

Goose Creek Consolidated Independent School District

Victoria Walker Elementary

2019-2020 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

The percentages of ethnic, socioeconomic, gender, and special population groups have remained consistent over the past 3-5 years. Due to the rise of our economically disadvantaged population, the needs of our students and families have increased. Enrollment numbers have declined slightly and our mobility rate is currently at 19%. Teachers feel there is a greater need to close the gaps of students with high mobility rates. Teachers want faster access to student records in order to assess student needs and address them in a timely matter. Teachers need communication from office staff when a new student enrolls (not simply showing up to classrooms without proper introductions) and want staff to walk students down to the new classroom. Teachers feel the counselor's "Lunch Bunch" should be year round and teachers suggested setting up conferences with guardians when the new student is walked to their room.

In general, our campus does well with attendance and typically wins the district attendance award every six weeks. Our students come to school, but we have issues with tardies. The earlier start time may be a factor to the increase in tardy students. Teachers feel the current consequences for tardies are inadequate. The current detention policy for tardiness did not work this past year as it made no measurable improvement in students who are chronically tardy. Mrs. Juarez provides a big prompt and present party at the end of the year for students who were never tardy and never left early from school. Teachers want consistency in consequences and rewards across the 6 weeks. Teachers know there is a need to have conversations about tardiness with parents at conferences. Teachers are also concerned that students are getting breakfast when they come in late and this cuts into instruction time as that student is allowed to finish breakfast even after arriving to school after 7:30.

In regards to our current ethnic demographics, teachers discussed research that indicated students should see teachers that look like them to increase student success. Some teachers feel that this does not make a significant difference. Currently, all but one ethnic group is represented by a teacher on campus, however it is not to the scale of the current student population. Teachers suggested a push for cultural awareness in order to better student and teacher relationships because of the gap in demographics.

Overwhelmingly, teachers believe the discontinuation of the Modified STAAR test has done a disservice to those students who previously qualified for the test. One of the biggest concerns from teachers in regards to Special Education is that students are pulled out of class during content time to meet their IEP minutes for Resource Time. This results in those students hardly, if ever, being exposed to grade level curriculum. Teachers feel a need to adjust the schedule to better meet the needs of students including pushing Resource Time to occur during Accelerated Instruction Time. This fits better with the idea of individualized interventions for all students. Our special education students perform significantly below the campus level, so this is a high need area.

Currently, our LEP students receive SIOP strategies that help improve their progress. Our district has a strong bilingual support system and resources for students and teachers. LEP students are performing better than the overall population at our campus which is not the case across the district. Our migrant

students get a tutor and other resources provided by the district. These students typically return each year. Our migrant students typically don't perform well on state testing.

At this time, all of our teachers are state certified. The majority of teachers on our campus agree that our paraprofessionals are highly qualified for their position. Our paraprofessionals have a district certificate for their position (some college courses) and some other specialized trainings that support students such as LLI training.

Our campus has a high retention rate for teachers and typically doesn't have teachers on the transfer list. Those teachers who leave the campus usually leave to pursue a different position (counselor or assistant principal) or to stay home with children. New teachers say they feel supported by our CIS and administrators as well as their teams. In general, teachers feel supported on our campus.

Teachers believe the district needs to provide more professional development opportunities for elementary teachers. Teachers do not feel there is a follow-up to trainings to ensure the training was effective or to determine a need for further training, resources, or other supports. Teachers want to see online opportunities that go at their own pace since their time is often limited during the day. Teachers feel there is a need for Ruby Payne training due to our increasing Economically Disadvantaged population. Some teachers expressed a need for more technology training.

Our campus conducts PLC sessions to discuss student data and share instructional strategies. We use observations of other teachers to schedule coaching visits with campus administrators and district specialists. Our CIS arranges peer observations and peer planning sessions as well as one on one planning sessions with the CIS to increase effectiveness in team planning sessions. Teachers suggested recording master teachers for other teachers to observe at their leisure rather than pulling teachers out of class to observe the lessons of master teachers.

Demographics Strengths

Our strengths are our supportive administrative team, the level of experience of our teachers, and that teachers are not consistently moved around. They are allowed to grow on a team.

Student Academic Achievement

Student Academic Achievement Summary

In Domain 1, using the data presented, most groups showed growth on the latest state assessments. However, looking at demographics, students in our White and Special Education groups did not show a high level of success in reading and math. Our math scores, overall, were lacking in mostly all groups. By district numbers, we are currently not a targeted school for additional support. According to the state, we should be doing better than our scores show. Based on our comparison group, we have noticed that our very diverse population gets hit in more areas resulting in scores being lower than expected.

In reading and math, our White, Asian, and non-continuously enrolled groups did not show sufficient growth. Across the board, for all students in math, our students did not meet the growth expectations. Teachers feel that math has had the most support this year so the lack of growth seems out of place. Our upper grade level ELA teachers feel that a lack of primary grade level phonics instruction has affected the reading score. There is a connection between lower reading comprehension and the impact it has on a student's ability to comprehend problem solving in math.

Using the data provided, the area of math was our worst scoring area across the board for closing the gaps this school year. In the last 3 years, math shows growth in closing the gaps each grade level. Writing continues to be a low performing area. Writing, for the last 3 years, improves a little and then declines again. Local benchmark assessments are in line with our state testing results, however, report card grades do not show the same alignment.

Math is a specific subject area where we were low in most sub groups. All subjects for our Special Education students is also an area of concern. Support systems currently in place for struggling students include: Education Galaxy Lift Off for RtI 3 students, LLI small groups for students with significant reading gaps, Waterford for foundational reading support, and on-site tutorials with certified teachers. Teachers provide small group support based on ability and academic need for students that need additional intensive instruction.

Individual student needs are identified and addressed in different ways. Campus-wide identification occurs in the following ways: RtI process, CBA & Benchmark data, Education Galaxy reports, PLC summative assessment data, guided reading and running records for primary grades, student inventory data from universal screeners, and Waterford reports. Accelerated Instruction supports the needs found in the identification process in the following ways. Kindergarten provides additional guided reading, letter identification, and sounds. Math groups are not pulled during AI because teachers provide guided math in the classroom. First grade supports using DRA with running records along with Waterford and Education Galaxy activities, and teacher observation. Math groups are not pulled during AI for 1st grade since they provide that support during guided math every day in their classroom. Second grade focuses on reading during the first semester and then adds math for the second semester using small groups during AI, Education Galaxy for math and reading, Prodigy for math, and then guided reading elements for reading for those who still need it. Third through fifth grade teachers use LLI reading groups provided by our instructional paraprofessionals for readers with significant gaps. TEKS based activities for math or reading are used depending on need, and enrichment for these subjects includes the use of Education Galaxy leveling up when appropriate.

We believe that all students will grow, but the pace at which each student shows growth can vary. Our campus uses Fast Forward, Lift Off for Education Galaxy, Waterford, professional development, and the support of the inclusion staff and resource teachers to enhance student growth at all levels. Our Special Education teachers are also attending Special Education PLCs with other schools and teachers from around the district to improve collaboration and

instruction. We recognize that students' IEP goals are below grade level while the test is not. This means the growth of the student is not as linear as those who are not in Special Education.

Our Special Education and 504 students are still not performing on grade level. Support comes from the same areas as their peers via Saturday Academy, Accelerated Instruction groups, as well as Resource and Inclusion per their ARD. Dyslexia students receive services during Accelerated Instruction from our reading interventionist. Teachers receive support from resource/inclusion and dyslexia teachers, along with support from our Campus Instructional Specialist, and counselor.

As a campus, we are still working on improving our RtI process. Teachers currently enter students into the process using screeners, teacher observation, CBA data, and data from previous years, which has been effective. This allows the processes and interventions to work within the grade level and for the students, but there is room for continued growth and development.

Referrals to SPED have identified students who have learning disabilities resulting in fewer students being sent for testing. More students are identified for dyslexia services correctly, and we have had no DNQ meetings for students. We are using SSI, ARD, LPAC, 504, and RtI committees more efficiently and are working cohesively to collect better evidence to support student academic and behavioral concerns. This shows that our RtI process is effective at finding students' needs and addressing them at the appropriate tiers.

Student Academic Achievement Strengths

Summary findings indicate the specific campus strengths that have been identified: The RtI process on our campus is more effective. Our PLC has improved this year. We have students more engaged in SSI when it becomes necessary, Our Saturday Academies (including enrichment days) are engaging, challenging, and fun. Students perceive the need to participate in these interventions as an opportunity to grow and work to meet goals for themselves. Parents feel the same way. The shift in our mindset from focusing on the growth of students below level to ALL students increasing in levels has improved our campus.

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 through the process. Tier 2 and Tier 3 interventions aren't closing the gap in student achievement. **Root Cause:** Teachers need more training on strategies to use during intervention for RtI. This needs to be tracked and implemented with fidelity.

School Processes & Programs

School Processes & Programs Summary

The analysis of state assessment reporting categories and student expectations reveals consistency across subjects and grade levels. We use this information to focus on TEKS/skills where there are weaknesses so we can improve instruction and student achievement. Rigor and relevance is developing on our campus. We look at student mastery on STAAR and other district assessments to determine areas of weaknesses in rigor. Our district's scope and sequence is followed as much as possible through our weekly planning and attending monthly subject level professional development. Evidence of this is shown in CBA data and administrators' walk-throughs. Our GATE students complete real-world problem solving activities through their yearly project, however, we find that our regular population isn't always challenged at this level enough. In science, across all grade levels, we feel that complex, real-world problem solving is addressed more frequently. After STAAR, it seems there is more time to address project based learning and problem solving at a deeper level.

The work we do in our bi-weekly and full day PLCs once every 6 weeks is evident in our AI process and in the data we collect from summative assessments. We also follow up with data for the targeted TEKS in CBA, Benchmarks, and STAAR. For students, we use data/progress tracking folders to observe and adjust. For staff, we meet in PLCs bi-weekly and each semester. We track student and class data in our Google team drive Progress Tracking folder. We use this data to adjust AI group, TEKS re-teach, SSI, and spiraled homework. We use CBA, benchmark, math and reading screeners, and STAAR data to track student performance during the year and across years. We use AI to group students who need re-teaching, RtI process is initiated if growth is not evident over time, we offer tutorials on Saturdays before testing, parent communication/conferences occur. Our campus has PD during PLC days which are implemented and monitored in our lesson plans.

Sheltered instruction strategies are provided and embedded in our shared looking activities, picture walks during reading, and in our Kagan strategies that promote student conversation. Instructional and linguistic accommodations are routinely used in instruction, and students read, write, listen, and speak during all core subjects. This progress is evident in our yearly TELPAS results.

In the area of technology, it is expected to be used during lessons, as well as for students to practice skills, enrichment, projects, research (carts), use the promethean board for teaching and for students to "show what they know". Teachers must utilize the technology available in the classroom at least once per week, if not daily. The expectation is that teachers will maximize the use of technology in classroom one-to-one student/computer interaction. Since we don't all have them, basic integration in labs is all some teachers are able to do, besides using classroom computers for Education Galaxy. We understand that technology needs to be integrated as much as possible in our lessons so that students stay familiar with the use of technology. It supports instruction and learning through its use as enrichment as well as with students who need to focus on particular skills. Technology provides a visual aid and hands-on versus paper and pencil. There are several technology related lessons teachers can use to keep students actively engaged in learning. Also, technology can support efficient teacher feedback through self-grading activities in Google Classroom or Education Galaxy. Ipads (if borrowed from other classes) are used to support STEM activities, such as using Sphero. Technology is also used in the GT project. There is also interaction with Promethean/ActivInspire technology where students are provided opportunities to view, read, and engage with computer media. In addition, students are allotted scheduled times to access educational programs and activities through assigned laptop computers, classroom computers and the computer lab. Using technology through ClassDojo helps with classroom management and parent communication. Students use it to research, read books, access specific programs such as Education Galaxy and Prodigy which help students practice skills. Videos catch students' attention and help deepen their understanding while clickers give

teachers and students immediate feedback. Online materials are checked carefully by district specialists to determine if material will support learning. We preview videos and flip charts before use to ensure they align with TEKS. Teachers make sure online instructional materials line up with TEKS. Technology that is available for student and teacher/staff use includes iPads, Promethean interactive whiteboards, computers, clickers, and all Microsoft programs.

To support staff with technology, GCCISD has trainings listed in Eduphoria. We also have a specialist assigned to our campus that will come and help you in the classroom. Any time a new application is introduced, teachers are required to attend and learn about the application. Teachers are invited to attend trainings during summer and throughout the year.

Technology plans to upgrade within the next 1-5 years includes updating old technology through a refresh plan with the passing of the new bond. All Promethean boards are expected to be replaced. There is also a plan to continue the 1:1 student device throughout all grade levels. Barriers that reduce the use of technology include not having a classroom cart, in every classroom, having to share devices, lack of student headphones, and damage to keyboards. Other barriers include wi-fi not working consistently and programs having occasional glitches.

School Processes & Programs Strengths

As a campus, we feel that there will always be room for growth. We have a strong PLC process and a good handle on using data to drive instruction. Technology use by teachers and students is improving and deepening some areas of student engagement and learning.

Perceptions

Perceptions Summary

Our mission at Victoria Walker Elementary is committed to building a solid foundation of excellence, creating a passion for learning, and empowering each student to contribute positively as responsible citizens is affirmed by the results gathered from the 2019 surveys. 98 % of our 2nd-5th graders feel teachers at their VWE make learning fun and teachers want them to do their best in school. 96 % of our students feel that their teacher cares about them and have a strong sense of school pride. Our teachers and students feel that we have maintained a positive, safe, and orderly school climate. 98 % of our students feel the staff at VWE treat everyone with respect and that their teachers genuinely care about them. Of these students 6% believe that students didn't treat each other with respect; however 98% of our students feel like students display respect for our teachers. 11 % of our students in these grades felt that Bullying is not taken seriously and action is not taken immediately in regarding behavior support among students. We will continue to recite our anti-bully pledge, Keystone class meetings, implement our Olweus Bullying prevention and address student concerns immediately.

In order for our campus to achieve these results from the surveys, it's imperative to have consistent systems in place. We document all undesirable behaviors and incidents in Review 360 and increase appropriate behaviors in common areas and on school buses by reinforcing our expectation matrix for displaying ways of being (Peaceful, Aware, Wise, and Safe) with positive incentives. Students receive these incentives by earning PAWS cards, class point sheets, and individual points. PBIS is the foundation of our disciplinary policies. It is are proactive and positive. We use the PAWS to reward students; however not all teachers are consistently giving out PAWS incentives and to continue being proactive we need to require all classes to assign clipboard manager student job. This allows a student to carry the clipboard and remind the teacher to give out PAWS to students. VWE would like to add a 6-week behavior incentive party for the whole grade level. This can be managed at the end of each 6-weeks, if they have 3 or less color changes/marks/etc., they can participate.

Next year the counselor would like to have an intervention/introductory group for students that are new to the campus to review PAWS and tour the building by PAW PACK members biweekly or monthly. This year there was more mobility then years in the past. Different interventions are in place school-wide. PAWS expectations Matrix are implemented to increase appropriate behavior in the cafeteria, hallway, assembly, bathroom, and playground. They reinforced by the various PAW cards that align with our matrix.

Based on our 2018-2019 data from our student survey, 11 % of our students felt that Bullying is not taken seriously and action is taken immediately in regarding behavior support amongst students. The data does not confirm the strategies are being consistently taught. A Bully Pledge is recited every Monday to start students off on a positive note at the beginning of the week and the Olweus Bully Prevention prevention lessons are integrated in class meetings on Fridays. Our campus focuses on District Monthly Character Traits reinforced in our Keystone weekly lessons, we also need to continue to reinforce pink PAWS for kindness. Teachers also need to follow-up with students who have reported the bullying to see if the problem is still occurring so they feel that they have been heard.

Based on our 2019 parent survey 83% of parents feel welcome at the school. Victoria Walker focuses on home/school connection to educate and engage parents by providing literacy family night, STAAR information Night, math night, GATE showcase, and parent education sessions. Our school's Facebook website and newsletters are very effective, because our attendance rate for family nights and school functions during the school year is very high. We also

ensure all communication is translated because our Hispanic population is currently the largest population on campus (54%).

VWE provides many opportunities for parents to be engaged with the school. Parents are always welcomed to come and eat lunch with their child, chaperone field trips, and volunteer in the classroom. Parents are involved in family academic nights and book fairs. These opportunities support student learning, because they encourage literacy and good behavior to make their child/children successful. Partners in Education (Exxon Mobil- BOP) support us by providing additional funds for the classroom. Parents attend academic family nights to support student learning. We also partner with our high school feeder pattern, GCM. Our Campus provides opportunities for parental involvement at various times. The community is involved with the school in YMCA after school daycare, Kids Beach Club, and St. Marks Kids HOPE mentors.

Perceptions Strengths

As a campus we have many strengths that we celebrate in our surveys and it's evident in our data. PAWS are effective in being proactive for those classes that are consistently implementing expectations and appropriate behavior. We also have many opportunities for our community and parents to be involved for student achievement.

Priority Problem Statements

Problem Statement 1: We currently have a large number of students in RtI that aren't progressing adequately through the process. Tier 2 and Tier 3 interventions aren't closing the gap in student achievement.

Root Cause 1: Teachers need more training on strategies to use during intervention for RtI. This needs to be tracked and implemented with fidelity.

Problem Statement 1 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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 and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender 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
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Goals

Revised/Approved: October 07, 2019

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

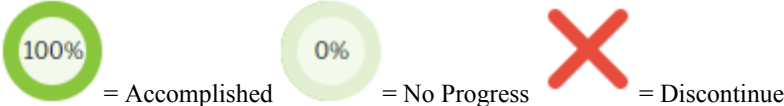
Performance Objective 1: Victoria Walker Elementary will plan and implement a well-balanced instructional program to ensure academic success for each child.

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 score approaches, meets, or masters on district and state assessments			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
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 masters 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, El Saber (DOK), and 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 score approaches, meets , or masters on 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			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
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			
						

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 score approaches, meets, or masters on 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 score approaches, meet or master district and state assessments			
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						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
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			
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			



= Accomplished



= 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.	2.4	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.	2.5	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.		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.	2.4	Principal Assistant Principal Counselor	Increase in student attendance and students receiving perfect attendance Decrease in tardies			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
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			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>0% = No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						




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			

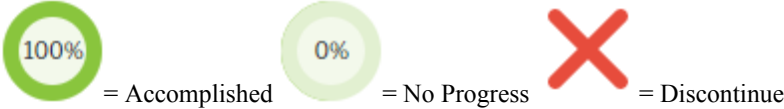
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

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			
						

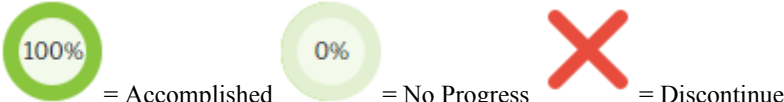
Goal 6: Victoria Walker Elementary will establish and maintain parental and community partnerships in education to enhance student achievement.

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			

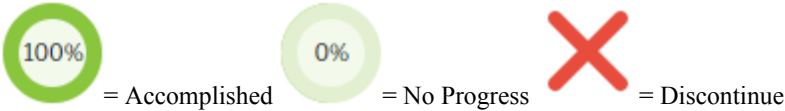
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
6) Facilitate communication between school and home through home visits and Tuesday Folder communication/phone calls/ parent conferences and volunteers that are reported to the Title I program 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 = 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.			
						

2019-2020 Needs Assessment Team

Committee Role	Name	Position
Administrator	Monica Juarez	Principal
Administrator	Kurt David	Assistant Principal
Administrator	Tailis Oniwon	Student Support Administrator
Counselor	Janina Allum	Counselor
CS3	Vanessa Jackson	Campus Student Support Specialists
Classroom Teacher	Kiabeth Flores	Kindergarten Teacher
Classroom Teacher	Elizabeth Eagle	1st Grade Teacher
Classroom Teacher	Nan Pickle	2nd Grade Teacher
Classroom Teacher	Chelsea Marek	3rd Grade Teacher
Classroom Teacher	Roslyn Scott	4th Grade Teacher
Classroom Teacher	Denise Pumphrey	5th Grade Teacher
Classroom Teacher	Crystal Dobbs	Art Teacher
Classroom Teacher	Sarah Ornelas	SpEd Resource/Inclusion
Parent	Shan Hart	Parent
Parent	Kaci Tolleson	Parent
Community Representative	Twila Argent	Community Representative
District-level Professional	Karen Thomas	Area Executive Director
Paraprofessional	Lenys Valenzuela	Secretary

Campus Funding Summary

Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	2	Materials for parent academic sessions	Title I Part A	\$1,000.00
Sub-Total					\$1,000.00
Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Payroll costs for tutors and intervention materials	SCE Funds	\$10,000.00
2	1	1	Supplemental instructional materials	GT Funds	\$687.00
2	1	3	Supplemental instructional materials	Special Education Funds	\$668.00
2	1	3	Supplemental instructional materials	Bilingual/ESL Funds	\$687.00
Sub-Total					\$12,042.00
Grand Total					\$13,042.00