

**Goose Creek Consolidated Independent School District**  
**Victoria Walker Elementary**  
**2024-2025 GCCISD School Board Review-September 2024**



# 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-1 will focus on building a strong foundation in reading.

Grades 2-5 will have a focus on math rigor, reading Literacy, and innovative technology.

# Table of Contents

Comprehensive Needs Assessment Data Documentation .....	4
Goals .....	6
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. ....	6
Goal 2: Victoria Walker Elementary will provide a well balanced and appropriate curriculum to all students. ....	9
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. ....	11
Goal 4: Victoria Walker Elementary will provide and maintain a safe, positive learning environment. ....	13
Goal 5: Victoria Walker Elementary will recruit, develop, and retain highly effective personnel. ....	15
Goal 6: Victoria Walker Elementary will establish and maintain parental and community partnerships in education to enhance student achievement. ....	16
Goal 7: Victoria Walker Elementary will provide the technology infrastructure and tools to maximize student achievement. ....	18
Campus Funding Summary .....	20

# 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
- State-developed online interim assessments

## 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 (Rtl) 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**

- 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

Revised/Approved: May 30, 2024





**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><b>Strategy 1:</b> All students will achieve mastery on their grade level assessments or approaches, meets, or masters on STAAR.</p> <p><b>Strategy's Expected Result/Impact:</b> 80% of students tested will achieve approaches, meets, or masters grade level TEKS as reflected in grade level assessments and STAAR results</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach</p> <p><b>Title I:</b> 2.4</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach</p> <p><b>Title I:</b> 2.5</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> 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, and tiered interventions with RtI.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of students reaching masters by 5% on all STAAR tested areas</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Provide modeling/coaching for classroom teachers with focus on teachers new to the campus or grade level/content.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase of 5% in overall student performance on state and district assessments</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach</p> <p><b>Funding Sources:</b> Costs for Teaching and Learning Coach - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$65,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> 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><b>Strategy's Expected Result/Impact:</b> Decrease of 3% in the achievement gap for targeted student groups</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 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><b>Strategy 1:</b> All teachers will be given the resources and materials that they need to successfully implement the GCCISD curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> all students score approaches, meets, or masters on district and state assessments and/or show evidence of growth</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach</p> <p><b>Funding Sources:</b> Supplemental instructional materials - Coordination of Local and State Funds - GT Funds - \$400</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Collaborate in PLCs to ensure that all student populations have access to a rigorous and viable curriculum. In PLCs focus on student performance, plan and implement individual intervention and enrichment plans accordingly for WIN time instruction and tutorials. Teachers utilize formative assessments to ensure mastery, and improve alignment in instructional practices.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>





Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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-4 and Early Transition 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><b>Strategy's Expected Result/Impact:</b> Identified students will demonstrate an increase of 10% in performance on grade level TEKS measured by district and state assessments</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach</p> <p><b>Title I:</b> 2.4</p> <p><b>Funding Sources:</b> 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>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> 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><b>Strategy's Expected Result/Impact:</b> Utilize instructional strategies impact student achievement on grade level TEKS measured by district and state assessments</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Implement WIN 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 nine weeks.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase of 10% of students earning all "A's" or all "A's and B's" each nine weeks</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Successfully Implement "CATCH" School Health Plan curriculum for students and staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Utilize CATCH strategies to promote healthy habits</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Wellness Team</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 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><b>Strategy 1:</b> Promote student success through the Student Support Team (SST) in order to provide intervention and resources to identified students with attendance, academic, and/or behavior concerns.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase of 10% overall in student success compared to prior year attendance, academic, and behavior student data</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Funding Sources:</b> 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><b>Strategy 2:</b> Provide WIN time/tutorials for identified at-risk students in order to increase instructional academic growth.</p> <p><b>Strategy's Expected Result/Impact:</b> All at-risk students will show evidence of growth on district and state assessments</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach</p> <p><b>Title I:</b> 2.6</p> <p><b>Funding Sources:</b> 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><b>Strategy 3:</b> Continue to collaborate through yearly transition meetings with secondary schools and provide support to assist transition of students.</p> <p><b>Strategy's Expected Result/Impact:</b> all students will successfully transition to secondary schools</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor</p>	Formative		
	Nov	Feb	June





Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Continue to have structured family nights to increase parent participation at different events throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent participation by 10% at academic family nights</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Prepare students for higher education by establishing early planning for students and families with college/university requirements.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> 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><b>Strategy's Expected Result/Impact:</b> 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 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><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% 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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Campus will be prepared in the event of a crisis by feedback given and documentation of improvement from practice drills.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Each grade level will implement discipline plans that are communicated to our parents and have components of PBIS and CHAMPS.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease of 10% in the number of office referrals</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Promote a positive climate by establishing a ILT team of faculty and staff, parents, and community members collaborating in the best interest of our students.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease of 5% in staff mobility and parent complaints/grievances</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Implement the Character Strong Curriculum and PAWS to promote positive relationships between staff and students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase of 10% in the number of "E" and "G" conduct grades Decrease in the number of office referrals</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor</p>	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase of 10% in the number and frequency of students demonstrating monthly citizenship characteristics Increase in student attendance</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Implement an anti-bullying awareness plan, which includes teacher training, student programs, and routine monitoring of discipline data.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease of 5% in bullying reports as reported by students and parent</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

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

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Attend job fairs and recruit early from a pool of highly effective teachers in core academic subject areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the number of highly effective teachers in core academic subject areas and have campus fully staffed at an earlier date</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Evaluate campus New Teacher Academy, mentorship initiatives, and make changes to improve the program efforts to retain highly effective personnel.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase new teachers' student performance on campus, district, and state assessments Decrease in new teacher mobility and resignations</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Encourage and solicit teachers to add subject area certification.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the number of teachers adding to subject area certification such as ESL, GT, Special Education, and Technology.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			





**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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase of 10% in parent participation</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Student Success Specialist</p> <p><b>Title I:</b> 4.1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase of 10% in parental involvement and understanding in all content areas in order to ensure student success</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Student Success Specialist</p> <p><b>Title I:</b> 4.2</p> <p><b>Funding Sources:</b> 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>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>







Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Utilize our campus website, newsletters, and parent square to inform students, staff, and the public of important school information and activities to enhance the school/community partnership.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents, staff, students, and community will be informed of campus events and deadlines Increase of 10% in the attendance of campus events</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Utilize marquee and message board as way to communicate with our parents and community.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents and community will be informed of campus events and deadlines on a weekly basis.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Teachers will conduct face to face conferences with parents of students they instruct.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in face-to-face conferences with a minimum of one per semester for all parents</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Facilitate communication between school and home through parent square, 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><b>Strategy's Expected Result/Impact:</b> Parents will be informed of campus and community events, deadlines, and student performance, weekly.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Continue to build community relationships with our Partner-In-Education, EXXON BOP.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the number of PIE activities on campus by one per semester</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
<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 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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase of 5% in staff and students using technology effectively in the classroom through walkthroughs and lesson plans</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Continue to integrate technology in the classroom through the use of document cameras, Promethean Interactive Whiteboards, and student response devices.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase of 5% in staff and students using technology effectively in the classroom Observe through walkthroughs and lesson plans</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Use technology to increase student success by utilizing programs such as Progress Learning, Zearn, and Summit K12 to target special populations.</p> <p><b>Strategy's Expected Result/Impact:</b> Special populations will show an increase of 5% in performance on reading and math TEKS and state and district assessments</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Teachers will utilize 1:1 iPads for all students, as well as, computer labs to maximize learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased of 3% iPad use in K-5 to enhance students learning. Increased student success on content TEKS and state and district assessments.</p> <p><b>Staff Responsible for Monitoring:</b> 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>			

# 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
<b>Sub-Total</b>					<b>\$134,600.00</b>
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
<b>Sub-Total</b>					<b>\$9,800.00</b>