

Goose Creek Consolidated Independent School District

Victoria Walker Elementary

2023-2024 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

Overall campus enrollment numbers have increased by 10% from last year. After reviewing the campus enrollment numbers, the Hispanic subpopulation has slightly increased among other ethnic populations over the past 3 to 5 years. The campus' mobility rate is at 10.7, which is lower than both district and state. School attendance has increased from 95.2% to 96.4% from 2022 to 2023. Our campus continues to have the highest attendance rate in the district for elementary. By giving awards every nine weeks and incentives for attendance, we have encouraged students to want to come to school every day. Each week, the grade level class with the highest attendance rate gets to spin the prize wheel to receive an incentive for the whole class. Teachers also promote attendance by scheduling conferences with parents of students who are at risk of missing school frequently. We are able to refer students with attendance concerns to our Student Support Team, to assist with completing conferences for students who are chronically absent. During our Student Support Team meetings, we decide what students are good candidates to attend Saturday School for attendance recovery every semester. The student demographics are 134 African American, 434 Hispanic, 127 White, 2 American Indian, 47 Asian, and 1 Pacific Islander student. Our campus teaching staff has a represented population of 2 African American, 10 Hispanic, 33 White, and 1 American Indian. The student demographics are vastly different from our teacher demographics. Although 16.7 is the campus average for student to teacher ratio, there is a discrepancy in this data due to small class sizes in our special education classes. Our ratio of female to male teachers is 44:2. The number of at-risk students has decreased from 192 to 185 from the last academic year. To target our at-risk students, we had academic family nights, Character Strong Breakfasts, and PTO involvement for school activities. 34.3% of our student population are identified Special Education students. Additionally, our campus includes life skills, SILC, and FOCUS programs. These students are globally low and have continued to receive Tier 3 interventions for a long period of time. 24.8% of the student population are identified LEP students. These students receive linguistic accommodations at the beginning, middle, and end of the year. We need to provide more training to ESL/Bilingual teachers to incorporate more visuals in their daily lessons. We have five migrant students enrolled at our campus.

The majority of our classroom teachers are state certified and many have completed the Reading Academy. Four of our teachers qualify under our District of Innovation plan and were given a year to pass their certification tests. During this time, they were also required to complete modules and training to help prepare them as a teacher. The paraprofessionals we select are highly effective, and attend professional development that helps them grow in the areas they are assisting in. Our average years of experience for teachers with the district is 12.2, which is much higher than both district and state numbers. There are mentors assigned to new teachers. Professional development is offered year-round, in person and on-line. In addition, professional development is offered through our district at the Giant Con. Surveys are offered at the end of some courses that are attended on-line or in person. Follow up sessions have also been conducted in person with content specialists during planning sessions on campus. Presenters and designers of professional development programs can create surveys to analyze data, and address each teacher's needs for useful lifelong learning. Teachers would also like to participate in make-and-take sessions for grades k-2 that ties to success criteria. Administrators give feedback throughout the year to teachers by conducting T-TESS walkthroughs, to ensure that teachers implement what they learn from professional developments. During instructional rounds, staff from visiting campuses provide feedback on what they see is working, or what needs to be changed in order to implement successful teaching practices. Different supports that are available to teachers whose student performance is below campus and/or state standards include PLC's with grade levels, team meetings, and weekly planning sessions with support from the TLC. Our district also offers the New Teacher Mentor program to check-in regularly with new teachers, and provide support as needed. Since we use multiple sources of data, we need to train all staff on how to pull data and apply it effectively.

Demographics Strengths

From the summary findings, our campus strengths include:

- Highest attendance rate in the district for elementary schools.
- At-risk population has decreased from 192 to 185 students.
- Our average years of experience for teachers within the district is 12.2 years, which is much higher than both district and state numbers.
- Administrators give consistent feedback to teachers by conducting walkthroughs to help enhance their instruction.

Student Learning

Student Learning Summary

Utilizing our STAAR data in grades 3-5 by sub-pop we are able to determine that SPED was a concern. Data showed that we did make growth with our SPED sub-pop, but the percentage at which our SPED student scored at approaches is concerning. From 2021 to 2022 data, we saw growth in our SPED population on STAAR ELA from 38% to 55% Approaches, 15% to 40% Meets, and a decline in Masters from 6% to 5%. Furthermore, looking at our Math data from 2021 to 2022, we saw growth in our SPED population from 35% to 49% at approaches, 26% to 40% meets, and masters 6% to 9%. Compared to non-special education students, while we are making progress, the percentage is low and not even half of our sped students scored at approaches on STAAR. Currently, the plan in place to support these students is their IEP that addresses individualized goals for students to close gaps.

According to last year's TAPR mathematics is a concern, as data shows 76% of our students are scoring approaching grade level, while 82% of our students are scoring approaching grade level in Reading ELA. Furthermore, 5th grade science shows a decline from 2021 to 2022 TAPR data. In 2021, 71% of students scored approaches and in 2022, decreased to 65% of students scored approaches.

Interventions in place at Victoria Walker include RTI support, guided reading groups, intervention tutors and designated WIN (What I Need) time for each grade level. At this time, we are seeing that the data supports that we need to continue interventions in order to close the achievement gaps. The tools available to ensure strategies are designed to improve student performance are our weekly PLC meetings to collaborate with team members and designated RTI interventions that involve progress monitoring. Every 9 weeks we meet as a committee to go over RTI students. Teachers are to fill out information sheets that give us academic information regarding the student and any behavioral concerns. Based on the information provided, as a committee we decide if we should place the student in RTI or not, and what instructional support we will put into place to monitor progress. This year our RTI processes and implementation have been effective in identification, interventions provided, and documentation in case we need to proceed with further testing. In addition, if the student is in 3rd -5th grade we determine if they would benefit from RTI Accommodations on state assessments and what those may look like. During WIN (What I Need), 4 times a week all students receive interventions to target each student's needs. During our weekly PLC meetings, we collaborate, look at data, and group students to provide interventions based on what they need. For SPED, we follow the students' IEP that is determined by the ARD committee and these students receive services.

Student Learning Strengths

From the summary findings, the specific campus strengths that include our ELA Data on STAAR is higher than our Math data. As a committee, we met through the RTI process to identify students who need additional interventions and/or support. Each week, teams are provided time to collaborate through PLC and we use data to create our intervention groups. In addition, there is designated WIN time to target our students' needs.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): With the redesign of STAAR Writing, there is a need to look at how to have students write across the curriculum in order to improve their academic success with STAAR writing. **Root Cause:** Our students including an emphasize on students identified with dyslexia struggle to compose appropriate answers that support what is being asked of them which includes answering the question appropriately and run on sentences with no punctuation.

School Processes & Programs

School Processes & Programs Summary

Our rigor and relevance are aligned as seen in our growth measures and an "A" rating for closing the gap. We believe that instruction is cognitively demanding when teachers use HOT (higher-order thinking) questions to prompt student discussion and understanding. PLCs are utilized in order to collaborate effectively in order to close student gaps. We create our WIN groups and targeted instruction using data that is provided to all stakeholders through the campus Google Drive PLC folder. The data from these assessments are used effectively as a tool for intervention, Rtl, and teacher prep for struggling skills. Student progress and performance are tracked through a variety of data sources such as screeners, data folders, and CUO/A data. The expectation when progress is not occurring is to modify strategies, work through the Rtl process, re-teach, provide small group instruction, collaborate, and use WIN time effectively.

Regarding instructional materials being used, supported by scientifically-based research and tightly aligned with the TEKS, we feel that the execution of instructional materials are not adequately being utilized, as we have seen evidence of this in our CUO/A scores and lack of screener growth this year. Differentiation and learning scaffolds are addressed by using DOK questioning strategies, Kagan, and Lead4Ward Learning Strategies in some classes. Instructional strategies, learned in PD sessions, are implemented and monitored though data shows that teachers need more support. Teachers would like the opportunity to attend district PD sessions to learn new instructional strategies for to support student learning in ELAR.

Content and language objectives are communicated with ELL/EB students through the use of student-friendly language, visuals, posters, and student word banks. Linguistic accommodations are updated three times per year in LPAC. ELPS are included in lesson plans. However, we feel that a SIOP refresher PD would benefit our teachers in order to increase our students' learning and growth. We feel that we are somewhat successful due to our data for EBs being >60% and our monitored students >70% based on last year's STAAR growth.

Our campus focused on improving student academic achievement by participating in PLCs that drive planning, instruction, WIN, intervention, and summer school instruction. Guided reading is expected to be done daily, and guided math is in the beginning stages of implementation in some classrooms. Urgency and commitment are strong overall, however, we feel we're still weighed down by academic gaps caused by COVID learning practices.

Regarding our school improvement monitoring calendar; we need to revisit formative assessments during PLCs to ensure student learning, even though we have a rigid CUO/A schedule.

Technology is used to support learning through teachers' use of technology during instruction, in order to provide practice and opportunities for students to create and work on projects. Training is available for teachers through our tech specialist, Heidi Morgan, and the Tech department self-paced courses. Some barriers to the use of technology are the lack of internet connectivity at home, uncharged student iPads, and the loss of Discovery Education.

School Processes & Programs Strengths

Looking at STAAR, we see that reading for Asian and 2+ ethnicities, and our SPED populations is increasing through closing gaps data. We feel that our strength has been to use data to be prescriptive with student support as seen in the success of last year's HB4545 tutorials through the growth data we received.

Perceptions

Perceptions Summary

SCHOOL CULTURE AND CLIMATE

According to the staff survey, in regard to respect, relationships, and behavior support, 100% of the staff feels like programs and activities are implemented to maintain a positive, safe, and orderly school climate. The implementation of Wildcat Cubs Clubs was a new addition to the 2022-2023 school year and helped build positive relationships among the staff and students. Consistent and streamlined communication of PBIS Expectations, Anti-Bullying Committee members, and Paw Pack all contributed to staff having a positive response to the culture and climate at Victoria Walker Elementary.

Concerning academics, 98.63% of staff commended administrators for demonstrating expertise and knowledge regarding curriculum, educational research, and effecting teaching practices and 97.26% believe that the school has adequate systems in place for identifying and helping students who are at risk of falling through the cracks (i.e. Rtl, goal setting with teachers, failure meetings with the counselor, etc.). Equally, the staff recognizes that the attitudes and actions of administrators are consistent with the district mission of developing the whole child and celebrating student success is an integral part of the school culture.

Teachers' expectations for parental involvement are that parents are involved in the learning and behavior management of students both at home and at school. Teachers feel that by requiring parents to complete a criminal background check for participation in school functions such as College and Career Parades, volunteer activities, field trips, etc., a positive, safe, and orderly school environment is maintained. Staff at Victoria Walker Elementary report that 97.2% of parents are effectively involved in the education of their children.

Based on the student survey, students at Victoria Walker Elementary describe the environment as welcoming to all students, parents, and people of all backgrounds at a rate of 96.1% with 94.1% of students noting that the principal and AP care about all students regardless of their differences. In regards to relationships, 88% of students feel that teachers enjoy teaching them and show that they care about them. As for behavior and support, 76.3% of students feel that teachers are consistent and fair with students when it comes to discipline in the classroom, and 80.7% of students feel they are treated fairly regardless of their differences.

In comparison, 97% percent of teachers feel that the attitudes and actions of administrators are consistent with the district mission of developing the whole child, Victoria Walker Elementary is a nurturing place that accepts all children regardless of their ability, and the campus fosters a culturally responsive environment and 95% percent of teachers also feel that there is a positive attitude of respect in the school. Eighty-nine percent of teachers feel that the school has a consistent approach to addressing behavior management and discipline and that administrators are supportive of the efforts to manage student behavior.

Some of the support systems that are currently in place to support students include Rtl, PBIS, Anti-Bullying Committee, social-emotional regulation counseling groups, guidance lessons, Red Ribbon Week, Relay for Life, Character Student of the Month with celebratory breakfast, BEAT Alley, College and Career Parade, Wildcat Cubs Clubs, Paw Pack, Random Acts of Kindness Week/Start with Hello, community service projects, UIL participation, and our new campus axolotl pet, Gumball.

We have an Anti-Bullying Pledge that is recited each Monday on the announcements, posted in classrooms, and displayed in common areas of the building. Members of our Anti-Bullying Committee were invited to attend the Counseling and Student Wellness Student Roundtables in the Spring where they were able to collaborate with elementary students across the district. During this collaboration, students from Victoria Walker Elementary shared that one of the best things we do at our school is how we deal with bullying concerns.

Proactive guidance lessons about bullying are provided to all students by the school counselor and teachers are responsible for implementing daily Character Strong social-emotional lessons. In response to bullying allegations, our administrators complete the Bullying Checklist for Schools. Dependent upon the investigation, a conflict-resolution or restorative lunch bunch is provided by the counselor. The Start with Hello or Random Acts of Kindness Week is also utilized to focus on what bullying is and teach students how kindness impacts themselves and others. During the month of October, Bullying Prevention Month, we discuss anti-bullying strategies in the announcements. The virtual counselor's office, the counselor's locked mailbox, and the district website remain available with resources to prevent and report bullying.

In comparison to the district elementary data, Victoria Walker Elementary students have fewer concerns in all areas of bullying, with the exception of verbal, which is lower by 0.1%. There were 11 reported bullying incidents. After a proper investigation, none were found to be bullying. Strategies that are in place are seemingly effective according to this year's data.

There are rules and procedures set in place to promote a feeling of safety at Victoria Walker Elementary. The Anti-Bully Pledge starts each week on Monday Morning's Announcements, and students are encouraged to be upstanders and help in situations they see or feel are not safe in our school. PAWS behavior expectations are implemented throughout the school and promote a safe and orderly environment for all students.

PBIS displays are in each classroom and students are encouraged to be aware of their behaviors in each area of the school and have ownership of collaborating with classmates to select what they would like to receive as a reward for following expectations. This promotes order as well as safety for all.

All staff members are required to be trained in Safe Schools prior to the school year. Each staff member received a Standard Response Protocol card to place along with our district badges for quick reference in the event of a situation: Hold, Secure, Lockdown, Evacuate, and Shelter in Place. The steps for each are listed on the card to know what to do in each event. Fire exits, as well as safety procedures, are posted in all classrooms. All doors to classrooms are to remain locked while students are present. Doorbells are in use for some and knock/answer systems are set in place for each classroom. Students are made aware of this policy and practice to stay safe in our locked classrooms. Outside doors are to remain locked. Staff and students are told only people with badges are to let themselves in, or they need to walk around the building to the front office. Doors will remain locked at all times. The feeling of security comes from knowing that our school is safe and that only those with badges are on our campus at any time. Victoria Walker also has a full-time security officer who patrols the hallways, checks for locked doors, and assists in any situations that may arise that could be a potential threat to our campus. Door stops have been removed, so the potential of an open door is also removed.

Compared to the district, Victoria Walker Elementary's 80.3% of students shared in their survey that they feel 3% safer at school than other elementary schools in the district.

Students have multiple ways to report bullying or to reach out to the counselor for help or support. They can access the district website, students can leave messages in the counselor's lockbox, visit the counselor's virtual office (QR code posted in every classroom), or via district QR codes that are posted around the school. Victoria Walker Elementary's counselor and administrators are readily available to students and staff to support and help promote the overall feeling of school safety.

There were a total of 614 office referrals or classroom incidents recorded this year. One hundred seventy-five were due to repeated behaviors by four kindergarten students. All four kindergarten students have either qualified for special education or receive regular Rti intervention services. September received the highest percentage of incidents with 105 or 17.1%. Thirty-seven percent of these incidents occurred in kindergarten where students are learning social or soft skills and how to regulate their emotions. Location of incidents also mirrors this data with 66% of incidents occurring in the classroom. Sixty-six percent of all incidents were contributed to not following the rules which correlate with 37% of the incidents occurring in Kindergarten. The specific time of day was not recorded on 591 incidents, but the incidents occurred in the morning, or midday.

Interventions that were put in place include 504 Plans, Rti behavior sessions with the counselor, Review 360 Tracking Plans, and requests for Sped testing. Two of the four kindergarten students with repeated office referrals were found to have qualified for accommodations via Sped. About 30 percent of the majority of incidents were addressed with an administrator conferencing with students.

FAMILY AND COMMUNITY ENGAGEMENT-FOCUSED DISCUSSION AREAS

Based on the parent survey, 95% of parents feel welcome at Victoria Walker Elementary and supported in home/school connections. Parents actively participate in all events and opportunities to be engaged with their students and teachers at school. Victoria Walker Elementary has strong relationships with parents at all academic and community events from Family Academic Night(s), Talent Show, Student Orientation, service projects, Jump Rope for Heart, GT Showcase, or book fairs and teacher conferences. Our families are involved.

Parents were invited to participate in Family Reading Night and Family Math Night. Each night also included physical wellness, healthy snacks, and information about heart health. Parents learned strategies to strengthen academic skills to promote learning at home. The Parent Teacher Organization (PTO) meetings and parent surveys promote input as to engagement activities that would help in supporting children at home.

Character Strong family challenges are also sent home monthly in the virtual Tuesday Folder to integrate social-emotional learning from school to home.

Victoria Walker Elementary's community partnerships consist of our wonderful Partners in Education ExxonMobil BOP in conjunction with Baytown Chamber of Commerce, United Way, Houston Food Bank's Backpack Buddy Program, DARE from Baytown Police Department, Beat Alley from Baytown Fire Department, Kids Hope with St. Mark's United Methodist Church and Bay Area Relay for Life.

We also have students from Goose Creek Memorial High School that visit our campus throughout the school year to provide fun and engaging activities with our students. These programs include PALs, Junior Achievement, Ready Set Teach, Honor Society Egg Hunt, and AVID demonstrations.

Parents and community members participate in the site based-planning by attending monthly PTO and the Instructional Leadership Council (ILC) meetings to establish and review the District's educational goals, objectives, and major District-wide classroom instructional programs as identified by the Board or Superintendent.

Victoria Walker Elementary administrators and staff practice an open door policy welcoming parent and community concerns. Parents feel comfortable communicating with the administrators (90%) and at least 92% of parents have had a conference with their student's teacher. Parents are also encouraged to use the email links on the website for communication and to report bullying concerns under the "Safety" tab. According to the survey, at least 85% of the parents feel like they are satisfied with the method of communication provided by the school

Perceptions Strengths

Strengths at Victoria Walker Elementary are centered around campus life with regard to respect, relationships, behavior support, etc. Remarkably, 100% of the staff indicated on their survey that programs and activities are implemented to maintain a positive, safe, and orderly school climate. When further discussed, teachers shared that the consistent implementation of PBIS expectations among all staff and safety procedures that were put in place plays a significant role in the culture and climate. In addition to PBIS, consistent routines, and the Anti-Bullying Committee, teachers' credit activities focused on building relationships as contributing factors. Character Strong, Wildcat Cubs Clubs, and Paw Pack all help to establish motivation, pride, and respect.

In addition, 98.63% of staff feel confident in the administrators at Victoria Walker Elementary. The administrators are recognized for demonstrating expertise and knowledge regarding curriculum, educational research, and effective teaching practices as evidenced in weekly PLC meetings with each grade level and content area.

Priority Problem Statements

Problem Statement 1: With the redesign of STAAR Writing, there is a need to look at how to have students write across the curriculum in order to improve their academic success with STAAR writing.

Root Cause 1: Our students including an emphasize on students identified with dyslexia struggle to compose appropriate answers that support what is being asked of them which includes answering the question appropriately and run on sentences with no punctuation.

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: 80% of students tested 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 80% of students tested 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 Coaches 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 80% of our 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, including but not limited to, Kagan Cooperative Learning, El Saber (DOK), and differentiated instruction in all classrooms that promote learning for all student populations.</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, 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 the number of students reaching masters by 5% on 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 by having all teachers attend PD</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 of 10% 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 of 3% in the achievement gap for targeted student groups</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 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: 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> <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 80% of our 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 Language (One Way) K-3 and Early Transition 4-5, 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 of 10% 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 schedules for vertical alignment committee meetings to meet three times a year and a Campus Instructional Leadership Team to meet monthly to focus on campus wide instructional strategies designed to meet the needs of all students.</p> <p>Strategy's Expected Result/Impact: Utilize instructional strategies impact student achievement 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 accelerated instruction time to increase student achievement with a 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 of 10% of 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: Utilize CATCH strategies to promote healthy habits</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Wellness Team</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Victoria Walker Elementary, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.

Performance Objective 1: Provide a safe, structured and caring environment focused on high expectations for student behavior and elevating student and staff morale in order to increase attendance rates, passing rates and overall academic success for each child.

Evaluation Data Sources: Attendance documentation, agendas, schedules, PLC and SST meeting documents

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 of 10% 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: All 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: all 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 parent participation by 10% 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: Increase the opportunities for parents to participate in events to 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
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Victoria Walker Elementary will provide and maintain a safe, positive learning environment.

Performance Objective 1: Utilize the Positive Behavior and Instructional Support model to implement systems to ensure that Victoria Walker Elementary is safe and has a positive learning environment for all students.

Evaluation Data Sources: staff trainings, discipline plans, surveys, and incentives reports





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 of 10% 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 of 5% 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 of 10% 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 of 10% 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 of 5% 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.</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: 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.</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: Campus Administrators</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 ESL, GT, Special Education, and Technology.</p> <p>Staff Responsible for Monitoring: Principal</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 of 10% 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 of 10% 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 of 10% 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 on a weekly basis.</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 for all parents</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, weekly.</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 by one per semester</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 7: Victoria Walker Elementary will provide the technology infrastructure and tools to maximize student achievement.

Performance Objective 1: Victoria Walker Elementary will provide technology in classrooms and teachers will have opportunities to 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 of 5% 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 of 5% 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 programs such as Progress Learning, Zearn, and Summit K12 to target special populations.</p> <p>Strategy's Expected Result/Impact: Special populations will show an increase of 5% 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 of 3% iPad use in K-5 to enhance students learning. 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

2023-2024 Needs Assessment Team

Committee Role	Name	Position
Administrator	Monica Juarez	Principal
Administrator	Paige Burt	Assistant Principal
Classroom Teacher	Susan Broussard	PreK
Classroom Teacher	Elizabeth Eagle	Kindergarten Teacher
Classroom Teacher	Laura Mooneyham	Kindergarten Teacher
Classroom Teacher	Racheal Heintschel	1st grade Teacher
Classroom Teacher	Ana Gonzales	1st grade Teacher
Classroom Teacher	Tamie Land	2nd Grade Teacher
Classroom Teacher	Lisa Garcia	3rd Grade Teacher
Classroom Teacher	Jennifer Simpson	3rd Grade Teacher
Classroom Teacher	Angela Auzenne	4th Grade Teacher
Classroom Teacher	Amber Matsoukas	4th Grade Teacher
Classroom Teacher	Sarah Feinauer	5th Grade Teacher
Classroom Teacher	Denise Pumphrey	5th Grade Teacher
Classroom Teacher	Megan Taylor	Specialty Teacher
Classroom Teacher	Kristine Rebstock	Math TLC
Classroom Teacher	Sherry Kopecky	Special Ed. Teacher
Paraprofessional	Lenys Valenzuela	Secretary
Business Representative	Erica Hernandez	Business Representative
Parent	Selena Hernandez	Parent
Parent	Codi Guillory	Parent
Community Representative	Amber Barnett	Community 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