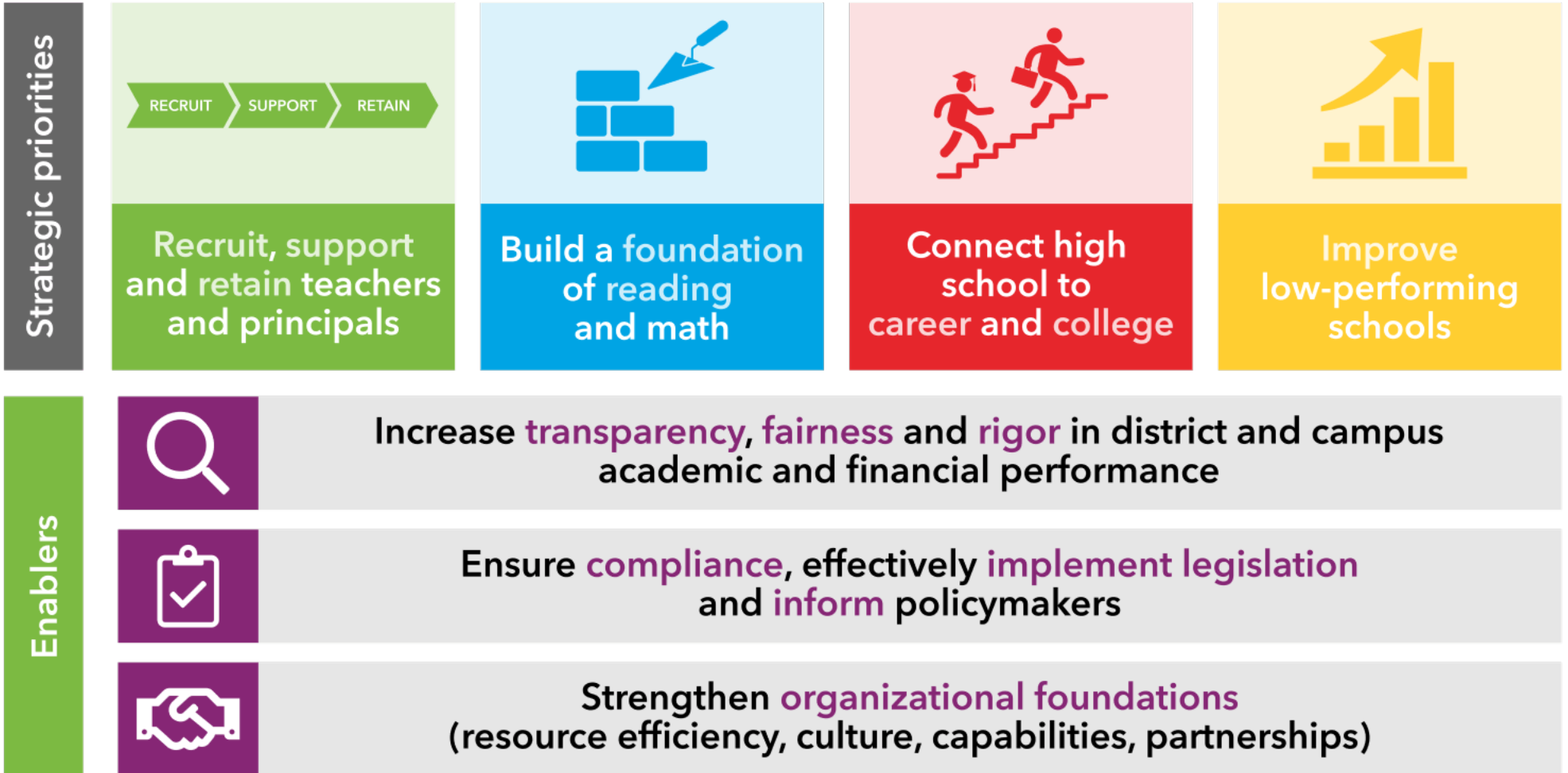| Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of staff will participate in Texas School Safety Center Standard Response Protocol safety training and drills to provide strategies to ensure school and personal safety. (Title I SW Elements: 1.1) (Target Group: All,PRE K,K,1st) (Strategic Priorities: 1) (ESF: 1.2,3.3)	Principal	August- May	(F)Title IV Safe and Drug Free, (O)Local Resources	Criteria: emergency drill log
2. Safety Drills and Fire Drills will be conducted in accordance with the Texas School Safety Center guidelines and the District Safety Officer's requirements. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 1.2,3.3)	Instructional Paraprofessionals, Instructional Staff, Lead Teacher, Police Chief, Principal, Safety Team, School Nurse, SRO Officer	August - May	(F)Title IV Safe and Drug Free, (O)Local Resources	Criteria: Safety Drill log

Expenditures

Resource	Source	Strategy	Amount
Communities in Schools	State	1.1.1, 1.2.1, 1.2.2, 2.1.1, 3.2.3	
Consultants	State	1.2.2, 2.1.7, 3.1.1, 3.1.2, 3.1.4, 3.2.4, 3.2.5	
Consultants Training	State	3.2.4	
District Parent Liaison	Federal	1.2.1, 2.1.2, 2.1.3	$2,000
DMAC Data Analysis Software	Local	3.2.2	
ESL	State	3.2.2, 3.2.7	
IDEA (Sped)	Federal	3.2.1	
Instructional Materials Allot	State	3.2.1, 3.2.2	
Lead4Ward resources	Local	3.2.3, 3.2.4, 4.1.1	
Local Districts	Other	2.1.6	
Local Funds	Local	2.1.3, 2.1.8, 3.2.1, 3.2.2, 3.2.8, 4.1.1, 4.2.1	
Local Resources	Other	1.1.1, 1.1.2, 2.1.4, 2.1.5, 2.1.8, 3.2.1, 3.2.8, 4.3.1, 4.3.2	
Parent Liaison	Federal	1.1.1, 1.2.2, 2.1.1, 3.1.1, 3.1.3	$2,000
PTO Campus Committees	Local	1.2.1	
Region 4 ESC	State	3.1.4, 3.2.1	
State & local funding	State	1.1.1, 1.2.1, 2.1.3, 3.1.2, 3.2.2, 3.2.3, 3.2.4, 3.2.6, 4.1.2	
State Comp Ed	State	3.2.2, 3.2.4, 3.2.6	
State Comp Ed Personnel	State	1.1.1, 2.1.3, 3.1.2, 3.1.3, 3.2.3	
State Compensatory Ed	State	1.2.1	
State Guidelines	State	3.1.2, 3.2.5	
State Sped	State	2.1.6	
Technology allocations	Other	3.2.2	
Title I	Federal	1.2.1, 1.2.2, 2.1.1, 2.1.2, 3.1.1, 3.2.6, 4.1.4, 4.2.1	
Title I-Federal	Federal	1.1.1, 3.2.1, 3.2.3, 3.2.4	
Title II Princ/Tchr Improvement	Federal	3.1.2, 3.2.1, 4.1.4, 4.2.1	
Title III Bilingual / ESL	Federal	1.2.1, 1.2.2, 3.2.7, 4.1.3	$1,000
Title IV Safe and Drug Free	Federal	2.1.2, 2.1.7, 4.3.1, 4.3.2	
TRS curriculum resources	Local	3.1.2, 4.1.1	

Expenditures

Resource	Source	Strategy	Amount
28 Resource(s)			Total: $5,000

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

Strategic priorities

RECRUIT ⟩ SUPPORT ⟩ RETAIN			
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**

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

Resources

Resource	Source
District Parent Liaison	Federal
Title I	Federal
Title II Princ/Tchr Improvement	Federal
Title III Bilingual / ESL	Federal
Title IV Safe and Drug Free	Federal
Local Funds	Local
Communities in Schools	State
State Comp Ed	State

Texas Education Agency
2022 School Report Card
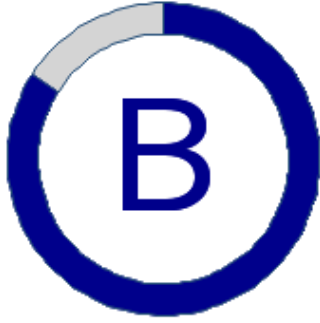**WILD PEACH EL (020907106) - COLUMBIA-BRAZORIA ISD - BRAZORIA COUNTY**

School Information

District Name:	**COLUMBIA-BRAZORIA ISD**
Campus Type:	**Elementary**
Total Students:	**281**
Grade Span:	**EE - 01**

For more information about this campus, see:
https:/TXschools.gov
or the Texas Academic Performance Report at:
https://rptsvr1.tea.texas.gov/perfreport/tapr/2022/index.html

Accountability Overview

This measures how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school or district prepares their students for success after high school in college, the workforce, or the military. State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. Scores are scaled from 0 to 100 to align with letter grades.

Overall Rating	Student Achievement	Student Progress	Closing the Gaps
B 84 of 100	Not Rated	Not Rated	Not Rated

Student Information

This section provides demographic information about WILD PEACH EL, including attendance rates, enrollment percentages for various student groups, student mobility rates, and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2020-21)			
	94.0%	95.8%	95.0%
Enrollment by Race/Ethnicity			
African American	7.8%	7.4%	12.8%
Hispanic	24.2%	27.3%	52.8%
White	64.1%	61.2%	26.3%
American Indian	0.0%	0.2%	0.3%
Asian	0.4%	0.4%	4.8%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	3.6%	3.5%	2.9%
Enrollment by Student Group			
Economically Disadvantaged	81.1%	62.5%	60.7%
Special Education	14.2%	15.0%	11.6%
Emergent Bilingual/EL	11.7%	8.4%	21.7%
Mobility Rate (2020-21)			
	10.8%	13.1%	13.6%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	18.3	19.4	18.7
Grade 1	19.4	21.1	18.7
Grade 2	-	24.2	18.6
Grade 3	-	22.0	18.7
Grade 4	-	21.6	18.8
Grade 5	-	23.2	20.2
Grade 6	-	15.0	19.2
Secondary			
English/Language Arts	-	17.2	16.3
Foreign Languages	-	16.3	18.4
Mathematics	-	19.6	17.5
Science	-	20.0	18.5
Social Studies	-	19.4	19.1

School Financial Information (2020-21)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see: **http://tea.texas.gov/financialstandardreports/**

	Campus	District	State
Instructional Expenditure Ratio	n/a	59.9%	64.2%
Instructional Staff Percent	n/a	64.5%	64.9%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$9,997	$10,735	$11,106
Instruction	$7,547	$5,905	$6,358
Instructional Leadership	$98	$73	$186
School Leadership	$1,010	$630	$654

	Campus	District	State

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Set _DEBUG=131 and resubmit in order to see the SAS Log file, or set _DEBUG=16 to see a hex dump of the output.