

WEST COLUMBIA EL

Campus Improvement Plan

2017/2018

MOTTO
Catch the Challenge! Learn for Life!



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WEST COLUMBIA EL

Mission

The District is dedicated to the belief that all students can learn and that it is the task of the school to provide the time and support to ensure that this occurs. High expectations for student success on the part of staff, students, and parents is an inherent part of this belief. In addition, the District seeks to instill in students the responsibility for learning. All students have unique mental, emotional, social, and physical needs. Meeting these needs requires the combined efforts of students, teachers, parents and other community members, and administrators. It is the mission of the Columbia-Brazoria Independent School District staff, working actively and cooperatively in partnership with students, parents/guardians, and other Columbia-Brazoria Independent School District constituents, to:

*Prepare students to become responsible and productive citizens
Achieve success and dignity by creating a community of life-long learners
Develop higher level thinking skill*

Vision

A dynamic organization that empowers a community of learners who dare to dream, take risks, and develop new realities.

Nondiscrimination Notice

WEST COLUMBIA EL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

WEST COLUMBIA EL Site Base

Name	Position
Armintor, Carlos	Teacher
Bolton, Roxana	Campus Administrator
Erwin, Pamela	Teacher
Greene, Deena	Parent Representative
Howard, Iris	Teacher
Johnson, Jamie	Teacher
Langford, Korey	Teacher
Lemons, Hillary	Teacher
Pietsch, Cami	Teacher
Soria, Lauren	Teacher
Spitdowski, Crystal	Teacher
Thrasher, Nicole	Teacher
Yelderman, Traci	Teacher

WEST COLUMBIA EL

Goal 1. Improve low performing schools-Achieve scores and growth on state-mandated assessments in all subjects for all student groups in order to meet or exceed state and federal accountability requirements.

Objective 1. Target instruction in all content areas that will provide rigor and relevance in order to increase student thinking and increase scores for state mandated tests.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Administrative team will monitor instruction and encourage growth in teachers in the areas of teaching and learning with rigor and relevance. (Title I SW: 1,3,4,9,10) (Target Group: All)	Assistant Principal(s), Assistant Superintendent, Director of Instruction, Intervention Teachers, Principal, Sped Director, Staff Development Director	July-June	(F)Title II Princ/Tchr Improvement, (L)Local Funds, (S)State & local funding	Summative - Results from walk through observations Training discussions
2. Provide face to face and web-based training in: balanced literacy, math TEKS, advanced math strategies, Thinking Maps (use and writing), science curriculum, social studies curriculum, research based teaching and thinking strategies, behavior management,inclusion strategies, understanding data, rigor and relevance, use of technology to enhance learning and teaching, CLASS indicators, Pre-K curriculum and additional district resources in order to upgrade and enhance teaching and learning. (Title I SW: 1,3,4,10) (Target Group: All)	Assistant Superintendent, Director of Instruction, Principal, Sped Director, Staff Development Director	August, October, January, February	(F)Title I-Federal - \$5,000, (F)Title II Princ/Tchr Improvement - \$60,000, (L)Local Funds, (S)State & local funding	Summative - Implementation of strategies as evidenced by lesson plans and walk-throughs.
3. Use data from a variety of sources such as state assessments, unit assessments, screening assessments and formative assessments to identify curricular areas of needs. (Title I SW: 1,3,9,10) (Target Group: All) (Strategic Priorities: 4)	Assistant Principal(s), Assistant Superintendent, Core Subject Teachers, Counselor(s), Credit Recovery Coordinator, Department Heads, Director of Instruction, District Assessment Coordinator, Instructional Staff, Instructional Technologist, Intervention Staff, Lead Teacher, Principal, Special Ed Teachers	monthly	(F)Title I - \$240,000, (L)Local Funds	Summative - Scores on State tests showing growth. Score on TELPAS showing growth. Score on EE assessments showing growth

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- Goal 1.** Improve low performing schools-Achieve scores and growth on state-mandated assessments in all subjects for all student groups in order to meet or exceed state and federal accountability requirements.
- Objective 2.** Provide supports and programs to allow students to graduate from high school on time, college and/or career ready.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase the use of DMAC data analysis software and other software to engage teachers and administrators in collaborative improvement discussions that ensure high levels of student learning and Response to Intervention decisions based on data results. (Title I SW: 8,9,10) (Target Group: All)	Assistant Superintendent for Student Services, Director of Instruction, Director Spec Programs, Director Staff Dev & Inst Tech, District Assessment Coordinator, Intervention Staff, Lead Teacher, Principal, Response to Intervention Team, Teacher(s)	August-June	(L)DMAC Data Analysis Software - \$17,000, (L)Lead4Ward resources - \$2,000, (L)PEIMS student and staff reports - \$3,000, (L)Skyward - \$5,000, (L)TRS curriculum resources - \$14,000, (O)Local Resources - \$200,000	Summative - State-mandated tests Accountability information Federal accountability Report PBMAS report
4. Provide support to students from counselors, dyslexia & intervention instructors, GT trained teachers, SpEd trained personnel, PALS students, volunteers, outside agency personnel, Communities In Schools, ACE after school program, colleges, and paraprofessionals in order to improve and personalize student learning. (Title I SW: 7,8,9,10) (Target Group: All, AtRisk)	Assistant Principal(s), Assistant Superintendent for Student Services, Communities In Schools, Counselor(s), Credit Recovery Coordinator, Director of Instruction, Director Spec Programs, Drug & Alcohol Intervention Specialist, Dyslexia specialist, PALS, Parent Volunteers, Peer Tutors, Principal, Response to Intervention Team, School Nurse, Sped staff, Superintendent, Teacher(s)	August-June	(F)District Parent Liaison, (F)IDEA (Sped), (F)Parent Liaison, (F)Title I, (F)Title III Bilingual / ESL, (L)Local Funds, (O)Local Resources, (S)GT, (S)SHARS - \$280,000, (S)State Comp Ed Personnel, (S)State Compensatory Ed	Summative - Reports on support provided Graduation PEIMS Reports RTI data
6. Hold Meet the teacher Nights, public school week Open House, parent literacy nights, parent math nights, PREK educational sessions for early literacy and secondary College and Career Readiness activities to increase parental involvement and support. (Title I SW: 6,7) (Target Group: All) (Strategic Priorities: 4)	Assistant Principal(s), Assistant Superintendent for Student Services, CBISD Webmaster, Counselor(s), Director of Human Resources and Public Relations, Director of Instruction, Principal	August-June	(F)Parent Liaison - \$50,000, (L)College and Career Readiness Standards, (L)College Board Resources, (L)College Night, (S)Colleges and Universities, (S)Consultants, (S)Texas Education Agency	Summative - Parental Involvement sign-in sheets Readistep Tests PSAT

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Goal 1. Improve low performing schools-Achieve scores and growth on state-mandated assessments in all subjects for all student groups in order to meet or exceed state and federal accountability requirements.

Objective 3. Improve attendance rate to 97% on all campuses.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide attendance data to campus personnel to use for analysis of student needs. (Title I SW: 1) (Target Group: All)	Assistant Superintendent for Student Services, Campus PEIMS Coordinator, District PEIMS Coordinator, Principal, Superintendent, Teacher(s)	August-June	(L)PEIMS enrollment data, (L)PEIMS student and staff reports, (L)Skyward - \$6,000, (O)Local Resources	Summative - Daily and monthly attendance reports PEIMS Snapshot data AEIS AYP
2. Counselors and social workers will work with families and students to improve attendance. (Title I SW: 9) (Target Group: All)	Assistant Principal(s), Assistant Superintendent for Student Services, At-Risk Coordinator, Communities In Schools, Counselor(s), Credit Recovery Coordinator, District PEIMS Coordinator, Homeless/Parent Liaison, Principal, School Nurse, Superintendent, Teacher(s)	August-June	(F)District Parent Liaison, (L)PEIMS enrollment data, (L)PEIMS student and staff reports, (O)Local Resources, (S)Communities in Schools - \$80,000, (S)State & local funding , (S)State Comp Ed Personnel	Summative - Attendance reports

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Goal 1. Improve low performing schools-Achieve scores and growth on state-mandated assessments in all subjects for all student groups in order to meet or exceed state and federal accountability requirements.

Objective 4. Promote strong parental involvement at the district and campus level, with a focus on positive student performance growth.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Expand school wide parental involvement which will include Title I compacts, parent training- through campus based events/ CIS/ACE and Head Start, volunteerism and adult literacy sessions. (Title I SW: 6) (Target Group: All)	Administrative Council, Assistant Superintendent for Student Services	August-June	(F)District Parent Liaison - \$50,000, (L)PTO Campus Committees, (O)Local Resources, (S)Communities in Schools - \$80,000	Summative - Campus reports on volunteerism Title 1 Application
2. Facilitate and assist campus training on TEKS, STAAR, district resources, and core subject training for parents and guardians to provide understanding of requirements and opportunities to assist. (Title I SW: 6,10) (Target Group: All)	Assistant Principal(s), Assistant Superintendent for Student Services, Communities In Schools, Director of Instruction, Director Staff Dev & Inst Tech, District Assessment Coordinator, Head Start Collaborative, Homeless/Parent Liaison, Principal, Teacher(s)	August-May	(F)District Parent Liaison, (L)College and Career Readiness Standards, (L)College Night, (S)Communities in Schools	Summative - Increased parent awareness and parental support for students

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Goal 1. Improve low performing schools-Achieve scores and growth on state-mandated assessments in all subjects for all student groups in order to meet or exceed state and federal accountability requirements.

Objective 5. 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, ACE and other partnerships available. (Title I SW: 1,6,10) (Target Group: All) (Strategic Priorities: 4)	Assistant Superintendent for Student Services, Counselor(s), Principal	Aug-May	(F)Parent Liaison, (F)Title I, (S)Communities in Schools, (S)Consultants Training	Summative - Meeting minutes, data on student served
2. Provide training to staff on Positive Behavior Support practices. (Title I SW: 9,10) (Target Group: All) (Strategic Priorities: 4)	Assistant Superintendent for Student Services, At-Risk Coordinator, Director Spec Programs, Homeless/Parent Liaison, Intervention Staff	Aug- May	(F)District Parent Liaison, (F)Title I, (F)Title IV Safe and Drug Free, (S)Consultants	Summative - training, office referrals, systems in place

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Objective 6. Provide supports for limited English proficient students to become proficient in English to attain increased proficiency in reading/language arts, and mathematics.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide for a liaison to meet and assist new LEP families and provide additional assistance direct assistance with learning English. (Title I SW: 6,7,9) (Target Group: ESL, LEP)	Assistant Principal(s), Assistant Superintendent, At-Risk Coordinator, Campus PEIMS Coordinator, ESL staff, Homeless/Parent Liaison, Parent Liaison, Principal	July-June	(F)Title III Bilingual / ESL - \$11,000	Summative - Numbers of families and students served TELPAS results
2. Require all new core academic teachers to obtain the supplemental ESL certification. (Title I SW: 3) (Target Group: ESL)	Assistant Superintendent, Director of Human Resources and Public Relations, Instructional Staff, Principal	July- August	(F)Title II Princ/Tchr Improvement - \$16,000, (F)Title III Bilingual / ESL - \$500, (L)Local Funds - \$6,000, (S)Region 4 ESC	Summative - # of ESL certified teachers at year end

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Goal 1. Improve low performing schools-Achieve scores and growth on state-mandated assessments in all subjects for all student groups in order to meet or exceed state and federal accountability requirements.

Objective 7. Use formative assessments, performance indicators, and summative TEKS-aligned unit assessments in reading, language arts, mathematics, science and social studies to assess student mastery of district curriculum.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Use TRS Unit assessments, TRS performance indicators, and other formative and summative assessment tools and the data in DMAC to check learning by student expectation to determine learning and teaching gaps in order to modify and supplement instruction to improve learning. (Title I SW: 8,9) (Target Group: All)</p>	<p>Assistant Superintendent for Student Services, Director of Instruction, District Assessment Coordinator, Principal, Special Ed Teachers, Teacher(s), TEKS Resource System Curriculum</p>	<p>August-June</p>	<p>(F)ERATE funding, (F)Title II Princ/Tchr Improvement - \$70,000, (L)DMAC Data Analysis Software , (L)Eduphoria, (L)TRS curriculum resources, (S)Consultants</p>	<p>Summative - Local and state assessment results DMAC data</p>
<p>2. Provide to students in need of assistance - data-driven interventions during the school day with Teacher Interventionists and paras, tutorials, credit recovery classes, Communities In Schools, ACE program and SSI summer school in order for students to make gains and work toward mastery of grade level TEKS. (Title I SW: 1,3,4,5,9,10) (Target Group: All, AtRisk)</p>	<p>Assistant Principal(s), Assistant Superintendent, At-Risk Coordinator, Counselor(s), Credit Recovery Coordinator, Department Heads, Director of Instruction, Director Spec Programs, Director Staff Dev & Inst Tech, Drug & Alcohol Intervention Specialist, Dyslexia specialist, Homeless/Parent Liaison, Instructional Staff, Intervention Teachers, Lead Teacher, PALS, Principal, TEKS Resource System Curriculum</p>	<p>August- June</p>	<p>(F)Parent Liaison - \$50,000, (F)Title I - \$520,000, (F)Title II Princ/Tchr Improvement - \$100,000, (F)Title III Bilingual / ESL - \$5,000, (L)DMAC Data Analysis Software - \$15,000, (L)Lead4Ward resources - \$2,000, (L)Local Funds - \$200,000, (L)TRS curriculum resources - \$15,000, (S)Region 4 ESC - \$30,000, (S)State Comp Ed Personnel - \$300,000</p>	<p>Summative - STAAR passing rates</p>

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Goal 1. Improve low performing schools-Achieve scores and growth on state-mandated assessments in all subjects for all student groups in order to meet or exceed state and federal accountability requirements.

Objective 8. Address the performance-based monitoring system identified issues to INCREASE: 1) passing rates on state assessments for ESL and special education;DECREASE: Over-identification of African American students for special education.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Monitor performance of special education students in mathematics, ELAR, writing, and science , LEP participation, diploma rate, and ESL ELAR pass rate. Utilize Intervention staff to assist with monitoring and program design. (Title I SW: 3,4,9) (Target Group: All, AA, ECD, ESL, LEP, SPED)</p>	<p>Assistant Principal(s), Assistant Superintendent for Student Services, Communities In Schools, Core Subject Teachers, Counselor(s), Credit Recovery Coordinator, Department Heads, Director of Instruction, Director Spec Programs, Director Staff Dev & Inst Tech, District Assessment Coordinator, Intervention Staff, Principal, Response to Intervention Team, Teacher(s)</p>	<p>August-June</p>	<p>(F)Title I - \$500,000, (F)Title II Princ/Tchr Improvement - \$120,000, (L)DMAC Data Analysis Software , (L)PEIMS student and staff reports, (L)Skyward, (L)TRS curriculum resources, (O)Local Resources, (S)State Comp Ed Personnel - \$250,000</p>	<p>Summative - Diagnostic Tests; Summative Exams; SIT Referral; SPED Referral Process; State-mandated tests PBMAS Report</p>

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Goal 2. Connect students to college or career opportunities

Objective 1. Provide opportunities for students to enhance their college or career understanding

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide dual credit classes to students. (Target Group: 10th, 11th, 12th, 504) (Strategic Priorities: 3)	CBISD Board of Trustees members, College Counselor, Counselor(s)	Aug- July	(L)College and Career Readiness Standards, (L)College Board Resources, (L)College Night, (L)Local Funds, (S)CTE funds , (S)State & local funding	college enrollment, participation in counselor offerings for college entrance
2. Encourage and support students to take ACT/SAT AP or other college entrance examinations (Target Group: ECD, SPED, AtRisk, 9th, 10th, 11th, 12th, 504) (Strategic Priorities: 3)	Assistant Principal(s), Assistant Superintendent, At-Risk Coordinator, College Counselor, Core Subject Teachers, Counselor(s), Credit Recovery Coordinator, Department Chair, Department Heads, Principal			test results
3. Provide a robust selection of CTE classes in CBISD and with Brazosport College (Target Group: All, 9th, 10th, 11th, 12th) (Strategic Priorities: 3)	Assistant Principal(s), Assistant Superintendent, At-Risk Coordinator, Counselor(s), Credit Recovery Coordinator, Department Chair, Principal		(F)Perkins-CTE, (L)College and Career Readiness Standards, (L)College Board Resources, (L)College Night, (S)State & local funding	enrollment and certification
4. Continue to add certifications for students to earn which can prepare them for immediate career options (Target Group: 11th, 12th) (Strategic Priorities: 3)	Assistant Superintendent, College Counselor, Principal	Aug- July		CTE certifications earned
5. Provide for credit recovery to provide for graduation and potential college or career options (Target Group: ECD, AtRisk, 9th, 10th, 11th, 12th) (Strategic Priorities: 3)	Assistant Principal(s), Assistant Superintendent, Assistant Superintendent for Student Services, At-Risk Coordinator, Credit Recovery Coordinator, Principal		(S)Instructional Materials Allot, (S)State & local funding , (S)State Comp Ed Personnel, (S)State Compensatory Ed	successful credit recovery credits earned

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Goal 2. Connect students to college or career opportunities

Objective 1. Provide opportunities for students to enhance their college or career understanding

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Expand the accessibility to technology for all students and staff in EE-12 to enhance computer literacy skills for the 21st century and reflected in the College and Career Readiness Standards. (Title I SW: 2,10) (Target Group: All)	Administrative Council, Assistant Principal(s), Assistant Superintendent, CBISD Webmaster, Director of Instruction, Director of Technology, District Technology Committee, Instructional Staff, Instructional Technology Director, Librarians, Principal	August-June	(F) Technology, (F)ERATE funding, (L)College and Career Readiness Standards, (O)Local Resources, (S)IMA	Summative - Annual usage reports from district software, Grants expenditures and evaluations
7. Provide all secondary students appropriate career and technical education programs through CTE programs. (Title I SW: 1) (Target Group: All, CTE) (Strategic Priorities: 3)	Counselor(s), Principal, Teacher(s)	August-June	(F)Perkins-CTE - \$36,000, (L)College and Career Readiness Standards, (O)Local Resources, (S)Colleges and Universities, (S)CTE funds	Summative - CTE Reports
8. Develop personal graduation plans for students in grades 7-12 to create rich planning, monitoring and intervention strategies that include credit recovery options, supplemental instruction and assistance. (Title I SW: 1,9,10) (Target Group: All) (Strategic Priorities: 3)	Assistant Superintendent for Student Services, Counselor(s), Principal	August-June	(L)ARD Committee, (L)DMAC Data Analysis Software - \$12,000, (S)State Comp Ed - \$30,000, (S)State Comp Ed Personnel	Summative - Personal Graduation plans State Graduation Report

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Goal 2. Connect students to college or career opportunities

Objective 2. Ensure GT students have access to enriched learning experiences

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide opportunities for GT students to enrich their learning through the state recommended program, Lego initiative, Maker-Space involvement, Academic UIL and other learning opportunities. (Target Group: GT) (Strategic Priorities: 3)	Assistant Principal(s), Assistant Superintendent for Student Services, Counselor(s), Director of Instruction, District Academic UIL Coordinator, Principal, Teacher(s)		(L)Local Funds, (O)Technology allocations, (S)GT, (S)Texas Education Agency	Number of GT activities and GT projects

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Goal 3. Build a strong foundation of early literacy and numeracy

Objective 1. Ensure a highly- qualified 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. Provide for training using CLI Engage resources and CLASS assessment to ensure high yield teaching strategies are in place. (Title I SW: 3,4,7,9) (Target Group: PRE K) (Strategic Priorities: 2)	Assistant Principal(s), Assistant Superintendent for Student Services, Counselor(s), Homeless/Parent Liaison, Principal, Teacher(s)		(F)District Parent Liaison, (F)Title I, (S)Consultants	Summative - staff training hours, CLASS scores, Student performance in CLI,
2. 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: 6,7) (Target Group: PRE K) (Strategic Priorities: 2)	Assistant Superintendent for Student Services, Communities In Schools, Homeless/Parent Liaison, Principal, Teacher(s)		(F)Parent Liaison, (F)Title I, (S)Consultants	Summative - parental involvement data, training sessions, student outcomes
3. 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. (Title I SW: 3,4,6,7,9,10) (Target Group: AtRisk, PRE K, K)	Assistant Principal(s), Assistant Superintendent, CBISD Board of Trustees members, Director of Instruction, Director Spec Programs, Director Staff Dev & Inst Tech, Principal	August- June	(F)Title II Princ/Tchr Improvement - \$60,000, (L)TRS curriculum resources - \$15,000, (S)Consultants - \$30,000, (S)State & local funding - \$300,000, (S)State Comp Ed Personnel - \$200,000, (S)State Guidelines, (S)Texas Education Agency	Summative - PreK assessments from CIRCLE or CLI Engage Kinder assessments from TELPAS, TPRI and Performance Assessments in TEKS Resource system I-Ready results Attendance

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Goal 3. Build a strong foundation of early literacy and numeracy

Objective 2. Ensure systems are in place to assess student needs early, provide strong research based teaching strategies and provide interventions targeting needs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement a Response to Intervention process to allow timely assistance to students showing needs or deficits. (Title I SW: 3,8,9) (Target Group: All) (Strategic Priorities: 2,4)	Assistant Superintendent, Core Subject Teachers, Counselor(s), Department Heads, Director of Instruction, District Assessment Coordinator, Instructional Staff, Instructional Technologist, Intervention Staff, Lead Teacher, Special Ed Teachers	August- June	(F)Federal Funds - \$520,000, (L)Local Funds, (S)State Compensatory Ed - \$300,000	Summative - State Assessment score showing growth and meeting passing standard. # of students in SSI summer program.
2. All elementary teachers will incorporate the use of learning centers to facilitate skills practice and mastery. (Title I SW: 1,2,3,4,8,9,10) (Target Group: PRE K, K, 1st, 2nd, 3rd, 4th, 5th, 6th)	Assistant Principal(s), Director of Instruction, Instructional Facilitator, Instructional Paraprofessionals, Instructional Staff, Intervention Teachers, Principal	August - May	(L)Annual budget, (S)Consultants, (S)State Guidelines	Summative -
3. All elementary reading teachers will implement the guided reading and balanced literacy reading training. (Title I SW: 1,4,8) (Target Group: All)	Assistant Principal(s), Assistant Superintendent, Core Subject Teachers, Director of Instruction, Director Spec Programs, Director Staff Dev & Inst Tech, Instructional Staff, Intervention Staff, Principal	August - May	(F)Title II Princ/Tchr Improvement, (L)Annual budget, (L)Local Funds, (S)State Guidelines	Summative - STAAR scores Unit assessment scores Walk through data
4. All elementary mathematics teachers will incorporate the CBISD Problem Solving Method and secondary teachers will implement the new TEKS within the curriculum. (Title I SW: 4,9) (Target Group: All, 9th, 10th, 11th, 12th, 2nd, 3rd, 4th, 5th, 6th, 7th , 8th)	Assistant Principal(s), Assistant Superintendent, Core Subject Teachers, Department Chair, Director of Instruction, Instructional Staff, Principal, Sped staff, Teacher(s)	August - May	(F)Title II Princ/Tchr Improvement, (L)Local Funds, (S)State & local funding , (S)State Guidelines	Summative - Staar Scores Unit assessment data Walk through data
5. Teachers will use Thinking Maps as a graphic organizer for thinking and for planning writing. (Title I SW: 1,4,8,9,10) (Target Group: All)	Assistant Principal(s), Assistant Superintendent, Director of Instruction, Director Spec Programs, Director Staff Dev & Inst Tech, Response to Intervention Team, Staff Development Director, Teacher(s), Trainer of trainer (TOT)	August- June	(F)Title II Princ/Tchr Improvement, (L)Local Funds, (S)State & local funding	Summative - Maps found during walk-throughs STAAR writing scores

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Goal 3. Build a strong foundation of early literacy and numeracy

Objective 3. Provide resources for teachers to use to conduct guided reading/math, conduct mini lessons and provide small group lessons

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide training opportunities for staff to learn high yield reading and math strategies for student learning (Title I SW: 3,8) (Target Group: All, PRE K, K, 1st, 2nd, 3rd) (Strategic Priorities: 2)	Assistant Superintendent for Student Services, Director of Instruction, Principal		(F)IDEA (Sped), (F)Title I-Federal, (F)Title II Princ/Tchr Improvement, (L)Local Funds, (L)Thinking Maps, (O)Local Resources, (S)Instructional Materials Allot, (S)Region 4 ESC, (S)Texas Education Agency	Summative - training involvement
2. Provide materials to ensure understanding of standards and strategies to use (Curriculum Plan, Expectations, Fountas and Pinell resources, TEKSRS resources, Reading and Writing Strategies Books, manuals) (Title I SW: 8) (Target Group: All, AtRisk, PRE K, K, 1st, 2nd, 3rd) (Strategic Priorities: 2)	Assistant Principal(s), Assistant Superintendent, Assistant Superintendent for Student Services, Director of Instruction, Director of Technology, Director Spec Programs, Director Staff Dev & Inst Tech, District Assessment Coordinator, Dyslexia specialist, IMA Resources, Instructional Staff, Librarian & Support staff, Principal, Special Ed Teachers, Teacher(s), TEKs Resource System Curriculum	Aug - July	(F)IDEA (Sped), (F)Title I, (L)DMAC Data Analysis Software , (L)Lead4Ward resources, (L)Local Funds, (L)TRS curriculum resources, (O)Technology allocations, (S)Consultants, (S)ESL, (S)GT, (S)Instructional Materials Allot, (S)Region 4 ESC, (S)State & local funding , (S)State Comp Ed, (S)Texas Education Agency	Summative - material use and lesson plans
3. Implement a process of monitoring and evaluation of early learning skills (DIBELS assessment, CLI assessments, IReady, Progress monitoring, Instructional Reflective Practices, Campus PLC process, CLASS assessments, TTESS) (Title I SW: 9) (Target Group: All, PRE K, K, 1st, 2nd, 3rd)	Assistant Principal(s), Assistant Superintendent for Student Services, Campus Testing Coordinator(s), Director of Instruction, Director of Technology, Director Spec Programs, Dyslexia specialist, ESL staff, Head Start Collaborative, IMA Resources, Instructional Staff, Intervention Staff, Librarian & Support staff, Principal, Response to Intervention Team, Special Ed Teachers		(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	Summative - DIBELS, minutes from meetings, CLASS and TTESS evals information

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Goal 4. Recruit, support and retain teachers and principals

Objective 1. Provide a comprehensive system of professional development to provide teachers with high yield strategies, materials and tools to enhance learning at the highest level.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Sponsor TEA Academies to enhance reading and math teaching competencies and strategies (Title I SW: 4) (Strategic Priorities: 1)	Assistant Superintendent, Assistant Superintendent for Student Services	Aug- July	(S)State & local funding	attendance at sessions, evidence of implementation
2. Provide ongoing staff development and processes to support the desired teaching and learning strategies. (Title I SW: 4) (Target Group: All) (Strategic Priorities: 1)	Assistant Superintendent, Assistant Superintendent for Student Services, CBISD Board of Trustees members		(F)Federal Funds, (L)EduHerors, (L)Eduphoria, (L)Lead4Ward resources, (L)Local Funds, (L)TRS curriculum resources, (S)Consultants	

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Goal 4. Recruit, support and retain teachers and principals

Objective 2. Provide Principals with support to implement the PLC process and support rigorous instruction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure principals obtain PLC training. (Title I SW: 4) (Target Group: All) (Strategic Priorities: 1)	Assistant Principal(s), Assistant Superintendent for Student Services, Principal		(F)Title I, (F)Title II Princ/Tchr Improvement, (L)Local Funds	attendance at conferences, PLC plans
2. Provide a framework of expectations for implementation of district priorities. (Strategic Priorities: 1)	Assistant Superintendent, Assistant Superintendent for Student Services, CBISD Board of Trustees members, Director Spec Programs, Director Staff Dev & Inst Tech		(F)Title II Princ/Tchr Improvement, (S)Consultants, (S)State & local funding	Framework, monitoring info

WEST COLUMBIA EL

Goal 4. Recruit, support and retain teachers and principals

Objective 3. Support and expand student teaching opportunities and other recruiting measures with colleges in the area

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Recruit at colleges in the area and expand outreach (Title I SW: 3) (Strategic Priorities: 1)	Director of Human Resources and Public Relations, Principal	Aug=July	(O)Local Resources	Summative -

WEST COLUMBIA EL

Goal 5. Implement the use of Instructional Systems in our curriculum by implementing Professional Learning Communities and the use of common formative assignments to guide instruction.

Objective 1. Strengthen the vertical alignment of our instruction practices from PreK-6th grade.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Give teachers the opportunity to develop aligned practices in the areas of how journals are set up and utilized, the writing process, genre definitions, phonological awareness and phonics instructional resources, math problem-solving model, intervention instructional practices and resources as well as and vocabulary instructional resources. (Title I SW: 1,2,3,4,5) (Title I TA: 2,3,5,6,8) (Target Group: All) (Strategic Priorities: 2,3,4) (CSFs: 1,2,3,4,7)	Assistant Principal(s), Campus Testing Coordinator(s), Dyslexia specialist, ESL staff, IMA Resources, Instructional Staff, Intervention Staff, Principal, Response to Intervention Team, Special Ed Teachers, Teacher(s), TEKS Resource System Curriculum	Aug. -June	(F)IDEA (Sped), (F)Title I, (F)Title II Princ/Tchr Improvement, (L)DMAC Data Analysis Software , (L)Lead4Ward resources, (L)TASB Resources, (L)Thinking Maps, (L)TRS curriculum resources, (O)Local Districts, (O)Local Resources, (S)Consultants Training	Summative -

WEST COLUMBIA EL

Goal 5. Implement the use of Instructional Systems in our curriculum by implementing Professional Learning Communities and the use of common formative assignments to guide instruction.

Objective 2. Increase the use and effectiveness of collaborative planning on grade level teams, especially within the same subject of instruction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Restructure grade level teams to increase the number of collaborative planning partners exist on a grade level team. Flexibly regroup students so teachers work together to help students achieve. Require weekly planning meetings by each grade level in addition to weekly PLCs. (Title I TA: 4) (Target Group: All) (Strategic Priorities: 1,2,4) (CSFs: 1,2,3,4,7)	Assistant Principal(s), Principal, Teacher(s)	Aug. -June		Summative -

WEST COLUMBIA EL

Goal 5. Implement the use of Instructional Systems in our curriculum by implementing Professional Learning Communities and the use of common formative assignments to guide instruction.

Objective 3. Embed the use of reflective practices in all instructional areas to facilitate a continuous growth model or refining the craft of teaching and learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use PLCs, Alignment Walks, Planning periods and Vertical Alignment meetings to give teachers the time, space and resources to review their instructional practices (be it strategies or content related) through lesson plans, work samples, journals, nominal data or anecdotal reflection to improve their core instruction and performance outcomes. (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,2,3,4,7)	Assistant Principal(s), Principal, Teacher(s)	Aug.-June		Summative -

WEST COLUMBIA EL

Goal 6. Achieve measurable growth in STAAR and Dibels data that indicates at least one year's growth in Math and Reading at all grade levels.

Objective 1. Review, vet, revise and ensure alignment of all Unit Assessments to the TEKS. Create common formative assessments (that are also aligned), disaggregate data from the CFAs or "CCUs" and use it to inform your remediation in small group instruction the next week before the summative assessments are given (Unit Assessments/STAAR/Dibels). Repeat this cycle of progress monitoring and remediation weekly. Track UAs to predict STAAR/Dibels' outcomes.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hold Data talks with teachers and track students' progress. Ensure revision/alignment of UAs and CFAs is completed by requiring teachers to submit their CCU data and intervention plan (relentless accountability). Lead/facilitate alignment walks to ensure a clear understanding of TEKS alignment. (Title I TA: 1,2,3,4,5,6,8) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,2,3,7)	Assistant Principal(s), Principal, Teacher(s)	Aug.-June	(O)Local Resources, (S)Consultants, (S)Consultants Training	Summative -

WEST COLUMBIA EL

Goal 7. Create and maintain a Culture of Excellence that is propelled by high expectations, grit and relationships.

Objective 1. Create "community time" where students have a sense of belonging, purpose and build strong relationships with their teachers/peers, write and recite a Creed of Core beliefs that instill high expectations, reward students who exemplify excellence and teach the attributes of grit and excellence.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Hold Community Time every morning where students recite our pledges, creed and pillars of excellence, and greet each and every student/teacher.</p> <p>2. Have students recite and memorize our 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 for excellence, Responsible, respectful and resilient.</p> <p>3. Teach students the pillars of excellence: perseverance, resilience, fortitude, effort, inquiry, volition, and the golden rule.</p> <p>4. Award EXCELLENCE awards/sashes to students from each grade level, one a week, for exemplifying the attributes of excellence in front of their peers and notify parents.</p> <p>5. Award teachers once a six weeks with the Principal's cup for exemplifying excellence.</p> <p>(Title I TA: 1,3,7) (Target Group: All) (Strategic Priorities: 1,3,4) (CSFs: 1,2,3,5,6,7)</p>	<p>Assistant Principal(s), Instructional Staff, Intervention Staff, Principal, Teacher(s)</p>	<p>Aug-June.</p>	<p>(L)Local Funds</p>	<p>Summative -</p>

Expenditures

Resource	Source	Strategy	Amount
Technology	Federal	2.1.6	
Colleges and Universities	State	1.2.6, 2.1.7	
Communities in Schools	State	1.3.2, 1.4.1, 1.4.2, 1.5.1	\$160,000
Consultants	State	1.2.6, 1.5.2, 1.7.1, 3.1.1, 3.1.2, 3.1.3, 3.2.2, 3.3.2, 4.1.2, 4.2.2, 6.1.1	\$30,000
Consultants Training	State	1.5.1, 5.1.1, 6.1.1	
CTE funds	State	2.1.1, 2.1.7	
District Parent Liaison	Federal	1.2.4, 1.3.2, 1.4.1, 1.4.2, 1.5.2, 3.1.1	\$50,000
DMAC Data Analysis Software	Local	1.2.1, 1.7.1, 1.7.2, 1.8.1, 2.1.8, 3.3.2, 3.3.3, 5.1.1	\$44,000
EduHeros	Local	4.1.2	
Eduphoria	Local	1.7.1, 4.1.2	
ERATE funding	Federal	1.7.1, 2.1.6	
ESL	State	3.3.2, 3.3.3	
Federal Funds	Federal	3.2.1, 4.1.2	\$520,000
GT	State	1.2.4, 2.2.1, 3.3.2	
IDEA (Sped)	Federal	1.2.4, 3.3.1, 3.3.2, 5.1.1	
IMA	State	2.1.6	
Instructional Materials Allot	State	2.1.5, 3.3.1, 3.3.2, 3.3.3	
Lead4Ward resources	Local	1.2.1, 1.7.2, 3.3.2, 4.1.2, 5.1.1	\$4,000
Local Districts	Other	5.1.1	
Local Funds	Local	1.1.1, 1.1.2, 1.1.3, 1.2.4, 1.6.2, 1.7.2, 2.1.1, 2.2.1, 3.2.1, 3.2.3, 3.2.4, 3.2.5, 3.3.1, 3.3.2, 3.3.3, 4.1.2, 4.2.1, 7.1.1	\$206,000
Local Resources	Other	1.2.1, 1.2.4, 1.3.1, 1.3.2, 1.4.1, 1.8.1, 2.1.6, 2.1.7, 3.3.1, 4.3.1, 5.1.1, 6.1.1	\$200,000
Parent Liaison	Federal	1.2.4, 1.2.6, 1.5.1, 1.7.2, 3.1.2	\$100,000
Perkins-CTE	Federal	2.1.3, 2.1.7	\$36,000
PTO Campus Committees	Local	1.4.1	
Region 4 ESC	State	1.6.2, 1.7.2, 3.3.1, 3.3.2	\$30,000
SHARS	State	1.2.4	\$280,000
Skyward	Local	1.2.1, 1.3.1, 1.8.1	\$11,000
State & local funding	State	1.1.1, 1.1.2, 1.3.2, 2.1.1, 2.1.3, 2.1.5, 3.1.3, 3.2.4, 3.2.5, 3.3.2, 3.3.3, 4.1.1, 4.2.2	\$300,000

Expenditures

Resource	Source	Strategy	Amount
State Comp Ed	State	2.1.8, 3.3.2, 3.3.3	\$30,000
State Comp Ed Personnel	State	1.2.4, 1.3.2, 1.7.2, 1.8.1, 2.1.5, 2.1.8, 3.1.3	\$750,000
State Compensatory Ed	State	1.2.4, 2.1.5, 3.2.1	\$300,000
State Guidelines	State	3.1.3, 3.2.2, 3.2.3, 3.2.4	
TASB Resources	Local	5.1.1	
Technology allocations	Other	2.2.1, 3.3.2, 3.3.3	
Title I	Federal	1.1.3, 1.2.4, 1.5.1, 1.5.2, 1.7.2, 1.8.1, 3.1.1, 3.1.2, 3.3.2, 4.2.1, 5.1.1	\$1,260,000
Title I-Federal	Federal	1.1.2, 3.3.1	\$5,000
Title II Princ/Tchr Improvement	Federal	1.1.1, 1.1.2, 1.6.2, 1.7.1, 1.7.2, 1.8.1, 3.1.3, 3.2.3, 3.2.4, 3.2.5, 3.3.1, 4.2.1, 4.2.2, 5.1.1	\$426,000
Title III Bilingual / ESL	Federal	1.2.4, 1.6.1, 1.6.2, 1.7.2	\$16,500
Title IV Safe and Drug Free	Federal	1.5.2	
TRS curriculum resources	Local	1.2.1, 1.7.1, 1.7.2, 1.8.1, 3.1.3, 3.3.2, 4.1.2, 5.1.1	\$44,000
40 Resource(s)			Total: \$4,802,500

Comprehensive Needs Assessment

Demographics

Demographics Summary

WCE is a PPCD-6th grade Title One campus with approximately 817 students.

We have approximately 13% AA, 27% H, 55.2% White, 46% EcDis, 50% At Risk and our Mobility rate is approximately 14%. Approximately 88% of our teachers are white. 12% of our staff are minorities. 14% of our staff has graduate degrees. Approximately 8.5% of our students are ESL. 2.7% are GT and 5.5% are SPED. Our teachers have an average experience of 13 years.

We have a large At Risk and Economically Disadvantaged population. Meeting the needs of all our students, in minority sub populations and those who are Economically Disadvantaged and/or At Risk, to make adequate progress is our greatest challenge. Through the use of equitable hiring practices, RTI intervention teams, Systematic Instructional practices, intensive staff development on early reading instruction and numeracy, collaborative PLCs, and early intervention in Pre-K/K, we hope to see significant gains in all weak areas.

Student Achievement

Student Achievement Summary

We have analyzed our data across grade level and subject. It is evident that we have some high performing teachers in specific areas, but struggle as a campus in overall on-level reading skill acquisition and application. Specifically, far too many of our students are not reading accurately and comprehending on grade level. It appears that our SPED, 504, and African American subpopulations are most in need. However, some Hispanic sub-pops struggle as well. Students who are Economically disadvantaged as a whole seem to have the greatest need for improvement.

This past year 3rd and 6th grade reading scores fell to an unacceptable level. 3rd and 4th grade math scores also fell to an unacceptable level. As a result we are instituting a new cyclical method of collaborating to develop common formative assessments that are then disaggregated to formulate an intervention plan that will be implemented before the summative assessment is given - which will also be re-written and aligned to the TEKS. We will institute programs such as System 44 and Reading Horizons to a greater degree to increase our most robust interventions, and we are targeting skills instruction in interventions specifically to comprehension, vocabulary and inferencing. In addition, we will continue to work on vertically aligning our core instruction and seeking to align all lessons to the TEKS themselves. The data reflects that students in S44 and RH are making progress, and those teachers that spent the most time aligning their assessment and instruction achieved the highest.

School Culture and Climate

School Culture and Climate Summary

Students at WCE are loved like family, but also held accountable for their learning. Our teachers are intrinsically motivated to improve our outcomes and are ultimately

Comprehensive Needs Assessment

School Culture and Climate Summary (Continued)

driven by student success. This year to preserve our climate of family-like community and support while stepping-up the cultural expectations to be aligned with high achievement, we have instituted a school-wide creed that was written by the teachers.

I am a Wildcatter
I am...
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 for excellence,
Responsible, respectful, and resilient.
We are Wildcatters!

We also instituted "community time" where the students gather in the hallway to show respect to our community, state, country and school and recite the creed. We also instruct on and recite the pillars of excellence: Perseverance, Resilience, Fortitude, Effort, Inquiry, Volition, and The Golden Rule. Students and teachers then reenter their classrooms with personal greetings, thus creating a sense of belonging, respect and support. It also promotes a personal relationship between teacher and student as well as instilling high expectations for all.

Every Friday we also recognize one student from each grade level that is exemplifying the attributes of excellence. They are presented their award in front their entire class and yet to wear the "sash of excellence" all day.

We also present the "Principal's Cup" to one teacher to recognize their achievements that are aligned to our school mission and vision.

We have a chess club, running club, UIL competitive teams as well as band and an after school program - ACE, supported by Communities in Schools. Our CIS director also supports the physical needs of our students through back pack programs, resource fairs, etc. She also provides guest speakers on social, health and safety issues like bullying.

Our counselor teaches Character Education Lessons all through out the year and works cooperatively with administration to support the behavioral and social/mental health needs of our students on an individual basis.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Summary

Comprehensive Needs Assessment

All teachers and paraprofessionals are highly qualified. The teacher quality is perceived as high, but with some obvious areas of weakness (3rd reading/math, 4th math/writing).

Outcomes are not consistent and we are looking for the WHY. Our attempts to incorporate the use of CFAs is based on the theory that while teachers instruct on the TEKS, they are not in the practice of progress monitoring or checking for understanding and intervening in a timely fashion before their summative assessments are over. Data has been provided to teachers from Dibels, iReady, STAAR, Common Checks for Understanding (CCUs/CFAs), Unit Assessments, and System 44 on student progress measures, but also through the T-Tess coaching model as well as contract instructional coaches like Liz Plaster and Karen Husskison. Staff retention was very high. New teachers hired were highly sought after and most of our new para professionals are Bachelor Degreed. Every new teacher is given a mentor and the opportunity to meet with the administrators as well as the Superintendent. This year we are instituting systematic PLC meetings to foster continuous improvement with a focus on TEKS alignment and CFAs. We will continue our student work alignment walks as well to seek greater alignment, discover strengths and weaknesses and areas for increased real-world applications with authentic work. Our data drives our staff development opportunities in the summer and PD days, but is really monitored with relentless accountability through our PLCs and Alignment walks.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Summary

Our evidence is in our lesson plans, assessments (CCUs/CFAs and UAs), alignment walks and outcomes. Data from CCUs and UAs dictates how teachers intervene to specifically target our weaknesses instructionally. It isn't about if teaching is happening, it is about if LEARNING is occurring. We still have areas of weakness in alignments (i.e. editing, genres, and the writing process). We will continue to focus on these in PLC/PD days. Our CCUs/UAs area aligned to the TEKS and when the achievement is monitored and found lacking, teachers intervene to ensure quality LEARNING for all students. This is evidenced by the submission of the CCUs and disaggregated data into a binder for the Principal's review. Assessments are being vetted for alignment collaboratively by the instructional team, but alignment will continue to be refined not only in our assessments, but in everything.

Family and Community Involvement

Family and Community Involvement Summary

We have had a dramatic increase in our Facebook following since the principal posted videos sharing our mission/vision/creed and pillars of excellence to maintain contact during the floods. We also have huge turn outs for our community programs like our Veterans program (over 200 attend), Bedtime Stories (where literacy is supported and promoted), Math night, Reading night, Science night, etc...

Families are represented in our CEIC committee and our small but active PTO. Parents and families are also surveyed via Google forms when input from the community is appropriate. We have multiple resources available to our families through our counselor, parent liaison, CIS program, school nurse, ACE program, SPED/504 departments and at-risk counselor, all of which can connect families to the specific resources they need. We encourage parent/school involvement through not only the programs listed above, but also through recognizing academic achievement during our Wildcatter Extravaganza ceremonies each 9 weeks with a final award ceremony at the end of the

Comprehensive Needs Assessment

Family and Community Involvement Summary (Continued)

year.

We offer SPED/504 paperwork in Spanish and have multiple personnel on campus available for translating.

We have an extensive intervention program to support all student achievement needs through leveled/tiered instructional intervention based on quintile performance scores and program qualification (i.e. SPED/504 use Reading Horizons/Dyslexia intervention and/or modified and/or accommodated work.

We partner with First Baptist Church West Columbia to support student need and provide after school character education via the Good News Club. We also partner with HEB who often supplies us with free books and with WALMART who often donates supplies.

School Context and Organization

School Context and Organization Summary

The district and school have site-based committee meetings where information is shared and input is gathered. Within West Columbia Elementary we have team leaders on each instructional team that attend regular meetings to disseminate pertinent information which is then shared with the team members. Minutes are taken and turned into administrator. We also have team meetings, PLCs, collaborative planning, RtI meetings, staff meetings and more.

We collect data in our intervention programs (iReady, Reading Horizons, Dibels progress monitoring, S44, UAs and CCUs. This data is then reviewed, disaggregated and used to inform instruction in the areas of greatest need, not only in interventions, but in classroom small group instruction as well. Teachers participate in a Campus Needs Assessment committee to contribute ideas to the school decision making. The perception of our school is that it is the best in our area and the "school of choice". Community families count on WCE to take care of their children and give them a rich educational experience.

Technology

Technology Summary

We have a one-to-one initiative with chromebooks in grades 2-6. In our Pre-K classes we have iPADS. In Kinder and First we have a minimum of 10 chromebooks per homeroom. We also have projectors and elmos in every class and we have two computer labs that have laptops and thin clients. While technology proficiency varies from teacher to teacher, our overall proficiency level is proficient. We have had significant technology issues that have tremendously hindered our ability to utilize programs fully that are foundational to our curriculum. It appears to be an issue with Classlink and Skyward. We utilize Go Math online, iReady Reading and Math, Stemscopecs for Science and Social Studies weekly for Social Studies. We also have online intervention programs like System 44. We have ongoing technology PD and embedded technology talks at least monthly to increase the technology proficiency of our teachers, who must keep up with our students.