

Goose Creek Consolidated Independent School District

Victoria Walker Elementary

2021-2022 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

Victoria Walker Elementary School is a public school campus that serves children ages 4-11 years old in grades Pre-Kindergarten through 5th Grade. Victoria Walker Elementary (VWE) provides instruction for a variety of learners including students in English as a Second Language classes (ESL), Bilingual, Special Education, and Gifted and Talented. Currently, VWE is designated as a Title I school. VWE has an average depth of knowledge at levels 2 and 3 through the use of high rigor questioning using the El Saber curriculum. VWE focuses their success criteria on the continued growth of the students enrolled. To monitor this progress and success, the staff uses data and results from CBA's, STAAR, instructional rounds, formal and informal data collection by the classroom teachers and other staff, teacher and district made summative assessments, and the use of the PLC model to plan classroom and campus instruction. VWE has shown a high degree of success through the TEA school report card with designation of a B rating for 2018-2019. Current school data is unavailable due to the COVID-19 Pandemic.

From a PEIMS report in December 2020, VWE has a variety of students represented on the campus. The data listed in the tables below are from a campus population of 724 students.

Ethnicity/Race	#	%	Socioeconomic	#	%
American Indian/Alaskan Native	3	0.41	Economically Disadvantaged	418	57.73
Asian	49	6.77	Free Meals	376	51.93
Black/African American	103	14.23	Reduced-Price Meals	39	5.39
Hispanic/Latino	416	57.46	At Risk	354	48.9
Native Hawaiian/Pacific Islander	1	0.14	Female	341	47.1
White	134	18.51	Male	383	52.9
Two or More Designations	18	2.49			

Special Populations			Special Populations (Other Services)		
(Language)	#	%		#	%
Limited English Proficient (LEP)	176	24.31	Gifted and Talented	66	9.12
Bilingual	67	9.25	Special Education	105	14.50
English as a Second Language (ESL)	49	6.77	Dyslexia	25	3.45

When compared with the last 3-5 years, the demographics for the campus have remained consistent in the breakdown of students into subgroups. However, the data shows a slight increase in the Hispanic population. The number of students considered At-Risk, Economically Disadvantaged, and those in the Special Populations (Language) has also grown slightly. This has caused some concern among staff as the overall enrollment numbers have decreased (813 vs. 724) which means a higher percentage of the students at VWE receive supportive services than in the previous 3-5 years. The staff recognizes the lower enrollment may stem from the current COVID-19 pandemic.

In the past, VWE has struggled with student tardiness. Attendance rates have remained high despite the current pandemic. VWE had an attendance rate of 95.7% in 2014-15 and 2015-16 then jumped to 97.2% in 2017-18 which is higher than the state average. The staff recognizes that the attendance and tardiness rate have been affected by the pandemic. In the past, VWE offered a “Prompt and Present” award for those students with no recorded tardies. To keep attendance high and tardies low, the campus implements a variety of safeguards including: contacting parents/guardians, daily attendance counts, incentives for attendance and promptness, the use of the Student Support Team when a student reaches 3 absences or tardies, attendance/tardy contracts, the use of the CSSS in contacting parents/guardians, and referencing the Goose Creek CISD social media push for attendance.

When comparing teacher to student demographics, staff noticed a disparity in the gender and ethnicity/race distribution at VWE. The student population is more diverse than the staff population and the gender distribution is more equitable in the student population than the staff population.

		Student	Staff
Race/Ethnicity	American Indian/Alaskan Native	3	3
	Asian	49	0
	Black/African American	103	4
	Hispanic/Latino	416	10
	Native Hawaiian/Pacific Islander	1	0
	White	134	46
	Two or More Designations	18	0
Gender	Female	341	51
	Male	383	2

Class size at VWE has remained mostly unchanged despite the pandemic. This year, the average class size is higher than the statewide average and district average for Kindergarten, 1st, and 2nd grades. This is cause for concern as these primary grade levels are tasked with ensuring beginning reading success among a growing population of English Language learners. For 4th and 5th grade, class size was below the statewide average. The data for the district and the state comes from the 2018-2019 report but the VWE numbers come from a 2020 PEIMS report. The breakdown of these numbers is shown in the table below.

	Pre-K	Kinder	1st	2nd	3rd	4th	5th
VWE	11.6	18.5	20.2	19.6	18	17.8	19.6

Pre-K Kinder 1st 2nd 3rd 4th 5th

GCCISD	n/a	19.1	17.1	17.0	17.0	17.3	18.8
State	n/a	18.9	18.8	18.7	18.9	19.2	21.2

At this time, VWE does not have current data to show the Special Education population divided by race/ethnicity. However, 14.5% of the students at VWE receive Special Education services which is twice as much as those who receive GT services. This suggests a high need for 1 or more additional Special Education teachers and/or paraprofessionals to ensure these students continue to receive their designated services and supports.

For students designated as needing second language education, VWE has many ways to support those students. Teachers are encouraged to see ESL certification through the free testing preparation training offered by Goose Creek CISD. Teachers who teach Bilingual classrooms receive a yearly stipend. VWE also has 2 paraprofessionals designated to support LEP students and the teachers who work with those students. The effectiveness of these supports can be seen in the most current STAAR data (2018-19) as Goose Creek CISD's district scores were only slightly below the state average.

At this time, VWE does not have a significant migrant population-- only 3 students (0.41%) are considered migrant. These students typically return to campus in the spring if they do leave the campus. Migrant students often have the most absences and the most tardies when compared to their peers. However, teachers are made aware when they have a migrant student in their classroom. These teachers ensure the students remain a focus in small group instruction to limit the gaps that inevitably exist in migrant students.

All teachers at VWE are certified by the state of Texas. All teachers on the campus have a Bachelor's Degree and 17% have a Master's Degree. All instructional paraprofessionals are considered highly qualified due to the current Goose Creek CISD hiring requirements. VWE retains most of its staff from year to year. The majority of teachers/staff leave due to retirement. The district average for turnover is 17% which is slightly higher than the state average of 16.5%. This year there is a higher turnover rate in the district and the campus for retirement and those who are leaving the profession due to the complicated nature of teaching during a pandemic. Teachers that are hired into Goose Creek CISD and at VWE are supported in various ways. New teachers to the campus, district, or to the profession have access to a mentor on their team, a lead mentor on the campus, weekly team planning sessions, weekly campus PLC meetings for each grade level, CIS/CAS campus support on demand, monthly PLC and PLD opportunities from the district, and access to district level planning and curriculum professionals. Goose Creek CISD also offers a competitive salary that is higher than the surrounding districts. Other incentives include: access to a free/almost free clinic, a yearly traveling flu shot program, and other health related benefits.

Professional development opportunities are available in person or via WebEx depending on the course and location. Many PD opportunities are made available during the summer months when schedules are more flexible. PD is also offered through Region IV and staff is made aware of these courses when they become available in the daily email "News of the Day" or from the campus principal. However, follow up support and implementation of these trainings remain an issue for all teachers. A common complaint is that the training is relevant and useful but teachers are unable to disseminate their learning to their team and/or other grade levels due to time constraints in the district calendar and district PLC calendar. At this time, teachers would benefit from more time to share their learning with their team and with the campus. Due to the pandemic, teachers are now tasked with reaching students using nontraditional methods. Therefore, training with technology in a setting that provides teachers the opportunity to practice their learning with others would benefit all. As the campus ELL numbers rise, teachers need access to

quality Bilingual resources to use with students such as workbooks, graphic organizers, and other activities that can be printed that are already in Spanish or the language of need. These needs have been a concern for our staff for the last 3-5 years and this year has made that need into a crisis.

Teachers and staff have expressed the effectiveness of the monthly asynchronous planning days that were embedded in the district calendar in response to teaching in a pandemic. Teachers and staff believe continuing this method of long range planning and vertical alignment planning has greatly improved their teaching ability and their creativity with the technology available to them. Teachers also recognized a need for more training and resources for culturally responsive teaching to prepare themselves and their students for the cultural shifts to learning happening in the community, state, and nation.

Demographics Strengths

VWE has shown a high degree of success through the TEA school report card with designation of a B rating for 2018-2019. Current school data is unavailable due to the COVID-19 Pandemic. When compared with the last 3-5 years, the demographics for the campus have remained consistent in the breakdown of students into subgroups. VWE had an attendance rate of 95.7% in 2014-15 and 2015-16 then jumped to 97.2% in 2017-18 which is higher than the state average. All teachers at VWE are certified by the state of Texas. All teachers on the campus have a Bachelor's Degree and 17% have a Master's Degree. All instructional paraprofessionals are considered highly qualified due to the current Goose Creek CISD hiring requirements. Teachers and staff have expressed the effectiveness of the monthly asynchronous planning days that were embedded in the district calendar in response to teaching in a pandemic.

Student Learning

Student Learning Summary

SPED did not meet satisfactory performance for all subjects. For ELA, American Indian did not meet. Most SPED students read below grade level and tests are created to be above grade level reading.

Pacific Islander, Asian, two or more races, and American Indian got the highest on approaches for all subjects. There's a smaller number of students in the sub populations. The only significant difference is between the ELs and Special Ed current and former.

All student groups met growth expectations for reading and math. American Indian, Asian, Special Ed former and two or more races do not have a score due to low number of students. Our areas of lowest performance are the masters in reading. Reading the last two years has been consistent but has dropped this year.

Report card average is higher than state assessments and local benchmarks because students have an opportunity to redo their work for an average of 70. Their grades come from a combination of isolated skills on report cards. The majority of failures are specific to subjects when we introduce a subject for two weeks and then the students are tested on it within a month. There isn't a lot of time to fully absorb the new concepts. Technology is a big part of students rushing through assignments. More technology tactics are needed to help teachers help students navigate effectively.

Classroom observations reveal that teachers are juggling virtual and face to face student interactions. It's harder this year with virtual students and reteaching. The virtual students who were failing were asked to come back face to face so teachers could provide interventions in person. During WIN, the absent students are pulled to go over assignments. The students at-risk for failing have goals created with the teacher to monitor each six weeks. Parents are contacted.

We take data from benchmarks, CBAs, and screeners to create small groups. Requirements for accelerated instruction are being addressed in lesson plans, during PLC, and team planning. Student-specific services and interventions are determined, implemented, adjusted and evaluated through the RtI committee every six weeks. To support each student, we monitor their progress through guided reading notes, classroom observations, daily grades, test grades, and during small group instruction.

Achievement rates are lower compared to non-special education students. To support special education students, IEPs, in-class supports, tutoring, inclusion, and WIN are provided. Teachers meet with resource teachers, have inclusion time, and attend ARDS.

Students who are not successful are offered tutorials, Education Galaxy, Waterford, LLI, and Storia. If the student reaches Tier 3 in RTI, we refer them for testing. Yes, the data confirms that the interventions are working because the students show progress in their reading levels, scores, and grades. When we do RTI, we use a tracking sheet, data folders, education galaxy reports, Waterford reports, Storia reports, screeners, renaissance reports, and guided reading/math documentation. The achievement rates are lower for section 504 students and students in other special programs compared to other students. In class support, accommodations, resource, and 504 plans. Our resource and dyslexia teachers meet with teachers to help support students.

The RTI committee meets every six weeks to discuss students in need of academic and behavioral support. Documentation and data is brought

to the meetings to support the decision making of accommodations. Rtl interventions are effective. About 90 percent of the referrals we send, students are qualifying for services. The RTI process is ensuring that we are collaborating to collect data, provide interventions, and help close academic gaps before referring students to special education. The committee's decisions for each program addresses the specific needs of each individual student.

Student Learning Strengths

Our RTI process has improved and the protocols being implemented are shown to be successful in meeting student needs. Our CISs provide our teachers with a plethora of resources. The RTI committee collaborates on interventions that have shown to be effective.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our at-risk students aren't making adequate academic progress in the area of reading on district and state assessments. **Root Cause:** Teachers need more early reading intervention strategies to help students tackle challenging texts for district and state assessments. These early intervention strategies are not being implemented with fidelity.

School Processes & Programs

School Processes & Programs Summary

An area of strength for our campus is that we are working to close deficits created by pandemic instructional methods and settings. Students are making progress in some areas which shows that our use of time, technology, and curriculum is working to help students close gaps.

Our EL and SPED populations are not as successful as we would like to see. Writing and Science benchmark 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 weekly and full-day PLCs weren't used with fidelity this year due to them being changed to half-day.

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, and Rtl data.

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 Rtl when students are not progressing.

Professional development has been lacking this year. Completing PD on Webex has not been an ideal mode of learning for teachers, and the sessions provided by C&I have not been well attended. We look forward to returning to normal PD opportunities next school year.

For our English language learners, 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 have been modified due to Covid protocols. Other means for presenting are also used such as video, 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 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 are provided with resources and materials to reach students on their instructional level.

TECHNOLOGY

Our campus expectation for using technology is comprehensive. It is expected to be used in all classrooms for planning, instructing, and student learning. Technology should be integrated in the classroom to enhance student learning. In P.E., expectations are that we create and distribute P.E. and Health lessons asynchronously (for all virtual students) via Google Classroom and See Saw on a weekly basis.

This year, the use of technology has been mandatory for all because of COVID and virtual learning. It is a major means of instruction & learning and is 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 and Waterford to reinforce/practice skills learned in the classroom. Our students use their assigned devices to take tests or to read the newspaper articles for Social Studies and for the GT Projects. Technology can be used to help those who need reading assistance, to differentiate instruction, and to monitor students.

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 1:1 student iPads. 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 technology barriers include bad internet connections, lack of knowledge of the device/platform, and equipment malfunction/failure. Parents do not want to be responsible for the cost of lost or stolen items, so some have declined to have their child assigned to a device. Battery life of school laptops and charging stations for students who forget to charge their devices at home also creates issues with using devices.

We feel the need to implement technology for more than just Waterford or other online programs has been made more clear this year than any other and should be streamlined and made even more effective and engaging next year. Also our curriculum feels disjointed vertically, and we need to pay more attention to things in other grade levels or areas, even if it doesn't apply to your grade level. We have made vertical commitments, but we have not completed them with fidelity yet. Another area of concern is that in some classes there are too many students who need individualized instruction, and our hybrid classes are not optimal for engaged and individualized teaching. 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 teachers

who are doing their best to learn new technology and modes of instruction at a highly accelerated pace. Students are given an opportunity each day during WIN time to work in an area where they struggle. 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. 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

Using campus reports and information, complete a review, and summarize the findings for the campus:

Mission/Overall Perception:

Our mission at Victoria Walker Elementary is committing 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 2021 surveys. According to the student survey, 72% of students feel that teachers are happy to be at school, 49% of teachers make learning fun, and 72% 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 98% 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, Character Strong Thought for the Day, College and Career Week, Cultural Spotlights, PBIS Expectations, Safe and Healthy Reminders, 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 allows an opportunity for select 5th grade students to serve in a leadership role.

Environment:

Ninety-nine 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-eight percent of students express that they show respect for their teachers and that teachers treat them with respect at a rate of 96% most of the time. However, a slight majority of students (5%) believe that they do not treat each other with respect.

Safety:

Ninety-five percent of students indicated that they feel safe in the school environment. We believe that this percentage is high through experiencing a pandemic where students are focused on physical health and safety. Due to effective procedures put in place at Victoria Walker Elementary to promote personal safety, the percentage of students feeling safe has remained high. Procedures including: emergency procedure training, emergency procedure folders/reference pages, frequent drills for multiple emergency situations, sanitizing stations, desk shields, social distancing markers, safe and healthy reminders about COVID protocols etc. Safety procedures are promoted through PBIS, bulletin boards, and announcements. These 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:

Eighty-eight percent of students feel that bullying is taken seriously by teachers and administrators. Strategies to prevent bullying include reciting the Victoria Walker Elementary Anti-Bullying Pledge each Monday, Character Strong Curriculum, character trait recognition, and counselor led guidance lessons. According to Review 360 data, only 4 incidents were recordable bullying incidents, indicating that the strategies seem to be working. When asked about how they feel about safety, as it pertains to relationships and belonging, 65% of students feel safe from being picked on, teased, embarrassed, or harassed by others. It is important to note that during survey administration, some students shared that they selected never because they had not been in the situation.

Behavior Management/Intervention:

Seventy-one percent of the staff feel that the school has a consistent approach to address behavior management and discipline; whereas 90% of students feel that the school disciplines fairly.

Review 360 data suggests that staff referral patterns tend to suggest that failure to follow directions and bus incidents account for the largest portions of reported behavior and most occur within the classroom setting. There were a total of 139 occurrences of incidents during the 2020-2021 school year, with only 12.2% 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. The percentages of both occurrences and removal from the classroom setting are both significantly lower than previous years. It is important to note that all students were receiving virtual instruction during the first six weeks of school.

Interventions to increase appropriate behavior are consistent throughout the school environment. Positive Behavior Interventions and Support (PBIS) are accomplished in the form of earning PAWS incentives. After collecting twenty PAWS, individual students receive a spin on the virtual PBIS wheel in their classroom to determine an individual award. 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, incidents are down among fifth grade students by 10 % from last year. In April, fifth graders were offered an additional, alternative incentive to encourage positive behavior while recognizing their need to socialize with peers.

Consumable PAWS (Peaceful, Aware, Wise, and Safe) were created and distributed. Changes to PBIS implementation had to be altered due to COVID protocol and safety precautions. Virtual PAWS were created for specials teachers so that they could email the teacher instead of students carrying around and handling classroom clipboards. Classroom PAW signature charts were also placed on classroom doors to reduce handling and encourage positive behavior.

The staff was recognized for passing out individual PAWS to individual students. Throughout the year, a drawing was held and winning staff members who turned in the cardboard backing were able to select a GOOSE PASS to leave school 15 minutes early, a large Sonic drink, loungewear day, or a candy bar.

The 5th grade chips and soda social has been shared with teachers and classroom goals for students who display PAWS Expectations will be planned according to teacher request.

Family and Community Engagement

At Victoria Walker Elementary, we provide our parents with multiple opportunities to learn strategies to help educate and engage their students. With the challenges that COVID-19 presented, the school maintained normalcy by hosting two academic virtual family nights in which parents were provided activities to do at home with students. Eighty-eight percent of parents took advantage of the opportunity to have parent/teacher conferences. During conferences, the teacher and parent talk and work on strategies to support the students' academic goals both at school and at home. Our parents are expected to adhere to the Title I parent and family compact to ensure their student attends school daily and arrives on time, oversee completion of homework, encourage children to follow school rules and expectations, and maintain communication with teachers.

Our parents feel very welcome and comfortable with the way the school handles communication. School messages are delivered through the school website, Facebook, school messenger calls and emails, Remind 101, weekly virtual Tuesday folder, and newsletters to ensure that every parent can be informed. All communications are sent home in English and Spanish, and our website has the capability to be translated into any language.

Parents and the community are an integral part of our school. Their investment of time creates a climate of community through our ILT, PTO, and LPAC committees. We have multiple partnerships throughout the community including Exxon Mobil B.O.P., First Baptist Church of Highlands, GCM Pals, Ready Set Teach, YMCA, Houston Food Bank, and United Way of Baytown. Victoria Walker is also looking for room to improve, so we are constantly sending out surveys to collect data, reflect, and make adjustments.

Perceptions Strengths

From the summary findings, indicate the specific campus strengths that have been identified:

There are many opportunities for students to be involved and participate in diverse campus activities. The staff survey showed that 93% of staff agree that our school is a nurturing place that accepts all children. Seven percent of our staff (2 staff members), did not agree or disagree, but no staff members disagreed with this statement. Where applicable, 100% of staff believe that administrators support their efforts to manage student behavior. The staff (96%) also agrees that the attitudes and actions of administrators are consistent with the district mission and goals.

Majority of the incident referrals come from the same students, which shows that the PBIS incentives and interventions are successful for the majority of the students on campus. Students believe that teachers at their school make learning fun most or some of the time (96%). Students believe that their teacher understands what they are teaching some or most of the time (99%). Students believe their teacher wants them to do their best most or some of the time (100%). Campus provided opportunities for parents to be involved with students virtually and received high participation.

The majority of parents (94%) are satisfied with methods of communication and feel adequately informed with all methods of communication. Handouts were shared using a Virtual Tuesday folder and a link was sent out each Tuesday for parents to view the documents. Information is shared with Victoria Walker Elementary parents using the district website, Facebook, and School Messenger. Communication outside of face to face conferences, phone calls, and WebEx include Class Dojo and Remind 101.

Priority Problem Statements

Problem Statement 1: Our at-risk students aren't making adequate academic progress in the area of reading on district and state assessments.

Root Cause 1: Teachers need more early reading intervention strategies to help students tackle challenging texts for district and state assessments. These early intervention strategies are not being 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
- Performance Objectives with summative review (prior year)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, 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
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

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

Strategy 1 Details	Formative Reviews		
<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>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<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</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<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>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<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, 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: 2.5</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<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 [WIN time], 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>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Implement staff development opportunities focused on school improvement, including but not limited to, Dual One Way instruction, sheltered instruction training, ELPS, Reading Academy, 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</p>	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
<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>	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
<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</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Our at-risk students aren't making adequate academic progress in the area of reading on district and state assessments. **Root Cause:** Teachers need more early reading intervention strategies to help students tackle challenging texts for district and state assessments. These early intervention strategies are not being implemented with fidelity.





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

Strategy 1 Details	Formative Reviews		
<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>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<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 for WIN time instruction and tutorials, 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</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<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 Dual One Way PK-1 and Early Transition 2-5, Special Education, Dyslexia, Gate, and ESL) 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 measured by district and state assessments</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Campus Instructional Specialists Teachers</p> <p>Title I Schoolwide Elements: 2.5</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>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Create a vertical alignment committee schedule that meets three time a year 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 measured by 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</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<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>	Formative		
	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Successfully Implement "CATCH" School Health Plan curriculum for students, staff, and community.</p> <p>Strategy's Expected Result/Impact: Increase overall health awareness and promote healthy habits</p> <p>Staff Responsible for Monitoring: Principals Assistant Principal Counselor Campus Wellness Team</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





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

Strategy 1 Details	Formative Reviews		
<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>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide accelerated instruction/tutorials for identified at-risk students in order to increase instructional academic growth.</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> <p>Funding Sources: Payroll costs for tutors and intervention materials - Coordination of Local and State Funds - SCE Funds - \$8,000</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<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>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<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>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<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 the opportunities for student/families' to participate in early college preparation activities/events. This will be measured by attendance sheets collected from off campus events and Eduphoria Formsace documentation accumulated by the counselor.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative		
	Nov	Feb	June





Strategy 6 Details	Formative Reviews		
<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 in high school by establishing a positive early learning experience. This will be measured by amount of parent support during family events, integrating high quality social emotional learning through Character Strong, student exposure to careers in the immediate community with the education requirements for each career path, and Eduphoria Formspace documentation accumulated by the counselor.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </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 Sources: staff trainings, discipline plans, surveys, and incentives reports





Strategy 1 Details	Formative Reviews		
<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 by feedback given and documentation of improvement from practice drills.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<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>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<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 complaints/grievances</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Implement the Character Strong 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>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<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>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Implement an anti-bullying awareness plan, 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>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </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 Sources: Reports from job fairs, TEAMS, new teacher meetings, and teachers with ESL and GT certifications

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Attend job fairs and recruit early from a pool of highly effective teachers in core academic subject areas.</p> <p>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</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Evaluate campus New Teacher Academy, mentorship initiatives, and make changes to improve the program efforts to retain highly effective personnel.</p> <p>Strategy's Expected Result/Impact: Increase new teachers' student performance on campus, district, and state assessments Decrease in new teacher mobility and resignations</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Encourage and solicit teachers to add subject area certification.</p> <p>Strategy's Expected Result/Impact: Increase in the number of teachers adding to subject area certification such as content professional development, ESL, GT, Sped, and Technology.</p> <p>Staff Responsible for Monitoring: Principal Human Resources</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Encourage all teachers to become ESL and GT certified.</p> <p>Strategy's Expected Result/Impact: Increase in the number of teachers becoming ESL and GT certified</p> <p>Staff Responsible for Monitoring: Principal Teachers</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative		
	Nov	Feb	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

Strategy 1 Details	Formative Reviews		
<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>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<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>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<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>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Utilize marquee and message board as way to communicate with our parents and community.</p> <p>Strategy's Expected Result/Impact: Parents and community will be informed of campus events and deadlines</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Teachers will conduct face to face conferences with parents of students they instruct.</p> <p>Strategy's Expected Result/Impact: Increase in face-to-face conferences with a minimum of one per semester</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Parents will be informed of campus and community events, deadlines, and student performance</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers</p>	Formative		
	Nov	Feb	June





Strategy 7 Details	Formative Reviews		
Strategy 7: Continue to build community relationships with our Partner-In-Education, EXXON BOP. Strategy's Expected Result/Impact: Increase in the number of PIE activities on campus Staff Responsible for Monitoring: Principal Assistant Principal Teachers Counselor	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Strategy 1 Details	Formative Reviews		
<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 through walkthroughs and lesson plans</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<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 Observe through walkthroughs and lesson plans</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Use technology to increase student success by utilizing Renaissance STAR 360, Prodigy Math, and targeted programs for special populations (I-Station and Imagine Learning)</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>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Utilize 1:1 iPads for all students, 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>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

2021-2022 Needs Assessment Team

Committee Role	Name	Position
Administrator	Monica Juarez	Principal
Administrator	Cecilia Saldana	Assistant Principal
Administrator	Martha Gonzalez	Student Support Administrator
Classroom Teacher	Kahlin Postoak	PreK Teacher
Classroom Teacher	Anna West	Kinder Teacher
Classroom Teacher	Laura Mooneyham	Kinder Teacher
Classroom Teacher	Ana Gonzales	1st Grade Teacher
Classroom Teacher	Nan Pickle	2nd Grade Teacher
Classroom Teacher	Amber Matsoukas	2nd Grade Teacher
Classroom Teacher	Braun Pina	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	Sarah Feinauer	5th Grade Teacher
Classroom Teacher	Darrell Stewart	5th Grade Teacher
Classroom Teacher	Taylor Galaway	5th Grade Teacher
Classroom Teacher	Crystal Dobbs	Art Teacher
Classroom Teacher	Elizabeth Eagle	ELA Campus Academic Specialist
Classroom Teacher	Kristine Rebstock	Math Campus Instructional Specialist
Classroom Teacher	Lalynda Clements	Special Education Teacher
Paraprofessional	Lenys Valenzuela	Secretary
Business Representative	Selena Guzman	Business Representative
Parent	Codie Guillory	Parent
Community Representative	Robert Hill	Partner In Education

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
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
3	1	2	Payroll costs for tutors and intervention materials	SCE Funds	\$8,000.00
Sub-Total					\$9,800.00
Grand Total					\$144,400.00