

Goose Creek Consolidated Independent School District

Victoria Walker Elementary

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Mathematics

Top 25% Student Progress



Mission Statement

Victoria Walker Elementary commits to partnering with parents and the community to build a foundation of academic excellence, promote a passion for lifelong learning, and empower students to contribute positively as responsible citizens.

Vision

One Team, One Heart, One Mission

Primary Grades K-2 will focus on building a strong foundation in reading.

Grades 2-5 will have a laser focus on Math and Reading Literacy.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The demographics of the student population at Victoria Walker Elementary is diverse and continues to diversify annually with an acceleration in the last 3-5 years. At VWE the highest ethnic group represented in the student population is Hispanic which consists of 52.96 percent, then white which consists of 23.34 percent. Our next ethnic group is African American which consists of 14.29 percent, subsequently Asian at 6.5 percent, then Hawaiian or other Pacific Islander at .23 percent. Next is American Indian at .35 percent, and 2.32 percent for two or more races. An attributing factor in the acceleration the transformation of the demographics in the student population is the housing development and enrollment of migrant students. One of the transformations in the housing developments is families living in surrounding hotels and temporarily working in Baytown. Our enrollment is not declining but it isn't as high as it was when the school opened in 2007 with around 1,000 students. Due to the opening of Banuelos Elementary 2 years ago, enrollment is down to 861 total students as of April, 2017. Our enrollment trends have stayed consistent in both semesters. Last year we had 865 students enrolled and currently we have 805 students enrolled. In August 2017 the school will be open 10 years. Our target areas are our LEP, SpEd, Hispanic population, and economically disadvantaged. We have many programs to help our students. One program that is new this year is Kids Hope USA, which is a mentor program that incorporates the community. PALS is another mentor program that brings in high school students to work with our children. We have weekly Student Support Meetings and a FIC on campus. We also have the Reach Out Walk program to target students at the beginning of the year that might dropout. We have great attendance rates at 97-98 percent. There are many incentives and rewards, good expectations and procedures, and teacher communication with our parents. We have many programs and activities that student's want to participate in and come to school that involves families such as All Pro Dads, Character breakfasts, College Day where they wear a college T-shirt and participate in college trivia, and monthly school wide activities. We also celebrate our student's high attendance rates with a 6 week award ceremony which recognizes these students and they are given a sticker and a coupon from the community such as Sonic or What-A-Burger to redeem with their family at a later date. Students that have tardy issues and unexcused absences are addressed in weekly SST meetings. During these meetings we utilize A2A to gather the data pull attendance reports on these particular students. Teachers also recommend these students to the SST if these students' grades are being affected by their attendance. Students that have chronic unexcused absences their parents are notified to attend a meeting to discuss the severity of the issue and they are required to sign a contract that they have to abide to. The contract also informs the parents that the campus will continue to monitor their child's attendance closely. If the issue is more than just being tardy than the SST comes together to pull resources for the student and the family through the FIC and the school counselor. We offer support for our students by offering trainings for our teachers. Summer school training and online training for teachers. We have the bilingual program on our campus. These classes also have Para support. The district offers The New Arrival School for immigrant students new to our country and district. Our teachers are able to collaborate with other teachers from different campuses after school and are supported through the PLC process. Currently we have 17 different languages and dialects spoken at our campus. The population of the students is more diverse than the teachers. However, this does not have a detrimental effect on the students. Establishing relationships is important on our campus. Our ratio 20-22 students in each classroom to 1 teacher.

Demographics Strengths

At VWE we do a wonderful job of accepting all students and making them feel welcomed at our school. We do a wonderful job recognizing those students that have perfect attendance with a certificate and coupons from the community. Prompt and present were given a pizza party. Students with perfect attendance for accumulating years were given trophies. Each 6 weeks they are recognized during an assembly and again at the end of the year at an awards ceremony.

Student Achievement

Student Achievement Summary

The SPED population did not meet satisfactory performance in any subject. We are below the district average for this population of students. These students do not have the same supports on the test as they do in the classroom according to their IEPs. The African American population did not meet overall satisfactory performance in 3rd grade and did not excel overall in any grade level/content area compared to other sub pops. The Hispanic sub-population did not meet expectations for writing. The LEP population did not meet standard in 4th grade reading and writing and didn't make progress on TELPAS.

Teachers struggle to close gaps due to the expectation of teaching grade level curriculum, not curriculum on the students' level. Our progress in the SPED population showed slow growth. There is a difference in the performance between the populations of students because the test is standardized and IEPs allow for differentiation in the classroom. Overall our students were successful in making progress toward Level III Advanced. The trend is that students are making progress toward Level III in all sub-populations. Student needs are identified by looking at assessment data. Difficult TEKS are identified and students are sorted by need and grouped for small instruction during SAIL, accelerated instruction time. The data derived from the last benchmark taking in 5th grade proved very similar to the end of year assessment regarding students who needed intervention and students who did not. Second Chances create discrepancies between report card grades and assessment grades since benchmarks and state assessments do not allow for a second chance like classroom work. SPED students are showing growth in data. SAIL allows for special education students to receive instruction from many teachers rather than just one teacher and with different students. Teachers benefit from a co-teach environment but we struggle with only one special education teacher. Students in these programs have data similar to students in other sub-populations. Teachers with 504 students are given paperwork for their students. Teachers collaborate with the dyslexia teacher on a regular basis. RTI was much better this year and teachers felt as though the process was more focused. It would be great if we had more support staff for the students in Tier 2 and Tier 3 to make sure we are operating with fidelity. Teachers receive a failure report alerting administration and teachers of struggling students. Those students are pulled for goal setting conferences. Struggling students are invited to Saturday School throughout the year. Dyslexia and SPED teachers check in with general education teacher regarding shared students' grades. Students who are not successful participate in goal setting conferences. Students who are not successful participate in SAIL.

Student Achievement Strengths

PLC has been very integral in our teachers looking at data and making good instructional decisions for kids. Math is a strength overall for our students.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Only 52% of our LEP students showed one year's growth on TELPAS causing a low performing score on the district accountability score card. **Root Cause:** Teachers of LEP students need additional training on instructional strategies.

Problem Statement 2: Students aren't progressing adequately in the RtI process. Tier 1 and Tier 2 interventions aren't closing the gap in student

achievement. **Root Cause:** Teachers need to be trained on how to utilize Tier 1 and Tier 2 strategies effectively.

School Culture and Climate

School Culture and Climate Summary

The analysis of discipline data reveals that most discipline incidents were in the classroom. Our office referrals are low in comparison to other campuses. Discipline is handled in the classroom. Interventions in place are “Paws” expectations, CHAMPS posters, and cool-off time. Disciplinary removals are occurring because there is a safety issue and/or persistent misbehaviour's. These are happening at various times through the day, mostly in the classroom. Disciplinary practices are being evaluated by data and adjustments are being made regularly as necessary. The disciplinary policies are proactive because we praise appropriate behavior and encourage positive behavior. Staff patterns with referrals show that previous referrals tend to occur most often on Tuesday and Thursday afternoons. Most current grading period shows referrals happening on Friday afternoons. Teachers give kids second chances and by the end of the week conduct marks have accumulated for the week. Procedures such as Olweus, CHAMPS, and PAWS, are in place to promote safety. We feel that students feel safe because they report bullying and have overall good attendance. Campus activities promote wide-spread student participation such as book fair and jump rope for heart and are inclusive.

School Culture and Climate Strengths

Teachers feel like it is a positive atmosphere on campus. They can voice their opinions and concerns without worries of being “shot down”. They feel the campus is safe and they are supported. They also feel we have a collaborative environment campus wide.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Yes, teachers are required to be certified. Paraprofessionals are accommodating. Our data of low discipline incidents is enticing to new teachers. Supportive leaders encourage a positive workplace. Positive collaboration with team members help build capacity. We hold PLC's bi-weekly. Review 360 offers behavior management videos and certificates. The district provides classes during the summer as well as CUE's and Balanced Literacy during the school year. We would like to see more professional development opportunities offered during the school year.

Staff Quality, Recruitment, and Retention Strengths

1. Strengths or effective teachers are being shared through PLC's.
2. Our CIS is available for teachers. Diana Truesdale comes to assist with technology. District personnel comes to the campus to assist and offer suggestions.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

It is aligned with the state expectations. There are districts that are doing better and we still have room to grow. It must be because we are meeting and exceed the state expectations. Our scope and sequence reflects the TEKS that should be taught. The district creates this. We are moving in that direction. Teachers turn in plan weekly, administrators attend planning sessions and conduct walk-throughs/observations. The scope and sequence is aligned with most grade levels. We have PLCs to look at alignment. CBAs, Benchmarks, Checkup quizzes, DRA, running records, teacher created test, CFAs. Use data to create SAIL groups and to decide what needs to be retaught. The district creates these assessments. They are aligned with what is taught. Some tests did not have the rigor needed. It does include higher order thinking and multi-step processing. Teachers start as a team and then moves to personalizing it individually. CFAs, teacher made assessments, and district assessments are used. Teachers use the lead forward documents during planning. Many supporting standards become stations in the primary levels or exit tickets. We meet biweekly for an hour and every six weeks for an entire day. Mrs. Restock is very helpful. We look at data at PLCs and decide where to go from there. Faculty helped create campus goals. Teams created team goals to support the campus goals. Teachers create individual goals for TTESS. Students create goals in some of their classes. Some teachers write learning objectives on the board and they discuss them. All teachers had to complete the online modules and provide a certification.

Curriculum, Instruction, and Assessment Strengths

- Teachers know how to use data and create groups from the data.
- PLCs
- District provides a Scope and Sequences
- Shared Drive resources

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Currently, 59% of our primary students (K-2) are reading on grade level. **Root Cause:** We need more assistance during AI time to target students reading below grade level, as well as, more professional development in the areas of reading and writing .

Family and Community Involvement

Family and Community Involvement Summary

Victoria Walker Elementary is supportive of our home/school connection based on our current family engagement summary of events. We provided over 30 opportunities for our parents to be engaged with students. Which have been held in the mornings, evenings and afternoon. All events were attended by parents.

Parents are involved through our parent volunteer program in which they volunteer by assisting teachers in the classroom, chaperone for field trips, and attend classroom parties or special events. The community is involved in a mentorship program with KHOPE USA, KBC is an after school program for bible study, and our partner in education is ExxonMobil BOP volunteer for junior achievement and book worm reading program and YMCA after school program. The Baytown police is involved in our drug awareness program DARE. To educate our parents about what is happening in our school we provided three family nights which focus on different education topics reading math and science. With this we teach parent's strategies to use at home to help with student success.

Our teachers have high expectations for our parents and expect them to send them to school daily and on time. We encourage our to do homework with students and assist them when needed, communicate with teachers if there are any problems, to check the Tuesday folder and sign and return papers in a timely manner. We also advise them to, use the parent portal to keep up with student progress.

Victoria Walker communicates with parents using email, text and voice messages, flyers, newsletters, and the campus website.

Our largest population on our campus is our Spanish speaking families therefore, all information sent home, written, or oral, is translated to Spanish.

We have community partnerships that are recruited through the district, community and schools. We currently have support through Partners in education ExxonMobil B.O.P., United Way, Kids Beach Club, Kids HOPE USA mentoring students, Baytown Police Department (DARE), Baytown Fire Dept. (Beat Alley, Food Drive and Fire prevention), Goose Creek Memorial High School (PALS, Ready Set Teach, Nursing, Honor Society, Avid), YMCA after school daycare program and backpacks and school supplies. Toys for Tots gave Christmas toys to needy families and Service League volunteered for vision and hearing screening.

Family and Community Involvement Strengths

The school provides multiple opportunities for family engagement

School Context and Organization

School Context and Organization Summary

Our campus and district goals are for reading and math instruction that is comprehensive and excellent. Our targeted areas are Reading and Math k-5. The data sources are monitored systematically throughout the six weeks depending on the lesson, TEK and grade level. They are communicated through PLC's, team planning, lesson plans, and the scope and sequence. The expectations are that the team members are ready to share and discuss the data. We have PLC, team planning time, lesson planning times, our school adheres to the scope and sequence. There is open collaboration during PLC and planning times to discuss what the root causes are and how to target them through lessons. We are developing deeper discussions to dig deeper into the TEKS. Our campus is focused on improving student academic achievement not only for struggling students but also focusing on high achievers. Our teachers have a commitment to see struggling students receive what they need to be successful. We have set time during the day to focus on the students that are in need of improvement. At the campus level we are able to make adjustments through the use of our SAIL-small group instruction time. All teams have common planning times weekly and PLC times twice a month. The teams bring the scope and sequence and data to discuss and evaluate the data. What has been discussed in PLC is taken back to the team planning session, formative assessments and targeted lesson plans are created. Expectations are for the team members to be prepared, bring resources and participate. Campus leaders disseminate information to the team leaders, and then the leaders disseminate the information to their team. Surveys, PLC's, team leaders voice their opinion through ILC, there is an open door policy to discuss any concerns or questions. The campus leaders develop the schedules.

School Context and Organization Strengths

- PLC time is embedded during the school day.
- Teachers have time to plan.

Technology

Technology Summary

The ultimate goal for technology use is to enhance instruction and enable students to create products using technology which facilitates 21st century digital learning. Technology helps heighten student engagement and interest. Students have access to programs that support learning and instruction such as Class Flow, Google Classroom, Class Dojo, Remind 101, iStation, Think Through Math, Waterford, Fast Forward, CogMed, Big Brainz, Pearson Online, and Imagine Learning. Our materials are evaluated and distributed from the district technology department. Every classroom has 2 student computers, a teacher computer, and a laptop cart that connects to a Promethean IWB. We have 1:1 Promethean ActiveExpressions for student engagement. There are 2 computer labs with 28 student computers each. These labs are currently used during SAIL tutorials for content support in Reading and Math.

4th grade classrooms have 1:1 iPads

5th grade classrooms have 1:1 hybrid laptop/tablets

For students, we have 2 instructional paras that facilitate students on content support programs in reading and math. We also have district instructional technology support available on-demand. We can schedule Diana or Robyn to come in to classrooms to support instruction by adding/teaching a technology piece. For teachers, we have the same district support on campus as scheduled with Robyn or Diana. We also have technology support from our CTS for troubleshooting, maintenance, and repair of all equipment. Students can use technology before school in the computer lab for Fast Forward or CogMed. We don't currently have technology available for parent use. Teachers have access to district level technology training through Eduphoria. We also have two instructional technology specialists who will schedule time to come to our campus to train as well as support student learning. We are not aware of any technology upgrade schedule? We learn about new technology when it's presented to us. Barriers that reduce the use of technology are: lack of lab time, lack of training, lack of planning ahead, quicker instructional support, lack of instructional support for students to learn programs beyond their reading and math content support, and lack of 1:1 equipment in Kinder – 3rd grades. Technology Strengths: We have a wide variety of technology equipment to use and are fortunate to have 1:1 in 4th and 5th grade classrooms. Technology Weaknesses: We need scheduled, periodic, short, varied, foundational PD built in to our PLC days. Our students need direct instruction on how to use programs that will help them create digital products. We need a lab and teacher available during the day (NOT during SAIL). We need a higher concentration of student devices in lower grade levels. Two student computers per classroom is not sufficient.

Technology Strengths

We have a wide variety of technology equipment to use and are fortunate to have.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals






Goal 1: Victoria Walker Elementary will increase student achievement by providing rigorous learning opportunities and curriculum that meets students' needs for achieving exemplary academic and post-secondary success.

Performance Objective 1: Victoria Walker Elementary will plan and implement a well-balanced instructional program to ensure academic success for each child.

Evaluation Data Source(s) 1: STAAR results and district assessments

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) All students will achieve 90% or mastery on their grade level assessments or approaches, meets, or masters on the state average on STAAR.	1	Principal, Assistant Principal, Counselor, Teachers	Students will meet or master grade level TEKS as reflected in grade level assessments and STAAR results.			
2) Analyze current state and district testing for all students to identify individual plans for success. Utilize the Aware program to monitor data for individual students on tested content and objectives. Collaborate with teachers and instructional specialists in data meetings about current academic progress of students to ensure that all students' needs are met.	9	Principal, Assistant Principal, Counselor, Teachers	We will use PLC and RTI meetings to analyze data and collaborate to ensure students meet or master district and state assessments.			
3) Professional Learning Communities will meet weekly to ensure collaborative efforts among teachers on campus, grades levels, and departments to monitor student achievement and instructional goals for the campus. Utilize PLC meeting and campus instructional specialists to conduct staff development and data analysis to increase effectiveness of instructional practices of teachers.	8	Principal, Assistant Principal, Campus Instructional Specialists, Teachers, Counselor	We will use PLC meetings to analyze data and collaborate to ensure students meet or master district and state assessments.			
4) Design and implement lessons that use high-yield strategies that promote learning for all student populations. Including but not limited to Kagan Cooperative Learning, Marzano's 6 step vocabulary, Kilgo questioning stems and problem solving models, differentiated instruction in all classrooms.		Principal, Assistant Principal, Campus Instructional Specialists, Teachers	Effective, research-based strategies will be embedded into lesson plans and implemented to ensure all students meet or master district and state assessments and/or show evidence of growth.			

5) Provide academic interventions for students not meeting Level 3 in all STAAR tested content (Math, Reading, Writing, Science), through Accelerated Instruction [AI], Pull-Out or Push-In Tutorials, Tiered Interventions with RTI, Summer School.	2	Principal, Assistant Principal, Campus Instructional Specialists, Teachers	Increase in percentage of students meeting level III in all STAAR tested areas.			
Funding Sources: Coordination of Local and State Funds - \$10,000.00						
6) Implement staff development opportunities to focused on school improvement. Including but not limited to Academic Vocabulary, Sheltered Instruction training, ELPS, and technology integration. Provide continual campus trainings for all content areas.		Principal, Assistant Principal, Campus Instructional Specialists, Teachers	Increase in staff development opportunities which result in an increase in student performance on district and state assessments.			
Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1						
Funding Sources: Coordination of Local, State, and Federal Funds - \$20,000.00						
7) Provide modeling/coaching for classroom teachers with focus on teachers new to the campus or grade level/content.		Principal, Assistant Principal, Campus Instructional Specialists, Teachers	Increase in student performance on state and district assessments.			
8) Address closing the achievement gap for targeted student groups by closely monitoring progress, implementation of lesson plans and intervention programs.	8	Principal, Assistant Principal, Campus Instructional Specialists, Counselor, Teachers	Decrease in the achievement gap for targeted student groups.			
Problem Statements: Student Achievement 2						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:






Student Achievement
Problem Statement 1: Only 52% of our LEP students showed one year's growth on TELPAS causing a low performing score on the district accountability score card. Root Cause 1: Teachers of LEP students need additional training on instructional strategies.
Problem Statement 2: Students aren't progressing adequately in the RtI process. Tier 1 and Tier 2 interventions aren't closing the gap in student achievement. Root Cause 2: Teachers need to be trained on how to utilize Tier 1 and Tier 2 strategies effectively.
Curriculum, Instruction, and Assessment
Problem Statement 1: Currently, 59% of our primary students (K-2) are reading on grade level. Root Cause 1: We need more assistance during AI time to target students reading below grade level, as well as, more professional development in the areas of reading and writing .

Goal 2: Victoria Walker Elementary will provide a well balanced and appropriate curriculum to all students.

Performance Objective 1: Victoria Walker Elementary will use the GCCISD curriculum resources and implement an instructional program that ensures academic success for each child.

Evaluation Data Source(s) 1: STAAR results and district assessments

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) All teachers will be given the resources and materials that they need to successfully implement the GCCISD curriculum.		Principal, Assistant Principal, Teachers, Campus Instructional Specialists, Counselor	Students meet or master district and state assessments and/or show evidence of growth.			
Funding Sources: Coordination of Local and State Funds - \$687.00						
2) Collaborate in PLCs to ensure that all student populations have access to a rigorous and viable curriculum, focus on student performance using (Eduphoria Aware), and plan and implement individual intervention plans and enrichment accordingly, utilize formative assessments to ensure depth and rigor, and improve alignment in instructional practices.	4	Principal, Assistant Principal, Campus Instructional Specialists, Teachers, Counselor	We will use PLC meetings to analyze data and collaborate to ensure students meet or master district and state assessments.			
3) Provide training, resources and vertical team meetings with focus on best practices to be used with Victoria Walker Elementary special programs, (Bilingual, Special Education, Gate, and ELL) to ensure that identified students' instructional needs are being met and monitor their performance to address their needs.	4	Principal, Assistant Principal, Counselor, Campus Instructional Specialists, Teachers	Identified students will demonstrate an increase in performance on grade level TEKS and district and state assessments.			
Problem Statements: Student Achievement 1 Funding Sources: Coordination of Local and State Funds - \$1,355.00						
4) Create a vertical alignment and campus instructional committee that meets monthly to focus on campus wide instructional strategies designed to meet the needs of all students.		Principal, Assistant Principal, Teachers, Campus Instructional Specialists	Increase in usage of collaborative instructional strategies and student performance on grade level TEKS and district and state assessments.			
5) Implement programs to increase student achievement and sense of belonging with focus on curriculum goals for each grade level. Students demonstrating academic success by earning all "A's" or all "A's and B's" will be recognized each six weeks.		Principal, Assistant Principal, Counselor, Teachers	Increase in students earning all "A's" or all "A's and B's" each six weeks.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:






Student Achievement
Problem Statement 1: Only 52% of our LEP students showed one year’s growth on TELPAS causing a low performing score on the district accountability score card. Root Cause 1: Teachers of LEP students need additional training on instructional strategies.

Goal 3: Victoria Walker Elementary, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.

Performance Objective 1: Provide a safe, structured and caring environment focused on high expectations for student behavior and elevating student and staff morale in order to increase attendance rates, passing rates and overall academic success for each child.

Evaluation Data Source(s) 1: Attendance documentation, agendas, schedules, PLC and SST meeting documents

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Continue to have structured family nights to increase parent participation in different events throughout the year.	6	Principal, Assistant Principal, Campus Instructional Specialists, Teachers, Counselor	Increase in parent participation at academic family nights.			
2) Prepare students for higher education by establishing early planning for students and families with college/university requirements.		Principal, Assistant Principal, Counselor, Teachers	Increase in student/families' early college preparation.			
3) Continue to collaborate with feeder pattern, secondary schools and provide support for vertical planning to assist transition of students.	7	Principal, Assistant Principal, Counselor, Teachers	Students will successfully transition to secondary schools.			
4) Promote community involvement by hosting events in which community leaders will provide career related skills with the focus on encouraging students to graduate high school.		Principal, Assistant Principal, Counselor, Teachers	Decrease in the number of drop-outs.			
5) Promote high attendance school wide by using incentive programs, ongoing communication with parents and effective implementation of the SST process.	10	Principal, Assistant Principal, Counselor	Increase in student attendance and students receiving perfect attendance. Decrease in tardies.			
6) Provide interventions for students that are at-risk that are individualized based on their needs.		Principal, Assistant Principal, Counselor, Teachers	At-risk students will meet or master district and state assessments and/or show evidence of growth.			
Problem Statements: Curriculum, Instruction, and Assessment 1						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment






Problem Statement 1: Currently, 59% of our primary students (K-2) are reading on grade level. **Root Cause 1:** We need more assistance during AI time to target students reading below grade level, as well as, more professional development in the areas of reading and writing .

Goal 4: Victoria Walker Elementary will provide and maintain a safe, positive learning environment.

Performance Objective 1: Utilize the Positive Behavior and Academic Support Model to implement systems to ensure that Victoria Walker Elementary is safe and has a positive learning environment for all students.

Evaluation Data Source(s) 1: staff trainings, discipline plans, surveys, and incentives reports

Summative Evaluation 1:






Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Train all faculty and staff on crisis management for Victoria Walker Elementary, ensure that plans are clearly communicated and practiced throughout the year.		Principal, Assistant Principal, Counselor, Teachers	Campus will be prepared in the event of a crisis.			
2) Each grade level will implement discipline plans that are communicated to our parents and have components of PBAS, CHAMPS		Principal, Assistant Principal, Counselor, Teachers	Decrease in the number of office referrals.			
3) Promote a positive climate by establishing a cohesive team of faculty and staff, parents, and community members collaborating in the best interest of our students.		Principal, Assistant Principal, Counselor, Teachers	Decrease in staff mobility and parent grievances.			
4) Implement the Keystone Curriculum, PAWS/CHAMPS to promote positive relationships between staff and students.		Principal, Teachers, Counselor, Assistant Principal	Increase in the number of "E" and "G" conduct grades and a decrease in the number of office referrals.			
5) Utilize positive incentives to promote good citizenship and attendance through the use of: award assemblies, student recognition on announcements, teacher incentives, and positive communication with parents.		Principal, Assistant Principal, Counselor, Teachers	Increase in the number and frequency of students demonstrating monthly citizenship characteristics and an increase in student attendance.			
6) Implement an anti-bullying awareness plan, Olweus, which includes teacher training, student programs, and routine monitoring of discipline data.		Principal, Assistant Principal, Counselor, Teachers	Decrease in bullying reports as reported by students and parent			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: Victoria Walker Elementary will recruit, develop, and retain highly effective personnel.

Performance Objective 1: Recruit and retain 100% highly effective personnel.

Evaluation Data Source(s) 1: Reports from job fairs, TEAMS, new teacher meetings, and teachers with ESL and GT certifications

Summative Evaluation 1:






Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Attend job fairs and recruit early from a pool of highly effective teachers in core academic subject areas.		Principal	Increase in the number of highly effective teachers in core academic subject areas and have campus fully staffed at an earlier date.			
2) Evaluate campus, Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain.	5	Principal	Increase new teachers' student performance and decrease in new teacher mobility and resignations.			
3) Encourage and solicit teachers to add subject area certification.		Principal, Human Resources	Increase in the number of teachers adding to subject area certification			
4) Encourage all teachers to become ESL and GT certified.	3	Principal, Teachers	Increase in the number of teachers becoming ESL and GT certified.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 6: Victoria Walker Elementary will establish and maintain parental and community partnerships in education to enhance student achievement.

Performance Objective 1: Victoria Walker Elementary will create a partnership between home, school, and community by providing on-going communication and opportunities for involvement that educates and informs students, parents and teachers.

Evaluation Data Source(s) 1: Parent reports, surveys, community meeting agendas

Summative Evaluation 1:






Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Teachers will conduct face to face conferences with parents of students they instruct.	6	Principal, Assistant Principal,; Counselor, Teachers	Increase in face-to-face conferences with a minimum of one per semester.			
2) Utilize our campus website and printed newsletters to inform students, staff and the public of important school information and activities to enhance the school/community partnership.		Principal, Assistant Principal, Teachers	Parents, staff, students, and community will be informed of campus events and deadlines and an increase in the attendance of campus events.			
3) Utilize marquee and message board as way to communicate with our parents and community.		Principal	Parents and community will be informed of campus events and deadlines.			
4) Facilitate communication between school and home through home visits and Tuesday Folder communication/phone calls/ parent conferences and volunteers that are reported to the Title I program as evidenced on sign-in sheets and logs.		Principal, Assistant Principal, Counselor, Teachers	Parents will be informed of campus and community events, deadlines, and student performance.			
5) Offer family evening events to address academic strategies in all content areas to promote higher student achievement and to promote parent involvement.	6	Principal, Assistant Principal, Counselor, Teachers	Increase in parental involvement and understanding in all content areas in order to ensure student success.			
	Funding Sources: Coordination of Local, State, and Federal Funds - \$1,000.00					
6) Continue to build community relationships with our Partner-In-Education, EXXON BOP.		Principal, Assistant Principal, Teachers, Counselor	Increase in the number PIE activities on campus.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 7: Victoria Walker Elementary will provide the technology infrastructure and tools to maximize student achievement.

Performance Objective 1: Victoria Walker Elementary will provide the technology in their classrooms and attend staff development to increase their knowledge.

Evaluation Data Source(s) 1: Technology usage reports, Walk through data

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Victoria Walker Elementary will provide opportunities for staff to attend targeted staff development that will enhance the effective use of technology in the classroom.		Principal, Assistant Principal, Counselor, Teachers	Increase in staff and students using technology effectively in the classroom.			
2) Continue to integrate technology in the classroom through the use of Brain Pop, Smartboards, I-Station and student response devices.		Principal, Assistant Principal, Counselor, Teachers	Increase in staff and students using technology effectively in the classroom.			
3) Use technology to increase student success by utilizing I-Station and Think Through Math, and targeted for special populations.		Principal, Assistant Principal, Teachers, Counselor	Special populations will show an increase in performance on reading and math TEKS and state and district assessments.			
4) Utilize laptops in the 5th Grade and iPads in 4th Grade to maximize learning.		Principal, Assistant Principal, Teachers	Increased laptop and Ipad usage in 4th and 5th grade and increased student success on content TEKS and state and district assessments.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

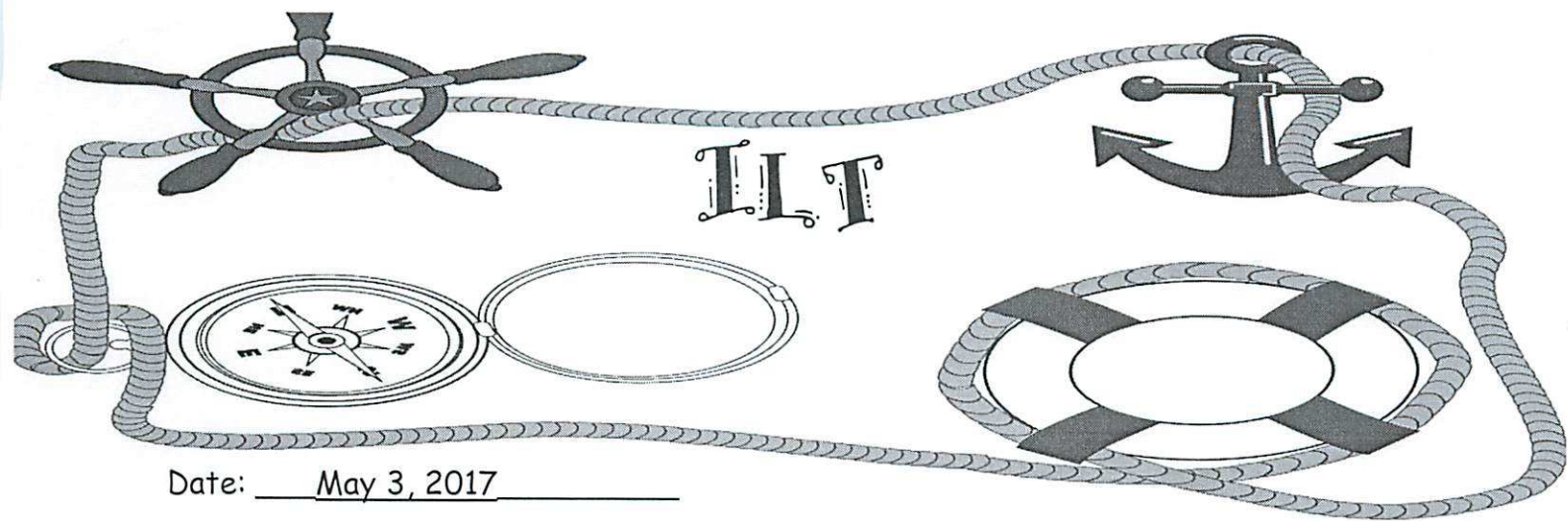
17-18 Needs Assessment Team

Committee Role	Name	Position
Administrator	Janina Allum	Counselor
Non-classroom Professional	Vanessa Jackson	FIC
Administrator	Kurt David	Assistant Principal
Classroom Teacher	Deedra Moon	Kindergarten
Classroom Teacher	Tamie Land	First Grade
Classroom Teacher	Bonnie Wilkinson	Second Grade
Classroom Teacher	Violeta Hernandez	Third Grade
Classroom Teacher	Denise Williamson	Fourth Grade
Classroom Teacher	Amanda Bowman	Fifth Grade
Classroom Teacher	Ann Lockard	Special Ed.
Classroom Teacher	Melanie Christensen	Specialty Teacher
Non-classroom Professional	Tarana Batiste	Dyslexia Teacher
Non-classroom Professional	Kristine Rebstock	CIS

Campus Funding Summary

Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Training costs aligned to school improvement	Focus Funds	\$20,000.00
6	1	5	Materials for parent academic sessions	Title I Part A	\$1,000.00
Sub-Total					\$21,000.00
Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Payroll costs for tutors and intervention materials	SCE Funds	\$10,000.00
2	1	1	Supplemental instructional materials	GT Funds	\$687.00
2	1	3	Supplemental instructional materials	Special Education Funds	\$668.00
2	1	3	Supplemental instructional materials	Bilingual/ESL Funds	\$687.00
Sub-Total					\$12,042.00
Grand Total					\$33,042.00

Addendums



Date: May 3, 2017

Team Members Present:

Deedra Moon
Doug HJ
Jennifer Hogg (sub 2nd)
Jarara Batiste
Dennis Williamson

AP Bauman
Melanie Christensen
Ann Beland
T. Land
Randy Willis
W. S. O. O.
V. G. G.
J. allum

Items Discussed:

1. Student Supplies
2. Wish List (Educational Materials)
3. Certificates
4. Matrix Cards
5. CNA
6. ILC (Batiste)

Action Items:

CNA- Curriculum, Instruction, and Assessment

Monday, April 17, 2017

Sarah Ornelas	Sally Osel
Jennifer Hogan	Jennifer Hogan
Deedra Moon	Deedra Moon
Courtney Hollywood	Courtney Hollywood
Yajaira Pulido	Y Pulido
Elizabeth Eagle	Elizabeth Eagle
LISA GARCIA	Lisa Garcia
Monica Chavez	Monica Chavez

CNA- School Culture and Climate/Staff, Quality, Recruitment, and
Retention

Monday, April 17, 2017

Cynthia Tays	Cynthia Tays
Diane Delgado	Diane Delgado
Denise Williamson	Denise Williamson
Sarah Feinauer	Sarah Feinauer
Kiabeth Lopez	Kiabeth Lopez
Ann Lockard	Ann Lockard
Kurt S. David	Kurt S. David

CNA-Student Achievement

Wednesday, May 3, 2017

Tarana Batiste	Tarana Batiste
Melanie Christensen	Melanie Christensen
Ann Lockard	Ann Lockard
Ruby Williams	
Amanda Bowman	ABowman
Vanessa Jackson	V Jackson
Denise Williamson	Denise Williamson
Violeta Hernandez	Violeta H
Deedra Moon	Deedra Moon
Jennifer Hogan	Jennifer Hogan
Tamie Land	Tamie Land
Kurt S. David	K.S.D
Janina Allum	Janina Allum

CNA- School Context and Organization

Monday, April 17, 2017

Denise Pumphrey	
Theresa Hall	
Laura Mooneyham	
Violeta Hernandez	
Sherril Doyier	
Tamir Rana	
Sandra Cardenas	
Jarana Batiste	

CNA- Technology

Monday, April 17, 2017

C Gardner	Courtney Gardner
W. Medrano	Whitney Medrano
L. Sherman	Lane Sherman
D. Broussard	Demetria Broussard
M. Taylor - (Music)	Meagan Taylor
B. Wilkinson	Bonnie Wilkinson
A. Bowman	Amanda Bowman
A. Auzenne	Angela Auzenne
Kelstock	Kristine Kelstock

School Year: ~~2016~~ 16-17

Date Completed: 5/14/17

Campus Program Evaluation for Gifted and Talented-Program Intent "21"

Comprehensive Needs
Assessment Reflection:
Specific Program
"Strengths" for the School
Year

• all grade levels have GT certified teachers

Comprehensive Needs
Assessment Reflection:
Specific Program "Needs
(Priorities)" for the
Upcoming Year

• Strengthen GT program to provide higher quality
of instruction to address learning needs of students.

Indicate the Root Cause for
each identified need:

• Need for more PD to increase rigor

School Year: 1028 16-17

Date Completed: 5/20/17

Campus Program Evaluation for Special Education-Program Intent "23"

<p>Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year</p>	<ul style="list-style-type: none"> • two SpEd teachers to support resource/inclusion • two paras to support inclusion
<p>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</p>	<ul style="list-style-type: none"> • additional training on co-teach model for SpEd teachers & classroom teachers
<p>Indicate the Root Cause for each identified need:</p>	<ul style="list-style-type: none"> • new teachers that haven't recieved training. (co-teach)

School Year: ~~15/16~~ 16-17

Date Completed: 5/20/17

Campus Program Evaluation for Bilingual/ESL-Program Intent "25"

Comprehensive Needs
Assessment Reflection:
Specific Program
"Strengths" for the School
Year

- Bilingual PLC days

•

Comprehensive Needs
Assessment Reflection:
Specific Program "Needs
(Priorities)" for the
Upcoming Year

- Need for certified teachers

Indicate the Root Cause
for each identified need:

- Shortage of certified bilingual

School Year: ~~17-18~~ 16-17

Date Completed: 5/2017

Campus Program Evaluation for State Compensatory Education-Program Intent "24, 26, 28, and 30"

<p>Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year</p>	<ul style="list-style-type: none"> • able to purchase resources to be used in the classroom • tutoring/Sat. Academy
<p>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</p>	<ul style="list-style-type: none"> • help with finding retired teachers to provide in school tutorials.
<p>Indicate the Root Cause for each identified need:</p>	<ul style="list-style-type: none"> • several teachers committed to other campuses.

School Year: 16-17

Date Completed: 5/20/17

Campus Program Evaluation for Parent Involvement Opportunities

Comprehensive Needs
Assessment Reflection:
Specific Program
"Strengths" for the School
Year

• Many opportunities for parent involvement's

Comprehensive Needs
Assessment Reflection:
Specific Program "Needs
(Priorities)" for the
Upcoming Year

• Dads aren't actively involved
• Low turn out for academic nights.

Indicate the Root Cause
for each identified need:

• Working Dads
• Families like to come for fun activities, but
not academic focused.

School Year: ~~4/2/16~~ 16-17

Date Completed: 5/20/17

Campus Program Evaluation for NCLB-Title I, Part A-Improving Basic Programs

Comprehensive Needs
Assessment Reflection:
Specific Program
"Strengths" for the School
Year

- We have 1 FIC
- We have a CIS

Comprehensive Needs
Assessment Reflection:
Specific Program "Needs
(Priorities)" for the
Upcoming Year

- We have only 1 CIS for 800+ students.

Indicate the Root Cause
for each identified need:

- There isn't funding for an additional CIS.

School Year: ~~12/10~~ 16-17

Date Completed: 5/2017

**Campus Program Evaluation
for
NCLB-Title I, Part C-Migrant Education Program**

Comprehensive Needs
Assessment Reflection:
Specific Program
"Strengths" for the School
Year

• Migrant students identified + monitored by
district + campus.

Comprehensive Needs
Assessment Reflection:
Specific Program "Needs
(Priorities)" for the
Upcoming Year

Indicate the Root Cause for
each identified need:

School Year: ~~2016~~ (6-1)

Date Completed: 5/20/17

**Campus Program Evaluation
for
NCLB-Title III, Part A-Limited English Proficient**

Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year	• We have additional personnel to assist EL Students and teachers.
Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year	0
Indicate the Root Cause for each identified need:	

School Year: ~~15-16~~ 16-17

Date Completed: 5/21/17

Campus Program Evaluation for Safe Schools

Comprehensive Needs
Assessment Reflection:
Specific Program
"Strengths" for the School
Year

- monthly drills
- in compliance

Comprehensive Needs
Assessment Reflection:
Specific Program "Needs
(Priorities)" for the
Upcoming Year

Indicate the Root Cause
for each identified need: