

# Goose Creek Consolidated Independent School District

## Victoria Walker Elementary

### 2018-2019 Campus Improvement Plan



# 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 3-5 will have a focus on Math and Reading Literacy.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

We notice an increase in SPED students, but our reduced and free lunch seem to be consistent. Our ethnic demographics have remained constant. There is a higher mobility rate than normal due to Hurricane Harvey. The Kids HOPE Program and PALS are helping students as well as SST. Enrollment is up slightly from last year, but has remained within the same range. The new detention policy has helped improve student attendance. Teachers agree that students coming in late has a significant impact on morning routines. Teachers are noticing that students are bragging about not receiving another detention in the 6 weeks. Teachers want to move to a system that doesn't involve six weeks. They want students to receive detention after a set number of tardies. The Student Support Team intervenes when students are excessively absent, and parents are required to sign attendance contracts. We have had the highest attendance in the district  $\frac{3}{4}$  six weeks and second in the district for the other. Teachers don't feel that teacher demographics play a role in student achievement. "A good teacher is a good teacher." The class average size is 18:1.

At risk students are identified in the following ways:

- K-3: 360 scores
- 4<sup>th</sup> and 5<sup>th</sup> STAAR scores from previous years
- Below reading Level
- ED

These students receive assistance through Waterford, HOPE, Rtl, and PALS. Some teachers notice a significant difference in the performance of at risk students while others state there is no significant difference. Teachers would like more paras and more options for Rtl interventions. It was noted that SPED students are struggling because they no longer have modified tests. Students who are intellectually on a 2<sup>nd</sup> grade level must take a 5<sup>th</sup> grade level tests. Students have potentially no chance for state exams when they take an on-level test when they are not on level intellectually. STAR 360 is showing some growth for our SPED students. The goal for SPED is growth. EL students are performing on level with counterparts. There is no sign significant gap between EL and the campus totals. In some areas EL students performed higher than the campus. We need more ESL certified teachers. Our migrant students typically stay in place. If they are failing, the district sends a tutor out to help supports migrant students. Only 3 of the 9 migrant students enrolled this school year. The rest have been here since 2012 or 2013. 85% of teachers have a bachelors and 15% of teachers have a masters. Teachers are happy that Mrs. Juarez is here. Teachers feel like anyone transferring out now are transferring for personal goals and needs. The retention rate is lower with new administration due to open door and approach-ability. Teachers did not feel supported with past administration. New teachers feel supported by administration and with their team. Buddy and mentor systems have helped new and new to campus teachers. Sometimes teachers don't feel supported with

complaints about staff members.

Regarding paras, teachers notice that when you train them, they still want to do things their way. Paras using phones while working with students has been an issue. Some paras are not comfortable with grade level content. Paras need to be trained more in content areas. Kinder and 1<sup>st</sup> grade paras do a wonderful job. Teachers mentioned satisfaction with the discipline para. Teachers expressed a need for more paras. Professional development on Eduphoria in the district is limited. Mandatory Bilingual Academy in the summer is not fair to teachers. You cannot take vacation on those dates. They must attend 4 days and only get credit for one exchange day. The social studies department in the district needs to improve. Presenters often don't show up and they don't provide support or content. Teachers would like more options for PD. Teachers would like more money and opportunities to go to outside PD since district PD is limited. There aren't many bilingual options for PD. Balanced Lit was targeted more for General Ed. District purchased STAAR Mission which is a resource that will have training in June (Math program). Follow-up coaching has been implemented for Number Talks and Writing.

Most teacher strengths are shared during collaborative planning during PLC. Teachers can share data and have honest discussions where higher performing teachers can coach other teachers on methods he/she used for students to be successful. During this time, we also compare data to the district, campus, and state. To ensure implementation of PLC discussions, teachers create formative and summative assessments. Data is stored in Eduphoria and we examine the impact it has made on student achievement as well as growth trends. Teachers would rather have opportunities to observe other teachers than to be observed. Possible Team Teaching Model is an idea. Teachers on campus are becoming "trainer of trainers." Ms. Eagle is currently presenting guided reading to all teachers. Mrs. Rebstock and Oniwon have taught mini lessons for teachers to observe. We discussed not limiting observations to brand new teachers. Even experienced teachers can benefit from observations.

### **Demographics Strengths**

A strength is that we know our kids. We have a campus culture to support great collegial conversations and relationships. Teachers compliment one another with the confetti board, attendance and tardies are improving, and teachers feel supported from administration. They always have an open door and are willing to help. Previous administration made them speak to the secretary first and then sign the appointment book before speaking. Having three administrators has made a significant difference. Oniwon is always willing to help when no one else is available. There is a strong administration presence on campus. Administration is building relationships with students in the hall and at lunches. Students know them. Uncomfortable parent calls and conflict are supported by administration. Having the live binder and Google Docs available is also a strength(technology). Mr. Jackson has been a big asset to our campus in regards to technology.

## Student Academic Achievement

### Student Academic Achievement Summary

The following groups did not meet satisfactory performance on state assessments for 2017:

- Hispanic population –Students who are not fluent in English could be presented with questions of which they do not understand the wording. This could be a lack of understanding of phrasing rather than content but could affect their success.
- SPED population – Some growth was shown in this area. (10 %) There is no longer modified testing and students are struggling with accommodations. Even though students are given modified work in classroom and are successful in growing, this is inconsistent with state testing.
- Hispanic and SPED sub groups showed some growth in PBMAS, but not enough to meet standard. (10 %) The groups reasoning is there are no longer modified testing and students are struggling with accommodations. Even though students are given modified work in classroom and are successful in growing, this is inconsistent with state testing.

All other populations met expectations including Caucasian, African American, etc. - Gaps are successfully being filled.

There is a significant difference between the performance of certain student groups. The gap is larger in certain student groups and takes more time to fill. State content tests including math, science, and writing are not written on various reading levels to adjust for students who are lower reading levels but could be on level content-wise.

The Hispanic population and SPED population did show some growth. Students IEPs were intentionally evaluated for what was being successful.

The Caucasian and African American groups showed growth. The community of Baytown growing, improving, and offering more community events increase student prior knowledge. Many staff members have been to PLC conferences and teachers are successful in acting as a Professional Learning Community (PLC) within grades. The campus atmosphere is a positive one with teachers willing to collaborate and seek better instruction for their students.

All groups showed growth, though amounts were different.

Writing is our area of lowest performance. We were a focus campus for this year due to 2016 scores. However, we made significant improvement in writing in 2017 scores.

We notice more failures in 5<sup>th</sup> grade because of rigor. We agree that classroom grades should mirror assessment grades. Programs including WACA and Empowering Writers have been implemented in several grades as well as school wide writing goals. Students are receiving instruction in small group, AI, conferences with students and parents. Students who are still struggling, go through the RTI process. When a

student is absent, teachers call. There are incentives in place for good attendance.

Individual student needs are identified through PLCs, in-class observations, student data (common formative and summative assessments), and collaboration between teachers.

The requirements for accelerated instruction are being addressed as a campus through 45 minutes a day of AI time where student needs are addressed. AI, RTI, goal setting, and parent teacher conferences are in place to support each student.

SPED students are struggling on state assessments without modifications, but they are showing growth. Resource and inclusion are in place to support SPED students. Teachers receive training, have paraprofessional aides in the classroom and collaborate with the SPED teacher and general education teacher.

AI, RTI and small group instruction are in place to support students who are not successful.

Some students show growth with one of these interventions in place. RTI, AI and PLCs are utilized to target specific needs.

504 and other special programs have lower achievement rates. RTI, AI, PLC, collaboration and using accommodations outlined in student's 504 plan or IEP supports these students.

The RTI process is improving as teachers are more aware of the process. The copies being available digitally has tremendously improved teachers understanding and use of the program.

Teachers have a case manager who they contact for students who they think are good candidates of the RTI process. The process is evolving and becoming more effective. RTI discerns the struggle of the student and helps us identify the needs of student whether dyslexia service or special ed.

All teachers are involved in SSI, ARD, LPAC, 504 and other committees and are there for the best interest of the student. The student is also involved in the decision-making process.

### **Student Academic Achievement Strengths**

Strengths: PLC, vertical alignment between grades levels, teachers holding teachers accountable, student and teacher attendance, low teacher turn over, consistency of administration, sharing students among teachers during AI time. My students are becoming "our students" campus-wide.

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** We currently have a large number of students in RtI that aren't progressing adequately in the process. Tier 1 and Tier 2 interventions aren't closing the gap in student achievement. **Root Cause:** Teachers need more training on strategies to use during intervention for RtI. This need to be tracked and implemented with fidelity.



## **School Processes & Programs**

### **School Processes & Programs Summary**

We strive to align rigor and relevance in science through more hands-on activities, engaging lessons, and modeling; in math with Number Talks (having that discussion piece amongst the students); and in writing through Daily Paragraph Editing and Empowering Writers activities lessons and activities. District curriculum is followed and assessed through check-up quizzes, formative/summative assessments, and CBAs. Authentic lesson plans and engaging activities are evidence that teachers are implementing the district's curriculum with fidelity. To enhance engagement in our classrooms, we incorporate KAGAN strategies which ensures that students are making connections and having authentic discussions about real-world problems. Instructional strategies are addressed through whole group and peer discussions all students have the opportunity to speak and explain. Student learning is also enhanced by using a variety of methods and formats for learning such as hands-on manipulatives, digital apps, number talks, and classroom technology. Using data helps us determine our students' strength and weaknesses so we can spiral concepts, incorporate deeper instruction, or reteach during tutorials. Our instructional specialist uses our Scope and Sequence which is aligned with TEKS, ELPS, and CCRS to support instruction. We have also taken our data (Summative data, CBA's, CFA's, benchmarks, STAR 360) to use during our planning to identify students who would benefit from AI, Rtl, Saturday Academies, and tutorials. For students who are not progressing, we are pulling them for AI, tutoring in small groups, and monitoring them using the RTI process. To support a continued increase in professional improvement, teachers are provided opportunities to attend workshops and conferences throughout the school year to help grow a highly qualified staff. In support of our ELLs, we use ELPS in our lesson planning, provide sentence stems to support language acquisition, and incorporate word banks as well as give students many opportunities and plenty of time to demonstrate understanding. If a student is struggling, we provide accommodations to help them be successful. We have many students exiting the bilingual program every year. Formal and informal leadership is structured through a supportive administration. Our administrative team always leads collaboratively and uses others' input to make decisions. Our campus expectation is to incorporate technology beyond teacher demonstrating/teaching lessons but by getting the kids involved in the use of all devices. Our students are using the Promethean boards, the ActivPens, ActiVotes, iPads, and laptops to learn and create. One way our PE coaches use technology is to use Wii and Just Dance to support learning in a fun and engaging way. Heidi Morgan and Robyn Sewell schedule tech-integration support at our campus to instruct and model successful use of technology in the classroom. Students have on-demand access their student portal before and after school to use Waterford, Get Epic, and Discovery Education. Our parents have access to their child's records as well as other campus communication through the GCCISD website, our campus Facebook page, and Remind101. Major barriers that reduce the use of technology include when our WiFi is down as well as very few instances of teachers attending or requesting training in technology on the cart, computer programs, document camera, and Promethean board. This can be fixed by meeting and having that discussion piece with one another on our campus and with our instructional technology department whether it be hardware or software. Teachers would also like to have more ready-made digital materials that are for teachers and staff to use (flipcharts).

### **School Processes & Programs Strengths**

PLCs are a strength for our campus. We have taken all of our data to use during our planning, AI, Saturday Academies, and

tutorials. Assessments are being used effectively. For students who are not progressing we are pulling them for AI, small group, and monitoring them using the RTI process. Teachers are sent out to workshops throughout the school year to implement professional development. The technology department offers training and the district technology specialist comes to our campus to support integrating technology in the classroom.

# Perceptions

## Perceptions Summary

Victoria Walker provided over 30 opportunities for our parents to be engaged with students. Events were held in the mornings, evenings and afternoons.

Our campus communicates with parents using monthly newsletters, weekly Tuesday folders, parent portals, email, school messenger call outs, parental involvement flyers, school marquee, Facebook and campus website. Communication with parents is very effective because we have large turnout engagement events. Parents are able to communicate with teachers through the Tuesday folder, parent portal and email regarding academics. However, our campus website is outdated and needs to be brought current. Our Hispanic population is currently the largest population on campus (54%) and communications are translated in Spanish only for school-wide flyers and phone call outs.

Campus provides opportunities for parental engagement at various times. During the school day, parents are welcome to come and each lunch with their child, chaperone field trips, volunteer in the classroom assisting and attend classroom parties or special events. Parents are invited to attend family academic nights and parent informational sessions in the evening. These opportunities support student learning, because parents learn how to improve their child's learning in various academic areas. (Fun nights are well attended but not academic nights)

Teacher expectations for parents are stated in our campus compact. The compact is posted on our campus website. Parents are also provided with a copy of the expectations during open house and parent conferences. Teachers' expectations for parental involvement are for parents to support them to make sure their child is successful. These expectations include to bring them to school every day, complete homework, come to family nights and to stay active in their educational career. In the future, we want to make open house where parents can come in at the end of the 1<sup>st</sup> 6 weeks to go over parent expectations of what the teacher expects out of them.

The community partners with the school to provide a mentorship program KHOPE USA during school hours, Kids Beach Club after-school Bible study, YMCA after-school child care, Kids Beach Club after-school Bible study and our partner in education is ExxonMobil B.O.P. which provides are school with volunteers for Junior Achievement and bookworm reading programs which provides first graders with two new books a year. These programs are effective in that they help students to connect to real-world experiences, support student learning and social well-being. They are recruited by reach outs within the community around us. GCM, Lee College, YMCA is through the district. The rest are personal.

Our campus does not have parents nor community members participating in the site-based planning committee. We feel that their participation is necessary in the decision-making process so that parents can have a voice. To connect them to the school

Victoria Walker campus structures does make it easy for parents to be heard. Teachers have scheduled conferences daily; email and phones are in each classroom with voice mail. There is someone always available in the front office to assist parents. Campus Administrators are available upon request or appointment.

We use Review 360 to record infractions. To increase appropriate behavior, we enforce PAWS expectations and reward them with PAWS to receive incentives. We do this daily throughout the whole school and even on the school buses. This is done through individual or class rewards given by the staff. Our disciplinary policies are proactive and reactive, because we use the PAWS to reward them, but if they break the rules, they have to be disciplined spending days in lunch detention or ISS.

To make the PAWS organization better, have plastic clipboard that close and have a clip for each teacher and have everything they need when they leave the classroom.

We could add a 6-week behavior incentive party for the whole grade level. At the end of each 6-weeks, if they have 3 or less color changes/marks/etc., they can participate.

We have a Bully Pledge that our students say once a week and the OLWEUS program. Teachers need to stop the smaller issues before it becomes a bigger problem. In the future, we could have a parent session on what bullying is and how to help a child who is being bullied. We also need to translate the bully pledge in Spanish for our bilingual students.

Less than 1% of our school population is sent to the DAEP or JJAEP for discretionary purposes Our drills and PAWS expectations for common areas are in place to promote safety. They feel safe because our attendance rate is high, and they want to be here every day.

### **Perceptions Strengths**

The school provides multiple opportunities for parental engagement.

The campus has numerous partnership with the community

The school has established several two-way communications with parents (phone, email, Tuesday folder and parent folder)

# 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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- 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
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- 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

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,

- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement 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
- State certified and high quality 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
- 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**

- 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 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) All students will achieve mastery on their grade level assessments or approaches, meets, or masters on STAAR.	2.4	Principal Assistant Principal Counselor Teachers	Students will achieve approaches, meets, or masters 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 to review the current academic progress of students to ensure that all students' needs are met.	2.4, 2.6	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 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.	2.5	Principal Assistant Principal Campus Instructional Specialists Teachers Counselor	We will use PLC meetings to analyze data and collaborate to ensure students achieve approaches, meet, or master district and state assessments			
4) Design and implement lessons that use high-yield instructional 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.	2.4, 2.5, 2.6	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 achieving at the masters level in all STAAR tested contents (math, reading, writing, science) through Accelerated Instruction [AI.], pull-out or push-in tutorials, tiered interventions with RtI, and summer school as stated in the Action Plan.	2.4, 2.6	Principal Assistant Principal Campus Instructional Specialists Teachers	Increase in percentage of students meeting masters in all STAAR tested areas			
Funding Sources: Coordination of Local and State Funds - 10000.00						
6) Implement staff development opportunities 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 as stated in the Action Plan.	2.4, 2.5, 2.6	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.			
7) Provide modeling/coaching for classroom teachers with focus on teachers new to the campus or grade level/content.	2.4	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 as stated in the Action Plan.	2.4, 2.5, 2.6	Principal Assistant Principal Campus Instructional Specialists Counselor Teachers	Decrease in the achievement gap for targeted student groups			
 = 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.

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

### Summative Evaluation 1:

Strategy Description	ELEMENTS	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.	2.5	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, and plan and implement individual intervention and enrichment plans accordingly, utilize formative assessments to ensure mastery, and improve alignment in instructional practices.	2.4, 2.6	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			
	Funding Sources: Coordination of Local and State Funds - 1355.00					
3) Provide training, resources and conduct vertical team meetings to 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.	2.4, 2.5, 2.6	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			
	Funding Sources: Coordination of Local and State Funds - 1355.00					
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.	2.4, 2.5, 2.6	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			
	Funding Sources: Coordination of Local and State Funds - 1355.00					
5) Implement programs to increase student achievement 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.	2.4	Principal Assistant Principal Counselor Teachers	Increase in students earning all "A's" or all "A's and B's" each six weeks			
	Funding Sources: Coordination of Local and State Funds - 1355.00					






 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

**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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Continue to have structured family nights to increase parent participation at different events throughout the year.	3.1, 3.2	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.	3.2	Principal Assistant Principal Counselor Teachers	Increase in student/families' early college preparation			
3) Continue to collaborate with secondary schools and provide support for vertical planning to assist transition of students.	2.4	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.	3.2	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.	3.2	Principal Assistant Principal Counselor	Increase in student attendance and students receiving perfect attendance Decrease in tardies			
6) Provide individualized interventions for students that are at-risk based on their needs.	2.6	Principal Assistant Principal Counselor Teachers	At-risk students will meet or master district and state assessments and/or show evidence of growth			
 = 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 Instructional 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	ELEMENTS	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 PBIS and CHAMPS.	2.5	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.	2.5	Principal Assistant Principal Counselor Teachers	Decrease in staff mobility and parent grievances			
4) Implement the Keystone Curriculum and PAWS to promote positive relationships between staff and students.	2.5	Principal Teachers Counselor Assistant Principal	Increase in the number of "E" and "G" conduct grades 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.	2.5	Principal Assistant Principal Counselor Teachers	Increase in the number and frequency of students demonstrating monthly citizenship characteristics Increase in student attendance			
6) Implement an anti-bullying awareness plan, Olweus, which includes teacher training, student programs, and routine monitoring of discipline data.	2.5	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 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	ELEMENTS	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.	2.4	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 New Teacher Academy, mentorship initiatives, and make changes to improve the program efforts to retain highly effective personnel.	2.4	Principal	Increase new teachers' student performance Decrease in new teacher mobility and resignations			
3) Encourage and solicit teachers to add subject area certification.	2.4	Principal Human Resources	Increase in the number of teachers adding to subject area certification			
4) Encourage all teachers to become ESL and GT certified.	2.4	Principal Teachers	Increase in the number of teachers becoming ESL and GT certified			
						






**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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) The campus Parent and Family Engagement Policy and the School Compact will be jointly developed and updated periodically with parents in order to meet the changing needs of parents and the school. These documents will be distributed to parents and family members as well as made available to the local community in their native language.	3.1	Principal CSSS	Increase in parent participation			
2) The campus will convene an annual Title I meeting as well as engage parents in meaningful ways to support student academic progress through parent-teacher conferences, family nights, and other parent-related services. The campus will schedule these opportunities at times that will optimize participation by parents and family members.	3.2	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 - 1000.00						
3) 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 Increase in the attendance of campus events			
4) 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			
5) Teachers will conduct face to face conferences with parents of students they instruct.		Principal Assistant Principal Counselor Teachers	Increase in face-to-face conferences with a minimum of one per semester			
6) 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			


7) 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	ELEMENTS	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.	2.4	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 document cameras, Promethean Interactive Whiteboards, and student response devices.	2.4	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 Renaissance STAR 360, Prodigy Math, and targeted programs for special populations.	2.4	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 1:1 laptops in 5th Grade, 1:1 iPads in 4th Grade, and laptop/iPad carts in Kinder - 3rd grade as well as computer labs to maximize learning.	2.4	Principal Assistant Principal Teachers	Increased iPad use in 4th, laptop use 5th grade, and device use in all other grade levels. Increased student success on content TEKS and state and district assessments.			
						



## 2018-2019 Needs Assessment Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Counselor	Janina Allum	
CS3	Vanessa Jackson	
Administrator	Monica Juarez	
Administrator	Kurt David	
Non-classroom Professional	Kristine Rebstock	
Administrator	Tailis Oniwon	
Classroom Teacher	Deedra Moon	
Classroom Teacher	Elizabeth Eagle	
Classroom Teacher	Bonnie Wilkinson	
Classroom Teacher	Lisa Garcia	
Classroom Teacher	Denise Williamson	
Classroom Teacher	Amanda Bowman	
Paraprofessional	Lenys Venezuela	
Classroom Teacher	Sherri Dozier	
Classroom Teacher	Ann Lockard	
Non-classroom Professional	Tarana Batiste	
Parent	Shelia Ebrom	
Business Representative	Twila Argent	

# Campus Funding Summary

<b>Coordination of Local, State, and Federal Funds</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
6	1	2	Materials for parent academic sessions	Title I Part A	\$1,000.00
<b>Sub-Total</b>					\$1,000.00
<b>Coordination of Local and State Funds</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
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
<b>Sub-Total</b>					\$12,042.00
<b>Grand Total</b>					\$13,042.00