

Goose Creek Independent School District
Victoria Walker Elementary
2015-2016 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment	3
Needs Assessment Overview	3
Comprehensive Needs Assessment Data Documentation	9
Goals	10
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.	10
Goal 2: Victoria Walker Elementary will provide a well balanced and appropriate curriculum to all students.	12
Goal 3: Victoria Walker Elementary through enhanced and dropout prevention efforts, all students will remain in school until they obtain a high school diploma.	13
Goal 4: Victoria Walker Elementary will provide and maintain a safe, positive learning environment.	14
Goal 5: Victoria Walker Elementary will recruit, develop, and retain highly qualified and highly effective personnel.	15
Goal 6: Victoria Walker Elementary will establish and maintain parental and community partnerships in education to enhance student achievement. .	16
Goal 7: Victoria Walker Elementary will provide the technology infrastructure and tools to maximize student achievement.	17

Comprehensive Needs Assessment

Needs Assessment Overview

Victoria Walker Elementary is one of 28 campuses in Goose Creek Consolidated Independent School District. Victoria Walker opened its doors in 2007 and serves predominantly middle class families from the Eastpoint, Springfield, and Preston Place subdivisions. Victoria Walker Elementary serves approximately 906 students in grades EE to 5th grade. Five years ago, approximately 980 students were served by the campus, which in a decrease of 8% in total population. Students in grades PreK -1st are currently taught in self-contained classrooms while students in grades 2 through 5 are in a team or departmentalized instructional setting.

The student population is 12% African-American, 25% Anglo, 6% Asian, 54% Hispanic, 53% male and 47% female with a low socioeconomic status of 50%. The staff population is 5% African-American, 68 % Anglo, 23% Hispanic, 6% male and 94% female with an average of 10.75 years of experience. 98% of Highly Qualified teachers and 100% of Highly Qualified paraprofessionals.

The overall mobility rate for the campus is approximately 10%, and the average daily attendance rate for students is 97.1%. There is a total of number 384 discipline referrals in 2014-2015 school, which is a decrease of 37% from last year.

Victoria Walker serves 209 English Language Learners through the LEP, Bilingual, and ESL programs. There are 105 students in the Gifted and Talented program (44% males, 55% females, and .03% LEP), 28 students are identified for 504 services, 34% of RtI Tier I students, 21% of Tier II students, 18% of Tier III students, 85 students served though special education services.

The site-based decision-making team looked at last year's program evaluations and the following data: State and local assessments including: Benchmarks, CBAs, Universal Screeners, and STAAR. Additional data components used in the decision making process included: Failure and Grade Distribution Reports, Attendance reports (students and staff), and surveys completed by students, staff, and parents. Committees were formed to review campus data to look for areas of weaknesses and strengths.

The data showed:

Curriculum, Instruction, and Assessment:

Strengths

Instruction and assessment are aligned according to district scope and sequence with spiraling as needed.

Data is used very effectively PLC Meetings to determine areas of opportunity for growth in both students and teachers.

Students are provided hands on opportunities to learn and explore or reinforce learned concepts.

Data is used to plan lessons, guide instruction, and scaffold the learning for students.

Data is used to plan for AI (SAIL Time) flexible grouping and the re-teaching of selected TEKS with an intense focus on literacy and the readiness standards.

PLC Meetings give teachers an opportunity to collaborate with peers to analyze data, set personal and team goals, and plan for targeted, explicit instruction based on the needs of the individual learner.

Needs

School-wide and district-wide vertical alignment meetings would greatly benefit students and staff to better meet the needs of our transient population and to also help build on the concept of collaboration to ensure that GCCISD and VWE provide an equitable education for all students.

On-going professional development and instructional coaching in order to meet the needs of our diverse learners (GATE, ELL, LEP, ED, SPED, RtI, 504, and our minority sub population) in the areas of Reading, Math, and Writing

Continued support in the practice and implementation of Professional Learning Communities with funds to meet the professional needs of the teachers as well as the academic needs of the students (additional staff, instructional materials, professional development, etc.)

Alignment in instructional grading practices between our primary and intermediate grades needs to be addressed.

Demographics:

Strengths:

Attendance rate for students is at or above 97%

Good parent support and community involvement.

Needs:

LEP students are still struggling in reading and math, especially those students who do not exit after 2nd grade.

Students in the Hispanic and African American sub pops who are low SES are performing lower than the campus average on State Assessments

Family and Community Involvement:

Strengths:

Parents and students have multiple opportunities each month to participate in campus activities.

We have a large number of parents who visit during the student lunches and grandparent events

Our All Pro Dads program has a high parent participation

Our School Messenger program and Marque has helped keep parents informed of school events.

Needs

We need to provide more opportunities for parents to volunteer during the school day.

We need to offer more parental training on the topics of: helping students with homework, test-taking strategies, how children learn,

Due to our large campus population, space is an issue for family nights.

Need to increase the number of opportunities for our Partner in Education to become involved

School Context and Organization:

Strengths:

Our master schedule allows for Accelerated Instruction and additional PLC time

Implementation of school wide CHAMPS for common areas

Committees have been implemented to provide teacher input into student activities, professional development, team building and social committee and the ILT

Needs

We need to look for more opportunities for student to take a leadership role at school (Implement Student council, SSA, Safety Patrol, ect.)

Continue in the development of CHAMPS

Improve communication between the administration team and teachers and develop clear plans for structures (discipline, RtI, PLC expectations)

School Culture and Climate:

Strengths:

Implementation of the You Matter Campaign

Implementation of “whale of a good job” to provide positive affirmation

Pirates Parties to celebrate student successes

Bucket fillers to recognize positive character traits of students and staff

Creation of Principal coffee talks to increase collaboration with parents and community

Needs:

Increase the spirit of collaboration among PLCs

Increase the parental collaboration in support of academic areas

We need to spend more time discussing school culture and climate with students.

Staff Quality, Recruitment and Retention:

Strengths

98% of teachers are Highly Qualified.

LEP, GT, SPED, and ESL students are receiving instruction from teachers certified in those areas.

Staff retention rate is good.

New teachers are provided a mentor or buddy for support.

Needs

A full time Campus Technology Specialist is needed to maintain the campus

A second CIS is needed to assist with ELA – we are one of the largest elementary campuses, but are one of 4 with ONLY one CIS

Additional training on helping Hispanic and African-American students achieve at higher levels would be helpful.

A full time Administrative Intern would be beneficial to assist with daily administrative duties (Teacher pay grade to assist with district budget)

Student Achievement:

Strengths:

2% increase was made in overall performance of all STAAR Tests from 2014 to 2015

4% increase was made in reading

4th grade writing scores showed a dramatic increase from 2014 to 2015 in excess of 10% gains in low ses groups and minority sub pops.

Needs: Tutors are needed to support the following groups of students

44 students currently in grade 5 have not passed any prior year STAAR exam in reading 3rd or 4th grade

46 students currently in grade 5 have not passed any prior year STAAR exam in reading 3rd or 4th grade

51 current fourth grade students did not demonstrate master on 3rd grade reading STAAR

56 current fourth grade students did not demonstrate master on 3rd grade math STAAR

Approximately 34% of students are leaving the primary grades K-2 reading below grade level

Technology:

Strengths:

All core classes have Promethean Boards, clickers, document camera

4th grade will be receiving I-Pads

5th grade has a new set of laptops per class

Needs:

Full time campus CTS

Teachers would like more training in using technology with students

Funding for batteries for the clickers is needed (66 AA batteries per class per year)

Batteries on laptops are weak and limited broadband slows connectivity when multiple classes are using laptops at the same time.

The comprehensive needs assessment was reviewed by the Victoria Walker Staff. Students at Walker continue to make progress on state assessments based on a four-year trend. Based on survey results, students, staff, and parents are satisfied with the instruction and feel we have high expectations for students.

While nearly 3/4 of our current tested population met satisfactory in Reading; we experienced a 6% decrease in progress measure among our ELL population. In order to improve the overall Reading performance measure for ALL students it will be important for teachers to have instructional strategies, resources, and time to evaluate data and provide instructional intervention. Students in ALL tested areas will be expected to show growth in learning. Instructional emphasis will be given to teachers in bilingual settings to ensure adequate growth among our ELL population.

Students achieving a minimum cut score at the Level II standard and below will attend DAILY tutorial sessions for remediation and STAAR instructional interventions during their normal school day. LCP data, district/common assessments, grades, student participation, and teacher recommendations will be used to determine the students involved in the small group tutorial programs each week. We will continue to monitor student achievement due to an 18% decrease in Science among our Socioeconomic Disadvantage students and a 13% decrease in our Hispanic population. In the areas of science and reading there was a 5% decrease in our African American student population.

We will use funds for continued support for primary reading by hiring certified teachers to assist us in this process by providing quality in-school tutorials and lowering the student to teacher ratio for interventions. To continue in the process we will need to purchase leveled readers for ELA classrooms K-2. We will also need additional PLC/SAIL support and resources in grades 1-2. We will also continue to have campus tutorial support for primary reading; STAAR Math, Reading, and Writing. To resume this plan test bank for STAAR learning checkpoints in all grade and content areas will be needed. We will continue to train staff members during faculty meetings in the PLC Professional Development and Implementation support to increase student engagement and teacher proficiency. Teachers who have identified LEP students will receive additional trainings to further their understanding of the ELPS and the TELPAS PLDs to assist students with language acquisition. Support for bilingual and ELL learners is also a primary focus. The instructional staff at Victoria Walker Elementary feels this plan will help us continue on our path to success.

Comprehensive Needs Assessment Data Documentation

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

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: To be determined.






Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) All students will achieve 90% or mastery on their grade level assessments or meet or exceed the state average on STAAR.	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.	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.	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 PDAS, 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.	Principal, Assistant Principal, Campus Instructional Specialists, Teachers	STAAR Results				
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 PDAS				
8) Address closing the achievement gap for targeted student groups by closely monitoring progress, implementation of lesson plans and intervention programs.	Principal, Assistant Principal, Campus Instructional Specialists, Counselor, Teachers	STAAR Results				

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: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	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 PDAS, Lesson Plans, STAAR results				
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.	Principal, Assistant Principal, Campus Instructional Specialists, Teachers, Counselor	STAAR test results				
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.	Principal, Assistant Principal, Counselor, Campus Instructional Specialists, Teachers	STAAR results				
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, 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.

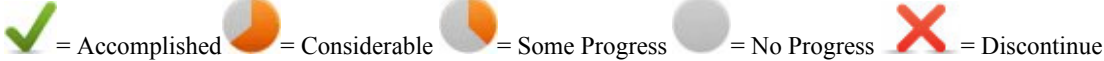
Summative Evaluation: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	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.	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				
5) Promote high attendance school wide by using incentive programs, ongoing communication with parents and effective implementation of the HOPE process.	Principal, Assistant Principal, Counselor, Teachers, CYS Worker, Attendance Clerk	HOPE meeting notes, Parent communication logs				
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: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	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.	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, incorporate Developmental Asset Framework 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				
6) Implement an anti-bullying awareness plan, Owelus, which includes parent education sessions, teacher awareness training, student programs, and routine monitoring of discipline data.	Principal, Assistant Principal, Counselor, Teachers	Decrease in bullying reports as reported by students and parent				
						

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: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	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.	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.	Principal, Teachers	Teachers with ESL and GT certification				
						

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: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Teachers will conduct face to face conferences with parents of students they instruct.	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				
						

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: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	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, E-Instruction, I-Station and Success Maker.	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 to maximize learning.	Principal, Assistant Principal, Teachers	Increased lap top usage				
