

WILD PEACH ELEMENTARY

Campus Improvement Plan

2017/2018

MOTTO

Catch the Challenge! Learn for Life!



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WILD PEACH ELEMENTARY

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

WILD PEACH ELEMENTARY 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.

WILD PEACH ELEMENTARY Site Base

Name	Position
Benton, Heidi	4th teacher
Bragg, Christy	interventionist
Fowler, Samantha	Director School Improvement
Galloway, Hannah	Behavior/504/ELL
Harrington, Krista	Life Skills
Henry, Cynthia	3rd teacher
Johnson, Pamela	6th teacher
Key, Stephanie	1st teacher
McCarthy, Mary	Principal - WPE
Schuerg, Laci	2nd teacher
Swift, Kayla	Kindergarten
Warmack, Darsey	Parent
Watts, Tina	interventionist
Wilkes, Macy	Special Education Teacher

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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 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
<p>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)</p>	<p>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)</p>	<p>August-June</p>	<p>(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</p>	<p>Summative - State-mandated tests Accountability information Federal accountability Report PBMAS report</p>
<p>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)</p>	<p>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)</p>	<p>August-June</p>	<p>(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</p>	<p>Summative - Reports on support provided Graduation PEIMS Reports RTI data</p>
<p>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)</p>	<p>Assistant Principal(s), Assistant Superintendent for Student Services, CBISD Webmaster, Counselor(s), Director of Human Resources and Public Relations, Director of Instruction, Principal</p>	<p>August-June</p>	<p>(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</p>	<p>Summative - Parental Involvement sign-in sheets Readistep Tests PSAT</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 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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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 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
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)	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)	August-June	(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	Summative - Diagnostic Tests; Summative Exams; SIT Referral; SPED Referral Process; State-mandated tests PBMAS Report

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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

WILD PEACH ELEMENTARY

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 -

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	\$30,000
Consultants Training	State	1.5.1	
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	\$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	
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	\$4,000
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	\$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	\$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
State Comp Ed	State	2.1.8, 3.3.2, 3.3.3	\$30,000

Expenditures

Resource	Source	Strategy	Amount
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	
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	\$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	\$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	\$44,000
38 Resource(s)			Total: \$4,802,500

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Enrollment at Wild Peach has remained relatively stable for the past three years as have the subgroup percentages. The percentage of students served by special education has also remained about the same for the past three years; about 6%

Demographics Weaknesses

67% of the Wild Peach student population is considered to be economically disadvantaged.
68% of the WPE population is considered to be At Risk.
Less than 2% of the WPE population is identified as Gifted and Talented.
the mobility rate for WPE is about 18%.

The demographics of the teachers do not reflect the demographics of the students. This year, WPE was able to hire a Hispanic and an African-American teacher. WPE has no male teachers and therefore no positive role models for our boys.

Demographics Needs

GT screening.

Demographics Summary

WILD PEACH Elementary
EE-06 Grades served
361 Students
67.3% EcoD
6.6% ELL
18.4% Mobility
8.3% Special Ed

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

5th Science
4th Math
3rd Math

Student Achievement Weaknesses

3rd African American Reading-38%
3rd Special Ed Reading 29%
3rd African American Math 50%
3rd Special Ed Math 43%
4 Reading All Students 38%
4 Reading Male 27%
4 Reading Hispanic 33%
4 Reading White 42%
4 Reading EcoDi 32%
4 Writing - All Students and student groups 37%
4 Writing Male 32%
4 Writing Female 43%
4 Writing Hispanic 43%
4 Writing White 39%
4 Writing EcoD 25%
5 Reading Female 56%
5 Reading not EcoD 67%
5 Math Female 56%
5 Math Hispanic 53%
5 Math Eco D 59%
6th Reading All Students and All Student Groups 56%
6th Reading Special Ed 33%
6 Math Special Ed 33%
6th Math Hispanic 58%

Comprehensive Needs Assessment

Student Achievement Needs

Targeted interventions implemented with fidelity.
Writing across the curriculum.
Consistent implementation of I-ready.
Continued training on Dibels and I-Ready data interpretation.

Student Achievement Summary

There is inconsistency in the instruction provided due to high teacher turnover and grade level/subject reassignment.
Teachers have a wealth of student achievement data at their fingertips, but are still not sure how to use the data to affect student achievement.

School Culture and Climate

School Culture and Climate Strengths

Campus Facebook and website are regularly used for community communication.
Activities are publicized in a timely manner and are well attended.
Communities in Schools does a great job of providing activities and opportunities for all students such as Girl Scouts, Red Ribbon Week, Chat & Chew,
Parent Liaison helps families get access to needed health services and resources.
Morning Community Time
Monthly Leadership assemblies

School Culture and Climate Weaknesses

Community perception that Wild Peach is not as good of an elementary school as WCE.
Perception of WPE physical plant as old and run down and in need of replacement.
Student awareness of their own academic ability and performance.
High teacher turnover.
There are several students at each grade level who have significant behavior issues which impede the teacher's ability to teach and the other students' ability to learn.
Some students do not feel safe because of the aggressive behavior of these students. There are parents who feel like the safety of the many is overlooked while the few are coddled.

Comprehensive Needs Assessment

School Culture and Climate Needs

Clearly defined academic and behavioral goals.
Consistent application of behavior plans.
More opportunities for parents and community members to be involved.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

All teachers are certified.
All paraprofessionals either have college hours or have passed the paraprofessional test.
Wide variety of staff development opportunities.

Staff Quality, Recruitment and Retention Weaknesses

High staff turnover.
Relative inexperience of staff.
Lack of advanced degrees.
No male teachers on staff to serve a role models for the boys.
Frequent grade level or subject reassignment.
Experienced teachers leave for jobs in higher paying districts.
WPE hires beginning teachers or alt cert teachers, trains them for one or two years, and then loses them to surrounding districts.
Teachers don't seem to buy in to district deemed best practices

Staff Quality, Recruitment and Retention Needs

Possible ways to reward teachers for doing a good job.
Continue to offer staff development in data analysis and effective instructional practices.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Needs (Continued)

ESL certification
Lack of consistency in program implementation.

Staff Quality, Recruitment and Retention Summary

This year, weekly PLCs are in place to support staff as we strive to improve.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Weekly grade level PLC meetings.
Technology apps such as Studies Weekly, STEMscopes, I-Ready, ST Math, Big U, etc which provide digital enhancements to the curriculum.
TEA Reading and Math academies provided in-district.
Contract with Liz Plaster to develop early childhood teachers with Emotional Intelligence and CLASS
Contract with Karyn Huskisson, a Region 4 Reading Specialist, to help with research based reading instructional strategies.

Curriculum, Instruction and Assessment Weaknesses

Many teachers still do not understand the TEKS Resource System.
Many teachers do not understand how to use data to refine their practice .
Teachers articulate that assessment data looks bad, but do not change their practice.
Many teachers do not understand how the 4 Critical Questions for Learning impact their practice:

- What do we want students to know and be able to do?
- How will we know if they can do it?
- How will we respond if they can't?
- How will we respond if they already can?

?

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Needs

Develop teacher understanding of content knowledge and application of skill.
Continued staff development in effective reading instruction and effective math instruction.
Grade level specific professional development in writing for all teachers, not just ELAR.
Need a math expert to provide support for math teachers.

Curriculum, Instruction and Assessment Summary

State assessment data reflects a disconnect between teacher perception of student instruction & mastery of content and actual student performance.

Family and Community Involvement

Family and Community Involvement Strengths

Strong parent turnout at student events and programs.
Parent Liaison who helps parents access community resources.
Good News Club.
Communities in Schools.
Parents like to have lunch with their students.
Parents support "dress up days" and spirit activities.

Family and Community Involvement Weaknesses

The PTO is down to two members.
The Peach Blossom Festival was cancelled due to lack of participation.
Parents come for fun stuff, but do not want to volunteer on campus.

Family and Community Involvement Summary

Comprehensive Needs Assessment

School Context and Organization

School Context and Organization Strengths

Teachers were allowed to meet with the principal this summer to express needs and wants. The number one need/want was time. The master schedule intentionally designed to provide large blocks of uninterrupted instructional time. 90 minutes of reading and math instruction is provided at all grade levels. An additional writing block is provided at 4th grade.

The principal has an open door policy for parents and staff.

There is a monthly campus leadership meeting with the principal and grade level representatives.

Teachers from all three elementary schools meet to plan units of instruction, unit tests, and formative assessments.

School Context and Organization Weaknesses

Over-reliance on whole group instruction. Many teachers still do not understand how to use small groups to maximize instructional impact. Many teachers do not know how to take students to the application level.

Teachers do not consistently use district sanctioned programs such as I-ready but instead use programs they like as replacements.

School Context and Organization Needs

Continued staff development in higher order thinking (application of skill and knowledge)

School Context and Organization Summary

Comprehensive Needs Assessment

Wild Peach is well organized. Teachers have significant voice and input in the operations of the school community.

Technology

Technology Strengths

Classrooms have one to one chromebooks.

STEAM lab.

Multiple educational programs such as Waterford, I-Ready, ST Math, Big U, Studies Weekly, STEMScopes, etc

Teachers are using Google Classroom to push out assignments and projects.

Google docs are used for professional communication and lesson plans.

Technology Weaknesses

Frequent connectivity issues

Frequent log-in issues

Some teachers still using technology as a replacement for traditional worksheets, tests, books.

Technology Needs

Older chromebooks need to be replaced.

Ongoing professional development for staff in innovative use of technology in the classroom.

Not all students have internet access at home to access classwork or educational programs.

Technology Summary

We have a plethora of instructional technology programs. When technology is working, it's great, but is seldom that it works for 100 of the intended audience. Teachers are sidetracked from their lessons with attempts to resolve IT issues, so activities seldom get implemented in the intended manner.

Comprehensive Needs Assessment Data Sources

CIRCLE/CLI PreK results

CLASS results

Disaggregated STAAR Data

Discipline Referrals

I-Ready results

Meeting Agenda/Sign in/Minutes

Parent Participation

Resources

Resource	Source
District Parent Liaison	Federal
ERATE funding	Federal
Federal Funds	Federal
IDEA (Sped)	Federal
Parent Liaison	Federal
Perkins-CTE	Federal
Title I	Federal
Title I-Federal	Federal
Title II Princ/Tchr Improvement	Federal
Title III Bilingual / ESL	Federal
Title IV Safe and Drug Free	Federal
ARD Committee	Local
DMAC Data Analysis Software	Local
EduHeros	Local
Eduphoria	Local
Lead4Ward resources	Local
Local Funds	Local
PEIMS enrollment data	Local
PEIMS student and staff reports	Local
Skyward	Local
Thinking Maps	Local
TRS curriculum resources	Local
Local Districts	Other
Local Resources	Other
Technology allocations	Other
Communities in Schools	State
Consultants	State
Consultants Training	State
GT	State

Resources

Resource	Source
IMA	State
Instructional Materials Allot	State
Region 4 ESC	State
SHARS/MAC	State
State & local funding	State
State Comp Ed	State
State Comp Ed Personnel	State
State Sped	State
Texas Education Agency	State

TEXAS EDUCATION AGENCY
2017 Accountability Summary
 WILD PEACH EL (020907106) - COLUMBIA-BRAZORIA ISD

Accountability Rating

Met Standard

Met Standards on

- Student Achievement
- Student Progress
- Closing Performance Gaps
- Postsecondary Readiness

Did Not Meet Standards on

- NONE

In 2017, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.

Distinction Designation

Academic Achievement in ELA/Reading

NO DISTINCTION EARNED

Academic Achievement in Mathematics

NO DISTINCTION EARNED

Academic Achievement in Science

NO DISTINCTION EARNED

Academic Achievement in Social Studies

NOT ELIGIBLE

Top 25 Percent Student Progress

NO DISTINCTION EARNED

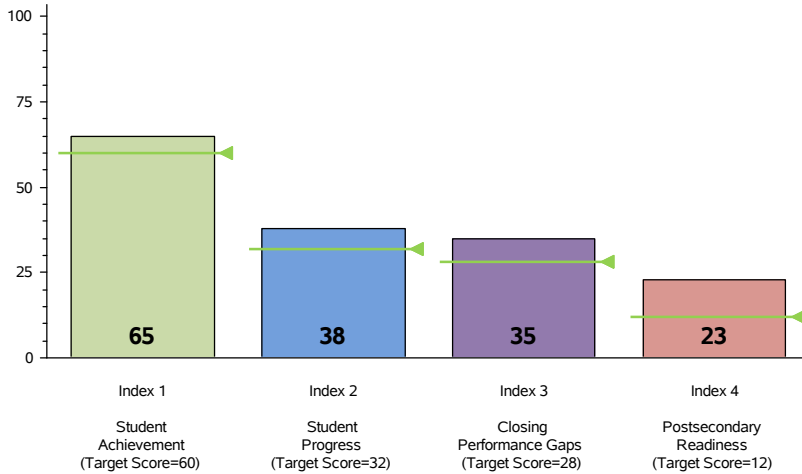
Top 25 Percent Closing Performance Gaps

NO DISTINCTION EARNED

Postsecondary Readiness

NO DISTINCTION EARNED

Performance Index Report



Campus Demographics

Campus Type	Elementary
Campus Size	361 Students
Grade Span	EE - 06
Percent Economically Disadvantaged	67.3
Percent English Language Learners	6.6
Mobility Rate	18.4
Percent Served by Special Education	8.3
Percent Enrolled in an Early College High School Program	0.0

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	290	448	65
2 - Student Progress	228	600	38
3 - Closing Performance Gaps	417	1,200	35
4 - Postsecondary Readiness			
STAAR Score	23.0		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		23

System Safeguards

Number and Percentage of Indicators Met

Performance Rates	7 out of 13 = 54%
Participation Rates	8 out of 8 = 100%
Graduation Rates	N/A
Total	15 out of 21 = 71%

For further information about this report, please see the Performance Reporting website at <https://rptsvr1.tea.texas.gov/perfreport/account/2017/index.html>

TEXAS EDUCATION AGENCY
2017 System Safeguards - Status Report
WILD PEACH EL (020907106) - COLUMBIA-BRAZORIA ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	N		N	Y					N			n/a	1	4	25
Mathematics	Y		Y	Y					Y			n/a	4	4	100
Writing	N			N					N			n/a	0	3	0
Science	Y								Y			n/a	2	2	100
Social Studies												n/a	0	0	
Total													7	13	54

Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N		N	N	n/a	n/a	n/a	n/a	N			n/a			
Mathematics	N		N	N	n/a	n/a	n/a	n/a	N			n/a			

Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y		Y	Y					Y		n/a		4	4	100
Mathematics	Y		Y	Y					Y		n/a		4	4	100
Total													8	8	100

Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		0	0	
Reason Code ***															
Total													0	0	

District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															

Overall Total **15** **21** **71**

+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88.5%

d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

n/a Indicates the student group is not applicable to System Safeguards.

TEXAS EDUCATION AGENCY
2017 System Safeguards - Performance and Participation Data Table
WILD PEACH EL (020907106) - COLUMBIA-BRAZORIA ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	107	**	27	73	-	-	-	*	63	5	6	n/a
Total Tests	184	**	47	121	-	-	-	*	114	16	12	*
% at Approaches Grade Level Standard	58%	38%	57%	60%	-	-	-	*	55%	31%	50%	n/a
Mathematics												
# at Approaches Grade Level Standard	134	**	30	94	-	-	-	*	76	7	8	n/a
Total Tests	184	**	47	121	-	-	-	*	114	16	12	*
% at Approaches Grade Level Standard	73%	62%	64%	78%	-	-	-	*	67%	44%	67%	n/a
Writing												
# at Approaches Grade Level Standard	17	*	*	14	-	-	-	-	8	*	-	n/a
Total Tests	40	*	*	33	-	-	-	-	26	*	-	-
% at Approaches Grade Level Standard	43%	*	*	42%	-	-	-	-	31%	*	-	n/a
Science												
# at Approaches Grade Level Standard	32	*	11	17	-	-	-	*	22	*	5	n/a
Total Tests	40	*	13	23	-	-	-	*	25	*	6	*
% at Approaches Grade Level Standard	80%	*	85%	74%	-	-	-	*	88%	*	83%	n/a
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	202	15	52	129	*	-	-	*	125	19	n/a	8
Total Students	203	15	52	130	*	-	-	*	126	19	n/a	8
Participation Rate	100%	100%	100%	99%	*	-	-	*	99%	100%	n/a	100%
Mathematics: 2016-2016 Assessments												
Number Participating	202	15	52	129	*	-	-	*	125	19	n/a	8
Total Students	203	15	52	130	*	-	-	*	126	19	n/a	8
Participation Rate	100%	100%	100%	99%	*	-	-	*	99%	100%	n/a	100%

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

n/a Indicates the student group is not applicable to System Safeguards.

TEXAS EDUCATION AGENCY
2017 System Safeguards - Graduation and Federal Limits Data Table
WILD PEACH EL (020907106) - COLUMBIA-BRAZORIA ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
District: Met Federal Limits on Alternative Assessments												
Reading												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											
Mathematics												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											

- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
- Indicates there are no students in the group.
- n/a Indicates the student group is not applicable to System Safeguards.

Strategic Priorities

Priority 1. Recruit, support, and retain teachers and principals

Priority 2. Build a foundation of reading and math

Priority 3. Connect high school to career and college

Priority 4. Improving low-performing schools