

Goose Creek Consolidated Independent School District

Victoria Walker Elementary

2022-2023 Campus Improvement Plan



Public Presentation Date: November 3, 2022

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

Our demographics have changed over the last 3-5 years. We are aware the socioeconomic population is changing based on our zoned area. The following populations have increased: Hispanic, African American, Economically Disadvantaged, Special Education, and GT populations. We have noticed a large increase in our Special Education population in the last three years, specifically. Enrollment has increased in the last 2 years from virtual learning to more face-to-face instruction. To support students who move within the district, the district provides a pacing guide and curriculum so there is consistency in the skills being taught across the district. Attendance has dropped since COVID. Now that the pandemic is over, we are going back to rewarding students that have perfect, or even just GOOD attendance (a certain percentage). We do prompt and present incentives and perfect attendance rewards for the 9 weeks. The office staff and our CS3 contact parents when the attendance is becoming an issue.

Currently, we have a larger number of male students, but only 3 male staff members. The majority of our teachers are white and female, as compared to a majority male and Hispanic student population. There are approximately 24 students per class. 64.22% of our students are identified as risk students (517). Campus programs to assist students include the migrant support, RTI, tutorials, Kid's Beach Club, Kids HOPE mentors, and PALS.

18.76% of our students are identified in special programs (151 students). This includes SpEd, gifted and talented, and/or dyslexia. We try our best to service SpEd students during WIN time (accelerated instruction) so that they don't miss core instruction time, however many students need more than just the 40 minute block, four times a week. Also, because of our growing SpEd numbers, we need additional staff to support smaller group sizes.

We utilize Summit K12 online program to help our LEP students increase their TELPAS scores. Teachers are getting ESL certified or are already certified to help meet the needs for ELs. Our campus has two bilingual instructional aides who work in classrooms that support Bilingual/ESL students. We have the following data: Emergent Bilingual- 191 students, Bilingual- 56 students, ESL- 62 students, Alternative Bilingual Language Program- 62 students, and Alternative ESL Language Programs- 62 students. Our ELs are being successful as reflected in TELPAS testing and early exit success rates. Currently, we have 5 migrant students. The Migrant Program is successful because staff comes to the campus to check on students and do home visits with the family. The staff will touch base with the teacher and administrators to ensure migrant students and families have what they need in order to be successful.

99% of our teachers are state certified in the areas they teach. Paraprofessionals are trained on the job with no formal training that we know of at this time. The retention rate for employees is 85.42%. Mentor programs are available to new teachers and "buddies" are assigned to teachers new to our campus. Incentives and stipends are set to encourage retainment of staff. Positions are evaluated based upon student data and campus needs. Professional Development is available in person and online throughout the year. Teachers would like more follow up support/visits after receiving training.

We celebrate strengths and obtain information during staff meetings, team meetings, morning announcements, PLCs, teacher led PDs, CIS meetings, and on our announcements of "Wildcat Wows."

Demographics Strengths

Our attendance rate is typically higher than the district and state average.

Our attendance for 2019-2020 was 96.41% at the campus level. This was a higher percentage compared to the district average at 94.92%.

Our attendance rate for 2021-2022 was 95.13% The district average was 93.18%.

Student Learning

Student Learning Summary

For reading, 75% of Victoria Walker students met approaches, 43% were at meets, and 21% were at masters. For math, 71% at approaches, 40% at meets, and 24% at masters. Special education students did not meet satisfactory performance. The state assessment is given on grade level for reading when special education students are reading multiple grade levels below. In addition to being struggling readers, some students exhibit behaviors, intellectual delays, and learning disabilities. There is a significant difference between special education and all other groups by more than 60%.

For math, we met our growth expectation for approaches. For meets and masters, we were 3% away of meeting our growth expectations. For reading, we were 1% away from our goal in approaches. We missed our meets and masters goal by 2%. In science, we met our goal for approaches. For meets, we missed it by 1% and for approaches we missed it by 2%. Victoria Walker has had a change in demographics. Two or more races went from 36% to 86% masters. This increase come from WIN time targeted instruction, tutorials, and alternate resources.

Student performance on state assessment correlates with student performance on local benchmark assessments because our district assessments are usually previous STAAR tests. As for report cards, due to retake of assessments and assignments, students' grades are not always a true reflection of their academic abilities.

Universal screeners, classroom testing, classroom grades, CBA's, benchmarks, teacher observations, and parent requests are ways that student needs are identified. Requirements for accelerated instruction are being addressed during weekly PLC meetings, weekly planning, and CNPs. Student specific services are being monitored by accommodation lists. The accommodations are determined by an ARD committee and implemented by the general education teacher, along with any special education teacher. The accommodations are adjusted and evaluated by teachers through documentation that is due every grading period. RTI tiers, WIN groups, small groups within the classroom, SST, tutoring, Waterford, and Education Galaxy are in place to support each student.

Special education students receive academic and behavior support as reflected in their IEPs, BIPs, accommodation lists, resource time, and inclusion. Teachers are supported by check-ins from special education teachers, collaboration with special education teachers, inclusion, and scheduled breaks for students that need extra support.

WIN Time, tutorials, Education Galaxy/Lift Off, LLI, small groups, additional guided reading groups, and the failure report are all tools to support students who are not successful. The data will determine if the interventions are working. If interventions are not working, we move them through RTI in order to find out if a student needs to be tested for dyslexia or special education. Achievement rates of 504 students are typically lower compared to other students, because they are accountable for showing the same performance and making the same growth as their peers. If a student is 504, we call for a staffing and/or 504 meeting with the parents, the general ed teachers, an administrator, and any other additional support. This committee determines the best accommodations for that specific student in order to make them successful in the classroom.

RTI is being monitored by meeting once every 9 weeks to discuss each individual student. We meet as a committee with both teachers present and the RTI coordinator. Then, parent contact is made to inform them of the student's RTI status. Documentation and data are brought to each meeting to support the decision being made. Several of our students who receive specific accommodation help the students tremendously. Most of our students are struggling academically and need the extra support in order to be successful.

At times, behaviors in the classroom can impede student learning. Our class sizes are larger, as well. Professional development would be beneficial in providing strategies for addressing students with behavior challenges, strategies on addressing behaviors from students with autism, and students with learning losses due to COVID would be beneficial.

Student Learning Strengths

We have shown strength in meeting our benchmark goals. We met our goal in many areas and in the areas we did not meet, we were within two percent of reaching our goal. Thursday PLCs have been beneficial because it gives us extra time to meet and plan and that has shown in our data.

Another strength at our campus is our teacher's clarity on learning intentions and success criteria. Each teacher has learning targets and success criteria posted in their classroom and use them in their lessons daily. Most of our students at Victoria Walker are able to reiterate or repeat the weekly learning target and topic, as shown in data from external instructional rounds.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a high number of students with learning gaps in the area of reading in all grade levels. **Root Cause:** Teachers believe it is due to COVID. Some causes could be online students weren't the ones doing the work, there was no one to help them at home, and/or it was a student's first educational experience sitting in a classroom.

School Processes & Programs

School Processes & Programs Summary

Based on 2022 Preliminary STAAR results, our campus performed at a higher level than our district, region, and state averages. Our goals and expectations were high despite the health and safety crisis of 2020-2021. Due to our ongoing PLC process, our HB4545 plan, and our evaluation of our problem of practice, our teachers worked diligently to ensure learning occurs at high levels for all students. You can see this in the percentage of students in special education in each grade level who were at the approaches level at our March Benchmarks. In 3rd and 4th grade, 25% or more of our special education students were at the approaches level.

PLCs are using data for instructional planning effectively during school hours to collaborate with our peers. Data is shared with us to use in a timely manner which allows for the preparation of materials and resources before meetings.

Progress is tracked via running records and guided reading level updates as well as math fact reports, the use of Eduphoria to interpret and track data, Waterford and Education Galaxy reports, as well as screener information from CLI and TPRI. Teachers also use team-created quick checks, summative and formative assessments, and team planning to assess learning. These assessments are being used effectively because, without them, there would be no data or data points to use which would prove a teacher was not effectively utilizing classroom data. Teachers use the data they collect in team planning meetings, PLC meetings, and in the Rtl process to show growth or lack of progress.

Student progress is tracked via the data sets listed above as well as the campus expectation of data folders. These student data folders allow students to assess their own progress and learning as well as offer an inside look for parents and/or guardians. The campus expectation, when progress is not occurring, is to implement our current resources during small group time in the classroom (guided math or guided reading) as well as utilize individuals during accelerated instruction WIN time. When these efforts are not effective, the teacher is expected to enter the student into the Rtl process.

The use of technology, questioning strategies, manipulatives, and other instructional strategies are the most important part of ensuring our students learn. The use of Kagan and Lead4Ward Learning Strategies, our EI Saber training, free apps such as Khan Academy, Prodigy, etc. and our use of Education Galaxy and Waterford as an intervention, and the plethora of manipulatives and materials available in our math resource room, reading resource room, and our science lab all contribute to strong lessons and practices in our classrooms.

Professional development strategies are implemented immediately after teams have been trained or the information presented. This ranges from how to use existing technology and applications effectively, to new technology and applications, long-range planning, and even behavioral training. The use of professional development is monitored through PLC meetings, team planning meetings, and campus goal setting.

Content and language objectives are communicated with ELL students through written and verbal forms with the use of visuals if necessary, in every subject area. Teachers allow students to talk with each other which allows them to understand the content from another student's point of view. ELL sheltered instruction strategies are provided throughout the day using information from our LPAC reports. This includes creating learning intention posters, posting and reflecting on "I can" statements, and the use of ESL and/or Bilingual materials. These strategies are monitored through LPAC updates, TELPAS scores, and guided reading/math assessments.

Teachers use the same strategies for delivering instruction on content and language objectives as they do for ensuring instructional and linguistic

accommodations are routinely used. These practices are effective as seen in the percentage of students at the approaches level of STAAR in all areas.

The campus is focused on improving student academic achievement as evidenced by the mandatory weekly PLC meeting that is solely focused on student achievement and progress measures using technology and accelerated instruction. This is also seen in the mandatory weekly team planning sessions that are attended by our campus CIS/CAS instructors for math and language arts. There is a sense of urgency and a strong commitment for pushing our students for academic success to overcome the last 2 years of disrupted learning.

Our campus utilizes outside assistance for our students including a reading tutor and the Kids Hope group, two behavior programs on our campus, and a multitude of paraprofessionals and small group instructors for daily school needs. Our campus has also seen extra help arrive to help with students during student lunch times. This is necessary to allow teachers and staff to be in the classrooms with students and not covering a duty.

School Improvement Monitoring is evident during our campus PLC meetings, our grade level PLC meetings, as well as our district and campus planning days, and during our monthly faculty meetings. Our campus has the ability to revisit problems or areas of growth with each team and the school as a whole frequently.

Teachers are expected to utilize technology in their lessons to facilitate and improve learning but not to allow the use of technology to take them too far from real books, cut and paste activities, and paper/pencil methods.

Technology is used in the classroom through 1:1 devices, the use of 2 computer labs, as well as laptop carts. The campus has access to free websites as well as apps in the district self-service app. Teachers also have access to district personnel that guide and train students and staff on new technology.

Training in the use of provided technology is available to all teachers and staff as well as students. Campus staff can request help from the Technology Center for 1 on 1 help implementing new technology or applications for themselves and for their entire classroom.

Plans for technology upgrades in the next 1-5 years include extra iPads to be available for students who forget theirs so students are not hindered by forgotten technology. Staff desktops and document cameras were updated as well as our Promethean Panels.

Barriers to the use of technology include some staff members prefer the “old school” method and don’t use as much technology. Some staff members prefer to limit their use of technology based on the needs of the students in the room as some students cannot handle using technology with time constraints and/or have trouble moving away from their technology. Our students often do not have working headphones so sometimes the noise level in the classroom is too much with technology. Students can also be very sneaky and break the rules of use. When this happens to a degree that inhibits instruction and student learning, teachers will abandon the use of technology in an effort to combat this rule-breaking.

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 and grow in their use of technology to enhance student learning and achievement. 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. We also saw success and growth in our HB4545 groups this year. 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 a low employee turnover rate.

Perceptions

Perceptions Summary

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 are affirmed by the results gathered from the 2022 surveys.

According to the staff survey, in regard to respect, relationships, and behavior support, the staff feels like our administrators demonstrate expertise and knowledge regarding the curriculum, educational research, and effective teaching practices 95% of the time. The remainder of the data suggests that support staff neither agreed nor disagreed with curriculum-based knowledge as it pertains to administrators. When asked if staff would recommend Goose Creek as a great place to work, 0% of members at Victoria Walker Elementary disagreed and 91% find their work engaging. A majority of the staff agrees or remains neutral (85%) when it comes to feeling like their opinion counts at work, that they have the materials and supplies to do their job well, have contributed to the organization's success, and 90% have the information needed to do their job well.

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, 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:

Students describe Victoria Walker Elementary as an environment where teachers encourage them to do their best some or most of the time (90%). Student and adult interactions are respectful at a rate of 83%. In comparison to the overall elementary survey data, Victoria Walker Elementary has a higher percentage of students on average that feel encouraged, have a positive adult relationship at school, and feel like they belong. In regards to behavior and respect, 86% of students feel that they are treated fairly regardless of their differences. However, when parents were asked if their child learns about people from different backgrounds, nearly 25% of parents disagreed or did not feel that the question was applicable to their child.

Students feel that adults in their school are aware of the amount of bullying that goes on between (83%) and 90% of teachers are recognized by their students as addressing bullying in the classroom if they notice or hear about it happening. Students also shared that they feel safe reporting bullying concerns.

Safety:

Rules and procedures are in place. Teachers and staff are reinforcing safety practices throughout the day. The Anti-Bullying Pledge states that

the student will tell an adult at school or at home if they see or hear any bullying behaviors going on. It is a requirement for all staff members to be trained in Safe Schools. Emergency Plans and Procedures are practiced routinely throughout the school year. Students and staff are rewarded with incentives for following expectations and safety. All administrators have been certified in a seven-hour School Behavioral Threat Assessment Virtual Training. Additionally, our school counselor makes herself readily available throughout most of the day for one-on-one student conversation. According to the student survey, 88% of students feel physically safe in school and 92.4% of parents feel that their child is safe at school.

Bullying:

The Wildcat Anti-Bullying Pledge is recited orally over the announcements each Monday. The pledge is also posted in classrooms and in common areas. Guidance lessons are centered around character traits and delivered by the counselor once every 6 weeks. The counselor has delivered teacher-requested guidance lessons to address specific concerns in regards to including others, self-confidence, and personal safety.

To reduce the threat of bullying, students partake in daily Character Strong lessons that leave room for multiple opportunities of extension. The Character Strong Curriculum is implemented daily into practice and promotes positive character traits. Lessons are focused on bringing social-emotional learning and character education into our student's daily interactions. They are also encouraged to report bullying concerns under the "Safety" tab.

The data suggests that strategies are working. Additional activities that have been ingrained into the school year include Kindness Week, Random Acts of Kindness Day, National Day of Unity, World Peace Day, service projects, and Character Student of the Month. The counselor also has a referral system for both staff and students that ensures students are supported. During the 2021-2022 school year, one recordable bullying incident was confirmed. This is a reduction from the four confirmed cases from 2020-2021. Students seem to be reporting bullying more frequently with 18 bullying investigations taking place during the 2021-2022 school year. Students reported that bullying is consistently addressed (81%).

Behavior Management/Intervention:

There was a total of 572 office referral incidents recorded this school year. Sixty-five percent of incidents occurred in the classroom, 8% in the hallways, and 7% on the playground. Thirty-nine percent of incidents recorded were failure to follow rules, and 13% were for classroom disruptions. Most incidents occurred during the month of November (23%). On a weekly basis, most incidents occur on Tuesday (150 incidents recorded). We cannot accurately state which time of day these incidents occur since our report shows the majority "No Time of Day Recorded".

Most disciplinary removals are happening due to student behaviors in the classroom that are interfering with the classes' learning or their safety. We infer that the remaining behaviors occur during transitions or unstructured non-academic times. Of all recorded discipline incidents, 14 students make up 46% of the number of incidents. Interventions to increase appropriate behaviors have been integrated into daily announcements and the PBIS expectations are implemented by all staff members on and off-campus. Bus drivers are also encouraged to pass out PAWS upon arrival and dismissal to encourage safe expectations on the bus.

Positive Behavior Interventions and Supports (PBIS) are accomplished in the form of PAWS for remaining Peaceful, Aware, Wise, and Safe in the cafeteria, classroom, restroom, hallway, in assemblies, and at recess. Expectations for behavior in each of these areas is reviewed on the daily announcements and are displayed in classrooms and common areas of the building. PAWS can either be earned independently or as a

class. After collecting 20 PAWS, individual students are able to select a reward from the front 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. The PBIS Committee meets monthly to review 360 data and works together to discuss trends and solutions.

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 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 in Behavior Intervention Program:

Changes were made to promote positive behavior recognitions among fifth graders who either received an E or G on their report card during the Fall and Spring semesters. Students who met behavioral PAWS expectations were invited to attend a Chips and Soda Celebration in January and May.

Calming Boxes were created for teachers to check out and keep in their classrooms. Each kit contained play-based, tangible, and relational tools to help students regulate emotions and thrive in the classroom. Students were able to identify and build skills around their emotions by implementing habits to promote emotionally healthy, self-regulated calming exercises.

Posters were created for each classroom that displayed the student's PAW goal, PBIS Student Expectations, rewards that could be earned, and a space to hang their clipboard that travels with the class to specials, lunch, transitions, etc.

Paw Pack changes included the addition of our Birthday Brigade. Students were selected to lead the brigade each nine-week period. This change created a sense of community and pride among students that was not expected. Our PAW Pack Birthday Brigade took their position very seriously and met our birthday students with joy and excitement on their special day.

Family and Community Engagement

Parents feel that Victoria Walker Elementary is supportive of home/school connections based on the parent survey. Parents were provided with one virtual opportunity and two academic face-to-face opportunities to be engaged with their students and teacher at school. Two book fairs were conducted on campus. Monthly character trait yard signs were given, and parents were encouraged to place pictures of their recognized student on our Victoria Walker Elementary Facebook page.

Parents were invited to participate in four virtual parent engagement workshops based on the beginning of the year needs assessment. Based on the parent survey, the support staff (92%) and nurse (87%) are welcoming, helpful, friendly, and supportive of student needs.

Parents and community members are encouraged to participate with their students in Family Academic Nights, Book Fair, Parent Teacher Organization (PTO) meetings, Jump Rope for Heart, parent surveys, chaperoning field trips, and supporting their students in performing for our talent show. Character Strong Family Challenges are also sent home monthly in the virtual Tuesday Folder to integrate social-emotional learning from school to home.

Teachers' expectations for parental involvement are that of support in setting goals for the student that not only relate to academics but to

behavior as well. Teachers like to look at parents as a partner that provides insight and gives advice or suggestions on what will be best for the student to be most successful. Teachers also hope for parents to carry through with these goals at home so that the child can become accustomed to a consistent academic routine. Teachers expect parents to ensure that their student attends school, assists with homework, supports school behavior expectations, keeps an open dialogue of communication, encourages reading at home, and takes an active role in participating in school activities.

Community partnerships exist with ExxonMobil BOP: Partners in Education. The Houston Food Bank's Backpack Buddy program ensures children who qualify as at-risk have the opportunity to receive adequate nutrition every Friday during the school year. First Baptist Church of Highlands sponsors our after-school Kids Beach Club Program. Kids Hope mentors are connected with individual students to encourage both academic and behavioral support once a week. Baytown Police Department: DARE and Baytown Fire Department: Beat Alley both participated in teaching students about personal safety. The Omega-Alpha Kappa Alpha Sorority Chapter and United Way of Baytown graciously donated books, clothes, and shoes.

Community partnerships are integrated through the Baytown Chamber of Commerce. Teachers from Goose Creek Memorial High School work closely with the school counselor to integrate programs that support learning and Junior Achievement opportunities.

Parents and community members participate in the site-based planning committee. Two parents are selected to participate through the PTO board. Two community members are selected to participate from our Partners In Education ExxonMobil BOP. All participants are engaged and take an active role in the daily activities and programs implemented by the staff. They are readily available to support the academic needs, either through volunteering or with financial assistance.

Parents are asked to participate in an annual survey. VWE administrators and staff practice an open-door policy welcoming parent and community concerns. All GCCISD parents have the opportunity to reach out to their student's campus or teachers by accessing email links on the district website.

Perceptions Strengths

Based on the parent survey, the support staff (92%) and nurse (87%) are welcoming, helpful, friendly, and supportive of student needs. Ninety-two percent of our parents also believe that their student is safe at school.

According to staff members, their survey indicates that 91% agree that the goals and expectations are clear to everyone on our team. Administrators set clear expectations throughout the campus and goals that are created are based on current data and student achievement.

Priority Problem Statements

Problem Statement 1: There is a high number of students with learning gaps in the area of reading in all grade levels.

Root Cause 1: Teachers believe it is due to COVID. Some causes could be online students weren't the ones doing the work, there was no one to help them at home, and/or it was a student's first educational experience sitting in a classroom.

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- 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
- Class size averages by grade and subject

Employee Data

Victoria Walker Elementary
Generated by Plan4Learning.com

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data

Parent/Community Data

- Parent surveys and/or other feedback

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: Campus Administrators Teaching and Learning Coach</p> <p>Title I: 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 other identified staff in data meetings to review the current academic progress of students to ensure that all student receive increased learning time and a well rounded education.</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: Campus Administrators Teaching and Learning Coach</p> <p>Title I: 2.5</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 meetings and Teaching and Learning Coach 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: Campus Administrators Teaching and Learning Coach</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: Campus Administrators Teaching and Learning Coach</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: Campus Administrators Teaching and Learning Coach</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: Campus Administrators Teaching and Learning Coach</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: Campus Administrators Teaching and Learning Coach</p> <p>Funding Sources: Costs for Teaching and Learning Coach - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$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: Campus Administrators</p>	Formative		
	Nov	Feb	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

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: Campus Administrators Teaching and Learning Coach</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: Campus Administrators Teaching and Learning Coach</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: Campus Administrators Teaching and Learning Coach</p> <p>Title I: 2.4</p> <p>Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - Bilingual/ESL Funds - \$900, Supplemental instructional materials - Coordination of Local and State Funds - Special Education Funds - \$500</p>	Formative		
	Nov	Feb	June





Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Create a vertical alignment committee schedule that meets three times 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: Campus Administrators Teaching and Learning Coach</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: Campus Administrators</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: Campus Administrators Campus Wellness Team</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 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>Funding Sources: Campus Student Success Specialist to support student success components - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$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: Campus Administrators Teaching and Learning Coach</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: Campus Administrators</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: Campus Administrators</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 Formspace documentation accumulated by the counselor.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor</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: Campus Administrators</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: Campus Administrators</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: Campus Administrators</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: Campus Administrators</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: Campus Administrators Counselor</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: Campus Administrators</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: Campus Administrators</p>	Formative		
	Nov	Feb	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





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. 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: Campus Administrators</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. Strategy's Expected Result/Impact: Increase new teachers' student performance on campus, district, and state assessments Decrease in new teacher mobility and resignations Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>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 such as content professional development, ESL, GT, Sped, and Technology. Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>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: Campus Administrators</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: Campus Administrators Campus Student Success Specialist</p> <p>Title I: 4.1</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: Campus Administrators Campus Student Success Specialist</p> <p>Title I: 4.2</p> <p>Funding Sources: Materials for parent academic sessions - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$600, CSSS costs to support parent academic training sessions - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$4,000</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: Campus Administrators</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: Campus Administrators</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: Campus Administrators</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: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Continue to build community relationships with our Partner-In-Education, EXXON BOP.</p> <p>Strategy's Expected Result/Impact: Increase in the number of PIE activities on campus</p> <p>Staff Responsible for Monitoring: Campus Administrators</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 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: Campus Administrators</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: Campus Administrators</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: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers will 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>	Formative		
	Nov	Feb	June

Staff Responsible for Monitoring: Campus Administrators



No Progress



Accomplished



Continue/Modify



Discontinue

Campus Leadership Team

Committee Role	Name	Position
Counselor	Barbi Witt	counselor
Administrator	Cecilia Saldana	Assistant Principal
Non-classroom Professional	Kristine Rebstock	Math CIS
Non-classroom Professional	Maizzie Kelley	Reading CIS
Administrator	Martha Gonzalez	SSA
Administrator	Monica Juarez	Principal
CS3	Vanessa Jackson	CS3
Classroom Teacher	Monica Rodriguez	PreK Teacher
Classroom Teacher	Elizabeth Eagle	Kindergarten Teacher
Classroom Teacher	Laura Mooneyham	Kindergarten Teacher
Classroom Teacher	Rachael Heintschel	1st grade Teacher
Classroom Teacher	Ana Gonzales	1st Grade Teacher
Classroom Teacher	Nannette Pickle	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	Crystal Dobbs	Art Teacher
Classroom Teacher	Sherry Kopecky	Special Ed. Teacher
Paraprofessional	Lenys Valenzuela	secretary
Community Representative	Robert Hill	Business Partner
Parent	Codie Guillory	Parent
Business Representative	Erica Hernandez	Business Representative

Campus Funding Summary

Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Costs for Teaching and Learning Coach	Title I, Part A Funds	\$65,000.00
3	1	1	Campus Student Success Specialist to support student success components	Title I, Part A Funds	\$65,000.00
6	1	2	CSSS costs to support parent academic training sessions	Title I, Part A Funds	\$4,000.00
6	1	2	Materials for parent academic sessions	Title I Part A Funds	\$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