Goose Creek Consolidated Independent School District

Victoria Walker Elementary

2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

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: Sailing to Success!
- 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

- We are a one of the largest campuses at GCCISD with 881 students enrolled. Before the rezoning three years ago, we had over 1,000 students on our campus. Another change over the years is an increase in our bilingual Hispanic population. This has changed the demographic percentages at our campus and in our district.
- Campus Mobility Rate: 10.5 %, District: 20.1 %, State: 16.9%
- Our LEP students need further progress monitoring every 6 weeks to ensure success in the classroom. If students are not successful, RTI needs to be implemented so these students receive the differentiated instruction needed for academic success.
- Student Demographics: African American-13.4%, Hispanic-50.3%, White-28.2%, American Indian Asian-0.3%, Pacific Islander-5.7%, and Two or More Races-0.3%
- Staff Demographics: 4% African American, 66% Anglo, 26% Hispanic
- The 22:1 ratios impact student and teacher performance significantly.
- The campus at-risk student percentage is 35%. We will continue progress monitoring these students to ensure success in the classroom through RTI, small group instruction, and one-to-one assistance.
- An action plan has been developed to address the system safeguards for the campus.

Demographics Strengths

- Ensuring student success through RTI and small group instruction
- Celebrating student ethnicities and heritage

Demographics Needs

- Continued work to improve the RTI process to ensure student success
- Celebrate more diverse heritages and cultures though out the year instead of a few months out the year.

Student Achievement

Student Achievement Summary

- Student data is reviewed by grade level teams, teachers, and administrators by individual TEKS and scores.
- Data is used to identify strengths and weaknesses of student achievement and in conjunction with heat maps for STAAR courses.
- Data is pulled holistically by student, over a variety of assessments/multiple years in the same content area, to identify students for pull out programs.
- Students in SPED, LEP, and our low SES sub pops are closely monitored.
- Student data on CBAs, Benchmarks, and STAAR are relatively consistent when determining students' success.
- Local assessments are a good indicator or predictor of how well a student will perform on state assessments.
- 78% of students who fail STAAR Reading in Grade 3 continue to fail STAAR Reading in grades 4 and 5.
- Gender does not have an impact on student scores.
- Students in our AA; Hispanic; SPED; LEP; and Eco Dis sub populations continue to perform lower on standardized test than other campus populations [White / Non Eco Dis].
- Primary grades are showing a 7% increase in individual student reading levels compared to last year. Running records, DRA, and ISIP scores reflect growth
- Ability grouping during SAIL has allowed struggling readers to receive increased small group instructional time. Our GT and higher achieving students are also making progress as they are able to move forward more quickly.
- 80% of students who fail STAAR Reading in Grade 3 will fail STAAR Reading in grades 4 and 5.
- Approximately 17% of 1st grade students earning high grades on report cards [all A's] will earn one grade lower on report cards in the core content areas [alignment / grading criteria]
- The math universal screener is only facts – the time limit format does not always indicate learning [format is not like benchmark or CBA]
- Primary screener does not align with TEKS – ISIP is not a good indicator of DRA – Primary grade CBA is not aligned to classwork / scope & Sequence
- CBA & Benchmarks in grades 3-5 are closely aligned to STAAR in Math & Science
- Primary CBA is aligned to Reading level calendar but not aligned to actual student levels

Student Achievement Strengths

- 5th Grade Reading, Math and Science
- ELL Math
- Sail time (intervention and enrichment)

Student Achievement Needs

- 3rd and 4th Grade Reading
- 4th Grade Writing
- SpEd population in all subject areas

School Culture and Climate

School Culture and Climate Summary

- The focus this year was to improve students' reading levels and ensure everyone knew their grade level goals to attain those reading levels.
- Next year to continue with the reading focus, the momentum of the goal needs to be the focus at the beginning of the year and reiterated. SAIL was the big push this year to meet the reading goals for each grade level. Half of the teaching staff supported SAIL and the other half would prefer not to have SAIL. The reason half of the teachers did not support SAIL was because, in their opinion, when they switched groups they felt that they spend the first part of the lesson and time periods trying to establish and build relationships with their new groups. The half that supported SAIL saw the benefit of switching and meeting the needs of students and differentiating instruction. These teachers saw firsthand their students' reading achievement and meeting their reading goals set at the beginning of the year.
- The data used came from Review 360 and most of the behavior disciple was in transitions. We have improved tremendously from last year in the hallway with CHAMPS implementation; however we still need to ensure student safety in the hallways and our common areas where students are transitioning need to be fine-tuned. We need to stay consistent with our students and campus.
- Classroom management and student achievement go hand in hand. A teacher cannot teach her lessons if she/he does not have her classroom management under control. Teachers with high students' achievement also have high structure in the classroom. When students know their expectations in the class they can focus on the lesson being presented.
- Student extracurricular activities motivate students to do well in school. They are accountable for their grades in school. There's a no pass no play rule with these activities. Students range in all ages in sports extracurricular activities. There are also academic clubs like UIL. These students in more academic clubs are also motivated to succeed in school.
- Achievement affects all students in these clubs; however it can take away of their study time. These students are involved in these clubs that are sometimes year round activities.

School Culture and Climate Strengths

- SAIL
- Various Clubs/Activities are available to motivate students to do well in school

School Culture and Climate Needs

- Ensuring all diversity is respected and celebrated

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- Victoria Walker is comprised of highly qualified teachers and staff.
- Interview committees; first-hand knowledge of applicants; reference checks
- Retention is increasing as staff becomes more familiar and settled with procedures and processes.
- Turnover was minimal and primarily due to relocation or retirement.
- SAIL
- PLC; Staff development; On-line professional development; Wildcat Days
- Kagan; Abydos; Balanced Literacy; Jeff Anderson; 4-core; technology training.   Monitored – which are we supposed to be doing? Impact – some areas have improved from the use of Professional Development techniques. Not all teachers use the same instructional strategies.

Staff Quality, Recruitment, and Retention Strengths

- The district provides several different professional development opportunities for teachers to grow, professionally.

Staff Quality, Recruitment, and Retention Needs

- Our kindergarten bilingual class numbers were over the 1:22 ratio.
- We had a paraprofessional assigned to help with that class.
- It would be beneficial to have another teacher assigned to make the class size smaller.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

- Overall, the TEKs drive the curriculum, STAAR folders enable teachers to align assessments to TEKS and curriculum; purchased materials for supplemental use are TEKs aligned
- Vertical alignment between teams/increase of spiraling of TEKs throughout the curriculum
- Use of STAAR folders for Standards & formatting clarification for STAAR tested curriculum; Common assessments are collaborated among team members; 3 to 1 Readiness to supporting standards for STAAR grades
- How to best develop and use common assessments in primary grades to better identify student needs
- District wide teams are created to review materials. Members of the team are able to provide input on curriculum selection
- Content area specialists are available to visit classrooms and provide support. CIS attend meetings and shares curriculum information. 4-core PD; Balanced Literacy, and other professional development opportunities are available
- Send teachers from each grade level to PD when available
- Collaboration through PLC and common planning is an expectation on campus; Bilingual PLC is consistent across district
- Consistency of implementation in common planning and PLC on campus
- SAIL groups based on academic needs based on Benchmark, ISIP, Guided Reading levels, and academic data. RTI process; Small Group instruction; Software intervention programs (IStation, Think-Through-Math, Imagine Learning)
- Over time data shows that all areas are showing positive growth
- Professional development
- Need to bring back the last Wednesday PD day
- Use student interest inventory coaching/modeling of hands on lessons

Curriculum, Instruction, and Assessment Strengths

- PLC
- Implementation of Sail

Curriculum, Instruction, and Assessment Needs

- Consistency with RTI across the campus – regular meetings at scheduled interventions
- Replacement of staff in positions of support when they become vacant.

Family and Community Involvement

Family and Community Involvement Summary

- Parent volunteers, PTO, Baytown Police and Fire Department, Exxon BOP, All Pro Dads, GCM ready set teach and PALS student
- Parent participation is large when we are just having fun. However, parent participation is smaller for parent's informational sessions and decision making committees.
- Parents are involved with PTO, volunteering, surveys, and ILT. We have a small group of parents who are involved with PTO
- The language other than English spoken by our families is mostly Spanish. Spanish speaking staff are available to provide translation services via phone or in person. Each grade level has a bilingual teacher who is able to communicate with. The district provides a service for other languages as needed. Information is provided to families in both English and Spanish.

Family and Community Involvement Strengths

- The school provides many opportunities for family engagement.
- PTO is very active on our campus and volunteer hours have increased.
- We have a campus website.
- Teachers are involved with after school activities.

Family and Community Involvement Needs

- More academically focused family activities that include the students.
- Provide meaningful opportunities for parents to volunteer.
- Link on the website for families to view event calendar, and PTO items to be voted on, update the website.
- Notes sent home from PTO should be in both Spanish and English.
- Notes should be sent home earlier.

School Context and Organization

School Context and Organization Summary

- Have the buddy and mentor system for new teachers; CIS, CTS, Curriculum district supports
- Data, failure reports, walkthroughs, are used to monitor student and staff success rates.
- Classes are balanced through enrollment. Classes that become over the 22:1 ratio are assigned by the district.
- SAIL grades K, 1 & 2 needs to be scheduled for AM times for pull-out tutorials
- Additional grouping for all of Reading [not just SAIL] in 1st grade
- During the instructional day Accelerated Instruction (SAIL); PLC; Wildcat Days for planning; Guided Reading
- Tutorials need to be offered consistently on campus
- Committees
- Interview teams
- Surveys
- Best fit for teams when hiring for open positions
- Clear expectations/more survey participation/decisions making at the committee level
- Open door policy, jabber, radio systems, email, coffee talks
- Need to find time to meet with the paraprofessional staff -hourly employees are always with students/restructuring of committee process

School Context and Organization Strengths

- Buddy system/mentor for new teachers
- CIS support

School Context and Organization Needs

- SAIL grades K, 1 & 2 needs to be scheduled for AM times for pull-out tutorials
- Additional grouping for all of Reading [not just SAIL] in 1st grade

Technology

Technology Summary

Students have access to technology. We have two computer labs. All teachers have Promethean boards with laptops and document cameras. Teachers have a computer and two student computers in their classroom. 5th grade students have laptops. All 4th graders have iPads. The district provides staff development on technology and how to integrate it into the classroom. We are able to access technology personnel to come to our campus and model how to integrate technology. We have Think Through Math, I-station, Cogmed, Fast Forward, and Imagine Learning.

Technology Strengths

- 5th laptops for all students
- 4th iPads for all students
- Promethean Boards/Laptops for all teachers
- Clickers (student response devices)

Technology Needs

- We would like to have a CTS assigned to our campus every day, all day.
- Some of the computers in the classroom don't always work.

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
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating 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
- 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 diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

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

- Completion rates and/or graduation rates data
- 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
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

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
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

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 use the GCCISD Framework of "Non Negotiables" to plan and implement a well-balanced instructional program to ensure academic success for each child.

Summative Evaluation: We will use data from 2016 STAAR results and district assessments to increase student acheievement.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) All students will achieve 90% or mastery on their grade level assessments or meet or exceed the state average on STAAR.	1	Principal, Assistant Principal, Counselor, Teachers	STAAR results, District test 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	STAAR results, District results			
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	STAAR Results			
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	Eduphoria, Lesson Plans, District Testing, STAAR Test results			
5) Provide academic interventions for students not meeting Level 3 in all STAAR tested content (Math, Reading, Writing, Science), through Accelerated Instruction [S.A.I.L.], Pull-Out or Push-In Tutorials, Tiered Interventions with RTI, Summer School.	2	Principal, Assistant Principal, Campus Instructional Specialists, Teachers	STAAR, District Assessments			
6) Implement staff development opportunities aligned to the district and campus needs. Including but not limited to Academic Vocabulary, SIOP training, ELPS, and technology integration. Provide continual campus trainings for all content areas.		Principal, Assistant Principal, Campus Instructional Specialists, Teachers	STAAR Test Results, Agendas, Sign In Sheet			

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	Eduphoria		
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	STAAR Results		
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue					

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.

Summative Evaluation: We will use data from 2016 STAAR results and district assessments to help ensure students success for all students.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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	Eduphoria , Lesson Plans, STAAR results, District Assessments			
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	STAAR test results and District 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	STAAR results and District Assessments			
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	Agendas, Meeting Minutes, Documentation of Attendance			
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	TEAMS data, District test results			
✔ = Accomplished 🕐 = Considerable 🕐 = Some Progress ⚪ = No Progress ✖ = Discontinue						

Goal 3: Victoria Walker Elementary, through enhanced and 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.

Summative Evaluation: Attendance documentation, agendas, schedules, PLC and HOPE meetings should assist in improvement.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Continue to have structured family nights to increase parent participation in different events throughout the year.		Principal, Assistant Principal, Campus Instructional Specialists, Teachers, Counselor	Attendance Documentation			
2) Prepare students for higher education by establishing early planning for students and families with college/university requirements.		Principal, Assistant Principal, Counselor, Teachers	Documented attendance at events, Agendas			
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	Meeting Notes, Agendas			
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	Agendas, Schedules, Attendance			
5) Promote high attendance school wide by using incentive programs, ongoing communication with parents and effective implementation of the HOPE process.	10	Principal, Assistant Principal, Counselor, Teachers, CYS Worker, Attendance Clerk	HOPE meeting notes, Parent communication logs, TEAMS data			
6) Provide interventions for students that are at-risk that are individualized based on their needs.		Principal, Assistant Principal, Counselor, Teachers	Accelerated Instruction Rosters, PLC Agendas			
✔ = Accomplished ◔ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue						

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.

Summative Evaluation: We will review staff trainings, discipline plans, surveys, and incentives reports in order to enhance our positive learning environment.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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	Documentation of Trainings and Drills			
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	Discipline Plans, Decrease of 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	Teacher Survey, PLC Minutes, Parent Survey			
4) Implement the Keystone Curriculum, PAWS/CHAMPS to promote positive relationships between staff and students.		Principal, Teachers, Counselor, Assistant Principal	Lesson plans, Eduphoria PDAS, Counselor schedule			
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	Evidence of Incentives, Victoria Walker Elementary Handbook. TEAMS data			
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 qualified and highly effective personnel.

Performance Objective 1: Recruit and retain 100% Highly Qualified Personnel.

Summative Evaluation: Through job fairs, TEAMS, new teacher meetings, and teachers with ESL and GT certifications our campas plans to hire and retain highly qualified teachers.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Attend job fairs and recruit early from a pool of Highly Qualified teachers in core academic subject areas.		Principal	Job Fair Reports, \ TEAMS			
2) Evaluate campus, Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain.	5	Principal	Campus New Teacher Meeting Agendas			
3) Encourage and solicit teachers to add subject area certification.		Principal, Human Resources	Additional HQ teachers with additional subject area certification			
4) Encourage all teachers to become ESL and GT certified.	3	Principal, Teachers	Teachers with ESL and GT certification			
✔ = 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.

Summative Evaluation: We will implement parent and community partnerships through open communication wutg parents, community and staff though marquee updates, PTO meetings, Tuesday folders, and PIE meetings. These are just a few ways we will encourage communication.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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	Parent Signatures, Documented Meetings			
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	Copies on file, Webmaster updates			
3) Utilize marquee and message board as way to communicate with our parents and community.		Principal	Message Board/Marquee Updates			
4) Support PTO by continuing to recruit active parent and teacher members. Encourage parents and teachers to attend meetings.		Principal, Assistant Principal, Counselor, Teachers	PTO Meeting Calendar/ Minutes			
5) 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	Parent Contact, Tuesday Folder, Sign in sheets			
6) Offer family evening events to address academic strategies in all content areas to promote higher student achievement and to promote parent involvement.		Principal, Assistant Principal, Counselor, Teachers	Event sign in sheets			
7) Continue to build community relationships with our Partner-In-Education, EXXON BOP.		Principal, Assistant Principal, Teachers, Counselor	PIE meeting minutes, PIE schedules			
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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.

Summative Evaluation: Technology will be used throughout the year, in all grade levels, using Promethean boards, laptops, iPads, or student computers.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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	Certificates of completion lesson plans			
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	Lesson Plans			
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	Lesson Plans			
4) Utilize laptops in the 5th Grade and iPads in 4th Grade to maximize learning.		Principal, Assistant Principal, Teachers	Increased lap top usage			
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue						

2016-2017 Campus Instructional Leadership Team

Committee Role	Name	Position
Administrator	Monica Juarez	Principal
Administrator	Kurt David	Assistant Principal
Non-classroom Professional	Janina Allum	Counselor
Non-classroom Professional	Vanessa Jackson	Family Involvement Coordinator
Non-classroom Professional	Kristine Rebstock	Campus Instructional Specialist