

Goose Creek Consolidated Independent School District

Victoria Walker Elementary

Campus Improvement Plan

2020-2021



Board Approval Date: November 2, 2020
Public Presentation Date: November 2, 2020

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

- Victoria Walker is an elementary school that serves children from the ages 4-11 years old or PK-5, across multiple ethnicities, races, and academic backgrounds. Our campus strives to share, acknowledge, and educate the children at our campus and their families of the varied cultural celebrations, ethnic and religious diversity, and the various languages of the campus.
- The ethnic, socioeconomic, gender and special population groups of the campus are represented in the table below.

Enrollment by Race/Ethnicity		Student Groups	Mobility Rate
African American	15.0%		
Hispanic	53.0%	Economically Disadvantaged	53.4%
White	20.2%	English Learners	20.3%
American Indian	0.6%		12.4%
Pacific Islander	0.1%	SPED	8.4%
Two or More Races	2.6%		

- The demographics of the campus have not changed significantly in the last 3-5 years, however, our student enrollment numbers are decreasing. The campus started the school year with 100 less students than the previous year. The decline in enrollment has been caused by the creation of new neighborhoods that are zoned for Banuelos Elementary including part of a new apartment complex and a neighborhood still being built.
- Currently, the student mobility rate for our campus is 12.4%. Support systems are in place to assist these students including: mainstreaming the scope and sequence so skills are the same across the district in each subject area, the use of the campus FIC and the CYS worker, district mandated accelerated instruction time to close gaps, and the district use of Eduphoria to track data for student across the district. Migrant and at risk programs assist families and contact parents to locate and communicate needs for students and their families. Additionally, the Student Support teams proactively in-act home visits to assist the well being of students in need. If those students are behind academically, interventions are put in place through the R.T.I. process and tracked across the district via ESPED.
- Our district attendance rates for the last several years are in the table below:

2014-2015	GCCISD 95.70%	Region 4 95.80%	State 95.70%
2015-2016	GCCISD 95.70%	Region 4 95.80%	State 95.80%

2014-2015	GCCISD 95.70%	Region 4 95.80%	State 95.70%
2016-2017	GCCISD 95.20%	Region 4 95.70%	State 95.70%
2017-2018	GCCISD 94.90%	Region 4 95.40%	State 95.40%

- Victoria Walker typically maintains a 97-98% attendance rate each year, above the state and district average. The district attendance rates are trending down compared to Region 4 and the state which were both holding relatively steady until 2017-2018. Still, the campus average exceeded the state and district average. To promote and maintain higher attendance rates, our campus has award ceremonies every six weeks to celebrate and recognize “Prompt and Present” students who come to school every day as well as those students who are on time. Students are also recognized for academic achievements, which are often due to the results of being present. The campus has begun to recognize the grade-level classroom with the highest attendance for the week and provides a class reward. The district ran a campaign to improve attendance by placing signs in front of the school and around the city noting that attendance matters by not just days missed but by instructional minutes lost by taking students early out of school or by arriving late. Some teachers include an attendance tracking calendar in individual Student Data Folders to serve as a visual reminder to students and parents regarding absences and tardies during parent-teacher and student led conferences. The campus communicates to parents in a timely manner the importance of instructional time with attendance through phone calls, conferences, emails, family nights, and STAAR results with data to support the validity of attendance and promptness.
- To track and respond to unexcused absences and tardies, the campus reviews the attendance data which is collected daily online by teachers. After identifying which type of absence is causing the loss of valuable instructional time, immediate action is taken to respond and reach out to parents and students to remind them of the importance of attendance. This ensures parents and students understand how they each play an important role in addressing the success of their educational goals and how those goals are met through attendance and promptness. If a student has excessive absences or tardies, the homeroom teacher fills out a form to submit to the CSSS that shows the dates of absences, reason for absence, and date that the teacher contacted the parent. This way, the CSSS can reach out to the family to assist as needed if the teacher has been unsuccessful in changing the pattern of behavior.
- According to the teachers and students demographic report listed below, students of the Hispanic population are underrepresented at least by 43%, which is a significant population of our schools demographics. The Native American population is over-represented by 3% compared to the .6% student population. The Asian community is underrepresented by 8.5% as well as the Black and African American population by 11%. In turn, the Native Hawaiian or other Pacific Islander population is underrepresented by 0.1%. However, the White population over represents the student population by 25.8% in comparison to students. In regards to gender populations, female teachers are 49.9% dominant in statistical data. There is not any data to reference at this time for student populations to compare with the gender differences, except there is a need for more male teachers in the education system. The current class size across grade levels is an average of 20:1.

Categories	Teacher	Student
Hispanic	10%	53%
American Indian/Alaskan Native	3%	.6%
Asian	0%	8.5%
Black or African American	4%	15%

Categories	Teacher	Student
Native Hawaiian or other Pacific Islander	0%	0.1%
White	46%	20.2%
Male/Female	Females 51 Males 2	no data available

- In regards to English Learners (ELs), 20.3% of students on the campus are EL vs 17.3% of the district. Our campus struggles because it serves students that do not speak a language that is easily accessed by our teachers or district specialists. Currently, our EL students receive SIOP strategies that help improve their progress along with the use of technology such as Imagine Learning. Our district has bilingual supports via specialists and resources for students and teachers. ESL teachers closely monitor student performance and report observations throughout the year which are documented for the next school year. Currently our EL students are performing better than the overall population at our campus which is not the case across the district. The scores for TELPAS/STAAR increased from 2018 to 2019 which shows the current methods of the campus are working.
- In regards to migrant students, our campus currently has only 4 students identified as migrant: 1 in kindergarten, 1 in 4th grade, and 2 in 5th grade. Campus data and documentation shows these students did not move this school year. Our migrant students get a tutor and other resources provided by the district to reduce gaps in their education. These students typically return each year. Our migrant students typically don't perform well on state testing. While the migrant population is low, our campus has several families that take extended breaks during the spring and winter and sometimes before school lets out that coincide with religious or ethnic holidays. This puts those students in danger of gaining learning gaps.
- To educate this diverse population, all teachers at Victoria Walker are state certified and hold various degrees beyond teaching. The paraprofessionals on our campus are highly qualified as the district requires a training class before they can work with students. Many of our paraprofessionals have been trained in LLI, some have been trained in testing areas, and many attend SPED trainings (Life Skills and SILC), and ESL or Bilingual training.
- The district turnover rate for teachers is 17.0% and instructional staff is 59.6, but our campus has a very low turnover rate. Only 4 new hires were needed for the current school year. Teachers who are new to the profession are supported by a district mentor as well as a campus mentor via a New Teacher Mentor Program. New hires that are veteran teachers have a campus buddy to assist them in the routine of the school and district. New teachers are also aided by administrators who monitor progress and concerns with new teacher meetings. PLC meetings also assist in keeping new teachers on track with goals and objectives when planning lessons via their grade level team members and the help of the campus academic specialists.

New and veteran teachers are encouraged to attend content area professional development where they discuss the curriculum for the upcoming six weeks. Our campus content specialists assist new teachers as needed and help with weekly team meetings and content planning. Curriculum and Planning as well as Curriculum Connections sessions from the district specialists help new and veteran teachers plan effectively with the appropriate rigor. This professional development is often face to face at district locations every 6 weeks with follow up support coming from district specialists and campus specialists. Professional development is often structured to meet the need of one area or one content area such as planning for and with the new curriculum for ELAR. Campus professional development was completed using a book study for instructional rounds along with the training for instructional rounds to identify teaching weaknesses. District PLC training along with campus PLC modeled planning sessions are continued throughout the year. Other areas of professional development came from RTI and PLC model training to streamline the RTI process and to bring structure to interventions and intervention data tracking. Professional development needs are identified in various ways: teachers identify their own weakness and choose a training to meet their needs, the administration team or district identifies an area of weakness via test scores, grade level

needs, or state or district data, and as determined by the state to remain in compliance to new or changing laws.

Demographics Strengths

From the data, our campus has determined several strengths. The campus attendance rates are well above the district and state levels which helps our students achieve academic success. The campus teacher retention rate is very high which creates cohesive teams and a faculty comfortable determining their own weaknesses and working together to change those weaknesses to strengths. Finally, the migrant population of our campus is very low which alleviates learning gaps from circumstances beyond the student's control.

Student Learning

Student Learning Summary

- According to our state assessments, our white sub population is not meeting satisfactory performance in reading and math, and our Hispanic sub population is not meeting satisfactory progress in math. For our growth status, all sub populations met each target. The areas of lowest performance have been in writing and math. Our special ed students score lower because they are reading a grade or two below level. Special ed teachers collaborate with the content teacher to discuss the effect of interventions and make adjustments accordingly. There is a well established communication system between administration, classroom teachers, special ed teachers, and parents.
- During PLC, teachers identify students who are in need of reteach, not reading at grade level, and showing no progress through screeners, benchmarks, CBAs, teacher observations, formative and informative assessments. Each student is prescriptively put in a group during WIN, such as Education Galaxy, Waterford, Leveled Literacy Intervention, mini-lessons, guided reading and math, to address their needs and data shows an increase in performance
- With WIN and sharing our kids, this holds teachers accountable. Grade levels see the kids as “OUR kids.” We have made progress as a school identifying struggling students through the RTI progress and have been able to service students in need of more interventions which has lowered the referrals to special education. When we do send referrals, most are qualifying.

Student Learning Strengths

We determined the following strengths:

- We have systems in place to address students’ individual needs through RTI, WIN time, and small group instruction. Each grade level does well in collaborating about all students and teachers see them as “OUR” students. As a result, students receive prescriptive instruction based on their academic needs.
- For growth status in state assessments, all sub populations met each target.
- There is a well established communication system between classroom teachers, special ed teachers, and parents.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 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

Areas of discussion:

- An area of strength for our campus is that we are doing a good job with academic growth and closing the gaps on most of our sub pops. The 2018-19 Academic Growth Indicator shows growth in all populations for reading and math indicating that our focused curriculum is a strength. Although our campus has a 53% economically disadvantaged rate and high ELL student count, our overall rating sits at a B. Students are making progress in most areas which shows that our use of time, technology, and curriculum is working to help students grow.
- We have room to grow when it comes to the STAAR Performance since we scored a 77 (C). Our EL and SPED are not as successful as we would like to see. Writing and Science scores show a weakness in our curriculum. We still have some work to do with White, Special Ed and LEP sub pops to close the gaps.
- We feel that our PLCs are using data fairly well when we have long PLC days because we use that time to intentionally look at areas of weakness and build lessons and assessments. Evidence of this is our PLC Data Tracking Google Sheet. For the TEKS that are tracked through summative assessments, we are about 75% successful with showing student growth in these skills.
- We track student progress & performance data through the use of CBAs, Benchmarks, anecdotal notes, observations, Star360 screeners, Student Data Folders, Teacher Data Binders/Student Goals, RtI data binders and Slo check-ins in Eduphoria.
- During PLCs teachers break down assessment data to analyze what students need and how to help them better understand the material. Teachers look for weaknesses and how to target them. Teachers use the data to make groups, decide what to reteach or spiral in, and enrichment planning. This data helps teachers plan for instruction, small-group instruction, WIN, and re-teach opportunities based on individual students' needs. We can compare students, track teacher strengths or areas of need, and use assessment data to plan our next best step (lessons) to help students master low or non-mastered objectives.
- When student progress is not occurring, teachers look at assessments to identify specific information that will help, and they share ideas together to come up with a plan. Teachers whose students did well will share her teaching tools for that learning objective. We also utilize WIN time for focused instruction, seek out strategies from support or other teachers, and find materials or technology to help. Intervention is also an option for RtI when students are not progressing. In addition to these actions we have goal sheets in place. Teachers meet with students individually and discuss expectations, progress, and goals for the future.
- After PD, teachers share the information they received with their colleagues during team or faculty meetings or in PLCs. Our administrators expect learned strategies to be listed in lesson plans and to see them implemented when they perform walk-throughs. Teachers also include them as part of their Annual Goals, SLOs, and mid-year conferences.
- For our English language learners, SIOP strategies are provided daily through comprehensive instruction including reading, writing, listening and speaking. Teachers use a variety of instruction methods including technology, vocabulary pre-teaching, visuals, peer support, segmenting instruction, checking for understanding frequently, and visuals. These strategies are monitored through lesson plans, observations, walk throughs, and TELPAS. Linguistics accommodations are used through ELPS along with modeling and repetition of instruction. Some activities could include partner pair share, group activities, repetition, rephrasing, and wait time. Other means for presenting are also used such as video, hands-on, games, note-taking. learning targets, ELPS strategies, and El Saber question stems. Our LEP students have classroom support to further help with language acquisition. Teachers also decrease barriers by speaking in the student's first language if possible, or by using vocabulary they are familiar with and have practice

using to support learning and comprehension. We are closing the gap for LEP students. We monitor this progress on TELPAS.

- Our campus is focused on improving student academic achievement through the implementation of WIN time, small group instruction, and the use of technology. We have regular conversations regarding achievement, focused PLCs, and have data-driven instruction/ intervention. We are provided with resources and materials to reach students on their level. There is also support for improving instruction through workshops or meetings for campus/teams/subject areas throughout the year. Teachers provide well planned and engaging lessons that focus on students talking and interacting with the content in a meaningful way. We have a time set aside to really focus on what students' academic needs are to promote improvement. We revisit student data regularly to ensure we are staying on track and monitoring progress through check-ins.

TECHNOLOGY

- Our campus expectation for using technology is comprehensive. It is expected to be used in all classrooms for planning, instructing, and student learning. Our campus has extended technology available to teachers, and teachers are encouraged to challenge their students. Before Spring Break, we were encouraged to use technology in lessons when needed and where it fit best. After Spring Break, it has been a different ballgame, since it is our sole means of instruction and our most valuable tool for continuing to educate our students.
- Technology is used to support instruction by reinforcing skills that have been learned through interactive educational games. It is also used to help students who may be struggling or those that need enrichment. It is used in various ways such as Education Galaxy to reinforce/practice skills learned in the classroom. It is also used to take tests or to read the newspaper articles for Social Studies. Some teachers use it for the GT Projects. Now that we are having to do Distance Learning, technology has been essential as a tool to provide lessons, assignments, and tests to students and having them completing and returning them to us.
- Using technology to support instruction is seen in how we provide lessons, hand out assignments, and keep track of student learning with immediate grading and feedback. Technology is supported by the classroom student computers, computer labs, and grade level iPad carts. We integrate our lessons to fit in the use of any of those listed computer devices to be used even if it may be the Promethean board for the day. Students may use computers to read online books, watch videos, or engage with online educational games.
- The district provides training through the technology department. We have a Technology Integration Specialist who visits our campus regularly and can be booked to support on demand as well. Training is also available online through Eduphoria. There is also an annual summer training called TechXpedition where all the sessions are about using technology. Teachers can get training on almost anything that has to do with technology at any time and in any platform throughout the year.
- Technology upgrades are to include new Promethean Panels and teacher computers as well as new devices for students. Technology is consistently improving within our district. Through bonds and partners in education, our district is able to fulfill the technology needs of its employees and students.
- Some barriers to a productive use of technology include teachers not understanding how to implement it, not all students having access to a device, lack of time to train and implement, and older technology beginning to show signs of wear. Also the lack of confidence and having so many different platforms can be overwhelming for teachers.

Strengths:

Reflecting on our PLC, ELL, Student Achievement, Staff Development, and Technology summary we feel our strengths are found in strong attendance, students are given an opportunity each day during WIN time to work in an area where they struggle, staff development is strong with many teachers attending district training. We also feel that technology use on our campus is a strength and that it is effective for student achievement.

Our campus has knowledgeable people to help with technology and data, and our administrators are supportive and encouraging. Overall, our campus does a great job on targeting students and providing necessary measures for student achievement. Due to our data-driven conversations, all faculty is on the same page when it comes to learning and student expectations. We do a very good job at looking at all the data we collect from student testing and figuring out what is needed for students to grow/improve wherever it is needed. Discussing and creating goals while also keeping track of progress via digital data folders help students take credit for their work. The district and Region 4 offer several Staff development opportunities throughout the year. Communication is also a strength at our campus. Our campus leaders deliver information in a timely and effective manner. These strong communication skills deepen the relationships and trust within our campus, resulting in low employee turnover rate.

Areas of Concern:

- Regarding areas of concern or continued growth, more than ever before we have the need to implement technology for more than just Waterford or other online programs. Another concern is that the curriculum can feel disjointed vertically; to pay more attention to things in other grade levels or areas, even when I don't think they really apply to my grade level. We could use some planning/PLCs between grade levels to specifically address weakness or success in skills. Our campus and T-TESS goals should change and grow each year; there is too much similarity from year to year for many people. For PLCs, there is a short amount of time we meet, and that makes it difficult to digest and utilize the data. When we meet for long PLC on staff days, the data is used most effectively. Another area of concern is that in some classes there are too many students who need individualized instruction, and our class sizes are just not optimal for that type of teaching. We need to be more comfortable and committed to the idea that our students aren't just "my kids" they are "our kids". Another struggle is that there are many resources available, but many teachers are unaware where to look or training is not provided, such as Kurzweil, utilizing reports in Eduphoria, creating tests electronically, using clickers for tests, Education Galaxy, Star360, and textbook resources. We could always use more training to enhance our technology skills.

School Processes & Programs Strengths

Reflecting on our PLC, ELL, Student Achievement, Staff Development, and Technology summary we feel our strengths are found in strong attendance, students are given an opportunity each day during WIN time to work in an area where they struggle, staff development is strong with many teachers attending district training. We also feel that technology use on our campus is a strength and that it is effective for student achievement. Our campus has knowledgeable people to help with technology and data, and our administrators are supportive and encouraging. Overall, our campus does a great job on targeting students and providing necessary measures for student achievement. Due to our data-driven conversations, all faculty is on the same page when it comes to learning and student expectations. We do a very good job at looking at all the data we collect from student testing and figuring out what is needed for students to grow/improve wherever it is needed. Discussing and creating goals while also keeping track of progress via digital data folders help students take credit for their work. The district and Region 4 offer several Staff development opportunities throughout the year. Communication is also a strength at our campus. Our campus leaders deliver information in a timely and effective manner. These strong communication skills deepen the relationships and trust within our campus, resulting in low employee turnover rate.

Perceptions

Perceptions Summary

Mission/Overall Perception:

- 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 2020 surveys. According to the student survey, 99% of students feel that teachers are happy to be at school, 94% of teachers make learning fun, and 95% of students have a strong sense of pride for their school. Ninety-seven percent of teacher responses support that programs and activities implemented help maintain a positive, safe, and orderly school climate and 99% of students feel like the ways of doing things are consistent.

Campus Activities:

- Campus activities promote widespread student participation using various approaches. All of our special events are recorded on the announcements for students to view in their classrooms. Through numerous means of communication, students have the opportunity to participate in College Trivia, Red Ribbon Week, College and Career Week, Cultural Spotlights, PBIS expectations, and our Anti-Bullying Pledge. Participation at Victoria Walker Elementary is inclusive of all grade levels, genders, ethnicities, and cultures. We also have a 5th Grade Paw Pack that gives an opportunity to select 5th-grade students to serve in a leadership role.

Environment:

- Ninety-four percent of students describe Victoria Walker Elementary as an environment where teachers encourage them to do their best and 99% of students believe that their teachers are knowledgeable about the content they are teaching. Ninety-seven percent of students express that they show respect for their teachers and that teachers treat them with respect at a rate of 83% most of the time. However, a slight majority of students (56%) believe that they do not treat each other with respect.

Safety:

- Ninety-six percent of students indicated that they feel safe in the school environment. We believe that this high percentage is due to effective procedures put in place at VWE to promote safety, including emergency procedure training, emergency procedure folders/reference pages, frequent drills for multiple emergency situations, etc. Safety procedures are promoted through our PBIS and align with PAWS expectations for both students and staff. Staff expectations for ensuring student safety are shared throughout the year through various means of communication.

Bullying:

Ninety-five percent of students feel that bullying is taken seriously by teachers and administrators. Strategies to prevent bullying include the OLWEUS Bullying Prevention Program Curriculum, reciting the Walker Anti-Bullying Pledge each Monday, Keystone Curriculum, character trait recognition, and counselor lead guidance lessons. According to Review 360 data, only 3 incidents were recordable bullying incidents, indicating that the strategies seem to be working. However, when asked about how they feel about safety, as it pertains to relationships and belonging, only 77%

of students feel safe from being picked on, teased, embarrassed, or harassed by others.

Behavior Management/Intervention:

- Eighty-six percent of the staff feel that the school has a consistent approach to address behavior management and discipline most; whereas 97% of students feel that the school disciplines fairly.
- Review 360 data suggests that staff referral patterns tend to suggest that class disruption and persistent misbehavior account for the largest portions of incidents and most occur within the classroom setting. There were a total of 219 occurrences of incidences during the 2019-2020 school year, with only 26% resulting in removal from the classroom setting. The removal of a student is usually due to class disruptions that prevent the rest of the class from learning.
- Interventions to increase appropriate behavior are consistent throughout the school environment. Positive Behavior Interventions and Supports (PBIS) are accomplished in the form of earning PAWS incentives. After collecting ten PAWS, individual students receive a reward in the office. Classes are able to select a reward based on a menu of choices and set their own PAWS goal based on the reward they would like the class to receive.

Changes/Improvements on Behavior Intervention Program:

- Based on the data retrieved from Review 360 reports, 42% of all incidents occur among fifth-grade students. Fifth graders seem to need an alternative/additional incentive to encourage positive behavior. We will implement a 6-week incentive for students in fifth grade that supports the developmental interactions of a social adolescent student.
- Changes will be made to increase and encourage consistent, positive behavior through the PBIS framework. Consumable PAWS (Peaceful, Aware, Wise, and Safe) booklets will replace laminated cards and be issued to teachers to pass out in common areas. As teachers complete passing our PAWS, they will write their name on the cardboard backing and turn it into the office to be placed in a drawing. This will reinforce our expectation matrix for PBIS with both students and teachers and encourage a focus on positive behaviors.

Perceptions Strengths

- According to the student survey, most students feel that teachers are happy to be at school, the teachers make learning fun, and students have a strong sense of pride for their school. Teacher responses support that programs and activities implemented help maintain a positive, safe and orderly school climate and most students feel like the ways of doing things are inconsistent.
- Campus activities promote widespread student participation using various approaches. All of our special events are recorded on the announcements for students to view in their classrooms. Through numerous means of communication, students have the opportunity to participate in many activities that promote community and enthusiasm for learning and belonging. Participation at Victoria Walker Elementary is inclusive of all grade levels, genders, ethnicities, and cultures.
- Students describe Victoria Walker Elementary as an environment where teachers encourage them to do their best and are knowledgeable about the content they are teaching.
- Students indicated that they feel safe in the school environment. There are effective procedures in place to promote safety and staff expectations for ensuring student safety are shared throughout the year through various means of communication. Students feel that bullying is taken seriously by teachers and administrators. There are many strategies and programs in place to prevent bullying.

Only 3 incidents were recordable bullying incidents, indicating that the strategies seem to be working.

- Teachers feel that the school has a consistent approach to address behavior management and discipline most of the time. Whereas a majority of students feel that the school disciplines fairly 97% of the time. Interventions to increase appropriate behavior are consistent throughout the school environment.

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 Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Texas approved Prekindergarten and Kindergarten assessment data

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
- Race and ethnicity 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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Migrant population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: Victoria Walker Elementary will increase student achievement by providing rigorous learning opportunities and 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 Sources: STAAR results and district assessments

Summative Evaluation: None

<p>Strategy 1: All students will achieve mastery on their grade level assessments or approaches, meets, or masters on STAAR.</p> <p>Strategy's Expected Result/Impact: Students will achieve approaches, meets, or masters grade level TEKS as reflected in grade level assessments and STAAR results</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: 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</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June

<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: We will use PLC meetings to analyze data and collaborate to ensure students achieve approaches, meet, or masters district and state assessments</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Instructional Specialists Teachers Counselor</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: 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</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Instructional Specialists Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increase in percentage of students meeting masters in all STAAR tested areas</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Instructional Specialists Teachers</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: Payroll costs for tutors and intervention materials - Coordination of Local and State Funds - SCE Funds - \$8,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June

<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increase in staff development opportunities which result in an increase in student performance on district and state assessments.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Instructional Specialists Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 7: Provide modeling/coaching for classroom teachers with focus on teachers new to the campus or grade level/content.</p> <p>Strategy's Expected Result/Impact: Increase in student performance on state and district assessments</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Instructional Specialists Teachers</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Funding Sources: Instructional Coaching by Campus Instructional Specialist - Coordination of Local, State, and Federal Funds - Title I, Part A - \$65,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Decrease in the achievement gap for targeted student groups</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Instructional Specialists Counselor Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  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 Sources: STAAR results and district assessments

Summative Evaluation: None

<p>Strategy 1: All teachers will be given the resources and materials that they need to successfully implement the GCCISD curriculum.</p> <p>Strategy's Expected Result/Impact: Students score approaches, meets, or masters on district and state assessments and/or show evidence of growth</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers Campus Instructional Specialists Counselor</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - GT Funds - \$400</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: We will use PLC meetings to analyze data and collaborate to ensure students score approaches, meet or master district and state assessments</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Instructional Specialists Teachers Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June

<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Identified students will demonstrate an increase in performance on grade level TEKS and district and state assessments</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Campus Instructional Specialists Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - Special Education Funds - \$500, Supplemental instructional materials - Coordination of Local and State Funds - Bilingual/ESL Funds - \$900</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increase in usage of collaborative instructional strategies and student performance on grade level TEKS and district and state assessments</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers Campus Instructional Specialists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increase in students earning all "A's" or all "A's and B's" each six weeks</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  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 Sources: Attendance documentation, agendas, schedules, PLC and SST meeting documents

Summative Evaluation: None

<p>Strategy 1: Promote student success through the effective Student Support Team (SST) process in order to provide intervention and resources to identified students with attendance, academic, and/or behavior concerns.</p> <p>Strategy's Expected Result/Impact: Increase in student success compared to prior year attendance, academic, and behavior student data</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Funding Sources: Campus Student Success Specialist to support student success components - Coordination of Local, State, and Federal Funds - Title I, Part A - \$65,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: Provide individualized interventions for students that are at-risk based on their needs.</p> <p>Strategy's Expected Result/Impact: At-risk students will meet or master district and state assessments and/or show evidence of growth</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 3: Continue to collaborate with secondary schools and provide support for vertical planning to assist transition of students.</p> <p>Strategy's Expected Result/Impact: Students will successfully transition to secondary schools</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June

<p>Strategy 4: Continue to have structured family nights to increase parent participation at different events throughout the year.</p> <p>Strategy's Expected Result/Impact: Increase in parent participation at academic family nights</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Instructional Specialists Teachers Counselor</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 5: Prepare students for higher education by establishing early planning for students and families with college/university requirements.</p> <p>Strategy's Expected Result/Impact: Increase in student/families' early college preparation</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 6: 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.</p> <p>Strategy's Expected Result/Impact: Decrease in the number of drop-outs</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  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 Sources: staff trainings, discipline plans, surveys, and incentives reports

Summative Evaluation: None

<p>Strategy 1: Train all faculty and staff on crisis management for Victoria Walker Elementary. Ensure that plans are clearly communicated and practiced throughout the year.</p> <p>Strategy's Expected Result/Impact: Campus will be prepared in the event of a crisis</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: Each grade level will implement discipline plans that are communicated to our parents and have components of PBIS and CHAMPS.</p> <p>Strategy's Expected Result/Impact: Decrease in the number of office referrals</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Decrease in staff mobility and parent grievances</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June





<p>Strategy 4: Implement the Keystone Curriculum and PAWS to promote positive relationships between staff and students.</p> <p>Strategy's Expected Result/Impact: Increase in the number of "E" and "G" conduct grades Decrease in the number of office referrals</p> <p>Staff Responsible for Monitoring: Principal Teachers Counselor Assistant Principal</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increase in the number and frequency of students demonstrating monthly citizenship characteristics Increase in student attendance</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 6: Implement an anti-bullying awareness plan, Olweus, which includes teacher training, student programs, and routine monitoring of discipline data.</p> <p>Strategy's Expected Result/Impact: Decrease in bullying reports as reported by students and parent</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Evaluation Data Sources: Reports from job fairs, TEAMS, new teacher meetings, and teachers with ESL and GT certifications

Summative Evaluation: None

Strategy 1: Attend job fairs and recruit early from a pool of highly effective teachers in core academic subject areas. Strategy's Expected Result/Impact: Increase in the number of highly effective teachers in core academic subject areas and have campus fully staffed at an earlier date Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 2: Evaluate campus New Teacher Academy, mentorship initiatives, and make changes to improve the program efforts to retain highly effective personnel. Strategy's Expected Result/Impact: Increase new teachers' student performance Decrease in new teacher mobility and resignations Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 3: Encourage and solicit teachers to add subject area certification. Strategy's Expected Result/Impact: Increase in the number of teachers adding to subject area certification Staff Responsible for Monitoring: Principal Human Resources Title I Schoolwide Elements: 2.4	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 4: Encourage all teachers to become ESL and GT certified. Strategy's Expected Result/Impact: Increase in the number of teachers becoming ESL and GT certified Staff Responsible for Monitoring: Principal Teachers Title I Schoolwide Elements: 2.4	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





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

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

Evaluation Data Sources: Parent reports, surveys, community meeting agendas

Summative Evaluation: None

<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increase in parent participation</p> <p>Staff Responsible for Monitoring: Principal CSSS</p> <p>Title I Schoolwide Elements: 3.1</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increase in parental involvement and understanding in all content areas in order to ensure student success</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers</p> <p>Title I Schoolwide Elements: 3.2</p> <p>Funding Sources: CSSS costs to support parent academic training sessions - Coordination of Local, State, and Federal Funds - Title I, Part A - \$4,000, Materials for parent academic sessions - Coordination of Local, State, and Federal Funds - Title I Part A - \$600</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Parents, staff, students, and community will be informed of campus events and deadlines Increase in the attendance of campus events</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June

Strategy 4: Utilize marquee and message board as way to communicate with our parents and community. Strategy's Expected Result/Impact: Parents and community will be informed of campus events and deadlines Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 5: Teachers will conduct face to face conferences with parents of students they instruct. Strategy's Expected Result/Impact: Increase in face-to-face conferences with a minimum of one per semester Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 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. Strategy's Expected Result/Impact: Parents will be informed of campus and community events, deadlines, and student performance Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 7: Continue to build community relationships with our Partner-In-Education, EXXON BOP. Strategy's Expected Result/Impact: Increase in the number PIE activities on campus Staff Responsible for Monitoring: Principal Assistant Principal Teachers Counselor	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  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 Sources: Technology usage reports, Walk through data

Summative Evaluation: None

<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increase in staff and students using technology effectively in the classroom</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: Continue to integrate technology in the classroom through the use of document cameras, Promethean Interactive Whiteboards, and student response devices.</p> <p>Strategy's Expected Result/Impact: Increase in staff and students using technology effectively in the classroom</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 3: Use technology to increase student success by utilizing Renaissance STAR 360, Prodigy Math, and targeted programs for special populations.</p> <p>Strategy's Expected Result/Impact: Special populations will show an increase in performance on reading and math TEKS and state and district assessments</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers Counselor</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June

<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June



No Progress



Accomplished



Continue/Modify



Discontinue

2020-2021 Needs Assessment Team

Committee Role	Name	Position
Administrator	Monica Juarez	Principal
Classroom Teacher	Kiabeth Flores	Kinder Teacher
Classroom Teacher	Laura Mooneyham	Kinder Teacher
Classroom Teacher	Tamie Land	1st grade Teacher
Classroom Teacher	Ana Gonzales	1st Grade Teacher
Classroom Teacher	Nan Pickle	2nd Grade Teacher
Classroom Teacher	Bonnie Wilkinson	2nd Grade Teacher
Classroom Teacher	Chelsea Marak	3rd Grade Teacher
Classroom Teacher	Lisa Garcia	3rd Grade Teacher
Classroom Teacher	Jennifer Simpson	3rd Grade Teacher
Classroom Teacher	Denise Williamson	4th Grade Teacher
Classroom Teacher	Angela Auzenne	4th Grade Teacher
Classroom Teacher	Courtney Hollywood	5th Grade Science
Classroom Teacher	Darrell Stewart	5th Grade Teacher
Classroom Teacher	Taylor Galaway	5th Grade Teacher
Classroom Teacher	Crystal Dobbs	Art Teacher
Community Representative	Twila Argent	Community Representative
Business Representative	Leo Bargas	Business Representative
Parent	Shan Hart	Parent
CS3	Vanessa Jackson	CS3
Counselor	Barbi Witt	Counselor
Administrator	Cecilia Saldana	Assistant Principal
Non-classroom Professional	Kristine Rebstock	CIS
Non-classroom Professional	Elizabeth Eagle	CAS
Paraprofessional	Lenys Valenzuela	Paraprofessional

Campus Funding Summary

Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Instructional Coaching by Campus Instructional Specialist	Title I, Part A	\$65,000.00
3	1	1	Campus Student Success Specialist to support student success components	Title I, Part A	\$65,000.00
6	1	2	CSSS costs to support parent academic training sessions	Title I, Part A	\$4,000.00
6	1	2	Materials for parent academic sessions	Title I Part A	\$600.00
Sub-Total					\$134,600.00
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	\$8,000.00
2	1	1	Supplemental instructional materials	GT Funds	\$400.00
2	1	3	Supplemental instructional materials	Special Education Funds	\$500.00
2	1	3	Supplemental instructional materials	Bilingual/ESL Funds	\$900.00
Sub-Total					\$9,800.00
Grand Total					\$144,400.00