

# Lamar Consolidated Independent School District

## Velasquez Elementary

### 2023-2024 Campus Improvement Plan



# Mission Statement

The mission of Velasquez Elementary is to facilitate the highest level of education by providing engaging, meaningful experiences with passion and drive, to educate the whole child.

## Vision

Velasquez Elementary will provide rigorous, inspiring and innovative educational experiences to ensure we develop self-directed, life-long learners who will positively impact the global community.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Velasquez Elementary opened in the fall of 2006 as a Pre-K - 5th grade campus in Lamar Consolidated ISD. We serve four subdivisions Royal Lakes, Tara, Greatwood Lakes, and Sun Ranch/Thompson. Our current enrollment is 513 students. Enrollment data reveals the Hispanic student population continues to be the largest group with 42% followed by 26% Black or African American, 23% White, 4% Two or More Races, 5% Asian, and .97% American Indian. 19% of our students are receiving EB services, 15% of our students are served under the special education, and 60% are economically disadvantaged.

### Demographics Strengths

Velasquez Elementary demographics are aligned to district's demographic which represents diversity. We also have a diverse staff population which helps meet the needs of our students and community.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Not all demographic populations have achieved all their full potential academically or behaviorally. **Root Cause:** A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

**Problem Statement 2 (Prioritized):** Academic gaps, along with behavior challenges exist due to the lack of school experience for some students. **Root Cause:** Building relationships with various levels of teachers and students is a continual process. We will continue to implement solution focused conversations and social emotional learning.

**Problem Statement 3:** Primary grades, PK-2nd grade had a decline in reading levels. **Root Cause:** Lack in intentional small group planning and progress monitoring.

# Student Learning

## Student Learning Summary

Pending Final Scores for 2022-2023\*

### 2021-2022 STAAR Data

<b>Reading</b>	<b>Campus</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>Asian</b>	<b>SPED</b>	<b>Eco Dis</b>	<b>EL</b>
Approaches	84%	77%	90%	88%	89%	52%	78%	90%
Meets	57%	45%	57%	71%	67%	21%	46%	52%
Masters	39%	23%	40%	52%	44%	12%	29%	28%

<b>Math</b>	<b>Campus</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>Asian</b>	<b>SPED</b>	<b>Eco Dis</b>	<b>EL</b>
Approaches	75%	72%	74%	81%	89%	36%	67%	72%
Meets	44%	36%	41%	56%	78%	12%	37%	31%
Masters	25%	19%	21%	38%	44%	5%	18%	17%

<b>5th Science</b>	<b>Campus</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>Asian</b>	<b>SPED</b>	<b>Eco Dis</b>	<b>EL</b>
Approaches	68%	50%	66%	80%	100%	25%	57%	43%
Meets	42%	33%	37%	50%	100%	19%	36%	43%
Masters	16%	25%	15%	15%	0%	13%	14%	14%

### **Kinder GRA (Spring 2023)**

Below Grade Level: 24%

On or Above Grade Level: 76%

### **1st Grade GRA (Spring 2023)**

Below Grade Level: 30%

On or Above Grade Level: 70%

### **2nd Grade GRA (Spring 2023)**

Below Grade Level: 23%

On or Above Grade Level: 77%

-

### **Student Learning Strengths**

Based on Spring 2023 data, 74% of Velasquez K-2 students are on or above reading levels as measured by GRA. During the 2022-2023 school year, a part-time tutor was hired to provide instructional support to K-5th grade students to fill academic gaps. Every 6 weeks, our PLC includes Wildcat Watch to discuss the needs of our students who are receiving Tier 2 and Tier 3 instruction.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** 4th grade students underperformed in Math as compared to district data **Root Cause:** Due to lack of intentional small group planning and progress monitoring, students experienced a lack of accountability, individualized instruction and direct, timely feedback regarding academic performance.

**Problem Statement 2 (Prioritized):** 5th grade students underperformed in Science as compared to district data **Root Cause:** Lack of science instruction in K-4

# School Processes & Programs

## School Processes & Programs Summary

Through weekly content planning through campus and district expectations, weekly PLCs, nine week vertical team meetings, we will continue the work of improving and refining Tier 1 instruction for all students.

Administrators, instructional coaches, and teacher leaders utilize Wildcat Watch Meetings to analyze data; discuss academic, social, and emotional needs of students; and determine next steps to ensure success for all students.

Learning walks will continue with a focus on our problem of practice: Asking higher level questions and student discourse (coaching students to use complete sentences with academic language).

The Multi-tiered Student Support (MTSS) is used to support and meet academic, behavioral and social-emotional needs of diverse learners.

## School Processes & Programs Strengths

Velasquez Elementary students have one to one technology access. Positive Behavior Intervention and Support was implemented with fidelity. Experienced instructional coaches supported teachers using the Impact Coaching cycle and Get Better Faster. Small group times were non-negotiable, instructional and small group times were visible in every classroom, and learning walks were conducted to ensure consistency. Operation Reset, campus positive based incentive program was implemented the last month of school to reward positive student behavior with tangible items. Solution focused notes were implemented to help build relationships, focus on conflict-resolution and promote student accountability. Character Counts Initiative was implemented daily through morning announcements, bulletin board displays, student recognition (character paws) and monthly lessons provided by the school counselor.

# Perceptions

## Perceptions Summary

For the 2023-2024 school year, we retained 3 of the 5 new staff members from the previous year (60%). This year 12 new staff members joined Velasquez Elementary. Professional development is strategically planned to ensure onboarding of new staff to acclimate them into the Velasquez culture and pride of our Wildcat Creed and Motto.

Motto: "We Never, Never, Never Give Up!"

Creed: Wildcats, show your paws: Pride in all we do, Always stay true, Work, learn, do your best. Strive for Success. ROAR!

Our vision is "**High Expectations: Every Wildcat, Every Day!**"

We believe that all students within our diverse population are unique and WILL BE successful. Velasquez Elementary School commits to guiding ALL students towards academic and behavior excellence. To reach this goal, our school - community partnership will provide a child-centered instructional program within a safe, creative environment. Together, we will maintain accountability for measurable results and continued growth through the three C's: collaboration, communication, and curriculum.

Results of our campus climate survey:

- 90% of parents who completed The School Quality survey strongly agree or agree that high learning standards are set for their student at school.
  - 94% of parents who completed The School Quality survey strongly agree or agree that their child is safe while at school.
  - 82% of parents who completed The School Quality survey strongly agree or agree that teachers are available to discuss their student's learning needs.
- 
- 95% of staff who completed The School Quality survey strongly agree or agree that high learning standards are set for all students at school.
  - 98% of staff who completed The School Quality survey strongly agree or agree that students are safe at school.
  - 91% of staff who completed The School Quality survey strongly agree or agree they feel respected and supported by the principal and other administrators at this school.



# Priority Problem Statements

**Problem Statement 1:** Academic gaps, along with behavior challenges exist due to the lack of school experience for some students.

**Root Cause 1:** Building relationships with various levels of teachers and students is a continual process. We will continue to implement solution focused conversations and social emotional learning.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** 5th grade students underperformed in Science as compared to district data

**Root Cause 2:** Lack of science instruction in K-4

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** 4th grade students underperformed in Math as compared to district data

**Root Cause 3:** Due to lack of intentional small group planning and progress monitoring, students experienced a lack of accountability, individualized instruction and direct, timely feedback regarding academic performance.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Not all demographic populations have achieved all their full potential academically or behaviorally.

**Root Cause 4:** A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

**Problem Statement 4 Areas:** Demographics

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

## 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool

## Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

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

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- T-PESS data

**Parent/Community Data**

- Parent surveys and/or other feedback

**Support Systems and Other Data**

- Organizational structure data

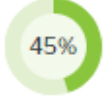
# Goals




**Goal 1:** Goal 1: By June 2024, K-2 students will have an average of 80% on level or above reading level on the GRA. The percent of 3rd-5th grade students that score meets grade level or above on STAAR (Reading, Math, Science) assessments will increase from 49% to 55% by June 2024.

**Performance Objective 1:** The percent of 3rd - 5th grade students that scored "Meets Grade Level or Above" on the 2024 STAAR will increase from 52% to 60% as compared to the 22-23 Reading STAAR.

**HB3 Goal**

**Evaluation Data Sources:** Campus based assessments, district assessments, classroom walkthroughs

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers and staff will participate in professional development using The Next Step's Forward in Guided Reading and GRA data to extend learning and implementation of small groups. CORE team conduct learning walks to ensure accountability and implementation of guided reading small group instruction using The Next Steps Forward in Guided Reading leveled rubrics.</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth in reading and writing and teacher effectiveness in the implementation of small groups.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Instructional Coaches, District Coaches, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative		
	Nov	Feb	June
		 45%	

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Instructional Coaches provide support for collaborative planning using the four essential questions for planning to monitor level of rigor and alignment to TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> Intentional planning that focuses on rigor, student discourse and engagement, and TEKS alignment.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Instructional Coaches</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levels:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> - 199 PIC 30 State SCE Title I-A, Schoolwide Activit</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Teachers and leadership team will disaggregate data to ensure all sub pops are meeting the meets target goals (44% Reading and 46% Math).</p> <p><b>Strategy's Expected Result/Impact:</b> Closing the Achievement gap in sub populations by 5%</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levels:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> The Site Based Committee will utilize all possible funding sources to increase student achievement in reading and math and STAAR performance</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement in reading and math STAAR performance</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Instructional Coaches, Teachers</p> <p><b>Title I:</b> 2.4</p> <p>- <b>ESF Levels:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2</p> <p><b>Funding Sources:</b> Instructional materials - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$2,000</p>	Formative		
	Nov	Feb	June
			



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:**

**Demographics**

**Problem Statement 1:** Not all demographic populations have achieved all their full potential academically or behaviorally. **Root Cause:** A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

**Problem Statement 2:** Academic gaps, along with behavior challenges exist due to the lack of school experience for some students. **Root Cause:** Building relationships with various levels of teachers and students is a continual process. We will continue to implement solution focused conversations and social emotional learning.

**Student Learning**



**Problem Statement 1:** 4th grade students underperformed in Math as compared to district data **Root Cause:** Due to lack of intentional small group planning and progress monitoring, students experienced a lack of accountability, individualized instruction and direct, timely feedback regarding academic performance.







**Goal 1:** Goal 1: By June 2024, K-2 students will have an average of 80% on level or above reading level on the GRA. The percent of 3rd-5th grade students that score meets grade level or above on STAAR (Reading, Math, Science) assessments will increase from 49% to 55% by June 2024.

**Performance Objective 2:** To implement the Science of Reading and balanced literacy instruction in all ELAR classrooms.

**HB3 Goal**

**Evaluation Data Sources:** Campus based assessments, district assessments, classroom walkthroughs

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Monitor the effective use of Heggerty in grades PK-2 and UFLI phonics program in K-2 to enhance phonics and phonemic awareness.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement in Reading and teacher self-efficacy in teaching phonic instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Instructional Coaches, District Coach</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$77,565.33</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers implement ELAR small group binders using the campus created guided reading checklist to show evidence of implementation and track student growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student growth goals in Reading and Writing.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Instructional Coaches, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Teachers engage in professional development meetings once per nine weeks.</p> <p><b>Strategy's Expected Result/Impact:</b> Professional development of effective reading and writing strategies across grade levels to increase student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Instructional Coaches, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> All PK-5 teachers will implement writing through all content areas that is aligned with district curriculum. Learning walks will be conducted to ensure fidelity of writing in classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved foundational writing skills to positively impact extended constructed responses, short constructed response, and claim-evidence-reasoning response.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Assistant Principal, Instructional Coaches, Counselor</p> <p><b>Title I:</b> 2.4, 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
		N/A	
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Teachers utilize intervention time, the Teacher Created Materials resource for grades 2-5, Heggerty intervention phonemic awareness in grades PK-2, and UFLI phonics program in K-2 to meet academic needs of all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth in reading and writing and teacher effectiveness in the implementation of small groups.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Instructional Coaches, District Coaches, Teachers</p> <p><b>Title I:</b> 2.4</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			






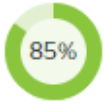




**Goal 1:** Goal 1: By June 2024, K-2 students will have an average of 80% on level or above reading level on the GRA. The percent of 3rd-5th grade students that score meets grade level or above on STAAR (Reading, Math, Science) assessments will increase from 49% to 55% by June 2024.

**Performance Objective 3:** The percentage of 3rd-5th grade students scoring "Meets Grade Level or Above" on the 2024 STAAR Math will increase by 10% as compared to the 22-23 Math STAAR.

**HB3 Goal**

**Evaluation Data Sources:** Campus based assessments, district assessments, classroom walkthroughs



Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide quality Tier 1 instruction through an increased focus on Guided Math in all PK-5th math classes by way of professional development, lesson planning, teaching and modeling by the Instructional Coach, emphasis on Number Talks in K-5th and providing teachers with opportunities to observe colleagues conducting Guided Math lessons. CORE team conduct learning walks to ensure accountability and implementation of guided math small group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve quality Tier 1 instruction and student achievement in Math.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Instructional Coach, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Instructional Coach - 211 Title I, Part A - \$84,900</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will follow the Concrete-Representation-Abstract (CRA) approach to teaching mathematics by providing students with concrete experiences, visual models, and abstract experiences during whole group, small group, and workstations.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement in numeracy, math vocabulary and grade level TEKS.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Instructional Coach, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			






Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Increase use of data driven instructional strategies, utilization of higher order questioning strategies, formative assessments, and student discourse during Tier 1 instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth and achievement in math.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Math Coach, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Fourth grade Math teachers will engage in blended learning professional development and implement strategies learned to increase student accountability.</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth and achievement in Math.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach, Administrators, District Digital Learning Specialist</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1:** Goal 1: By June 2024, K-2 students will have an average of 80% on level or above reading level on the GRA. The percent of 3rd-5th grade students that score meets grade level or above on STAAR (Reading, Math, Science) assessments will increase from 49% to 55% by June 2024.

**Performance Objective 4:** The percentage of 5th grade students scoring "Meets Grade Level or Above" on the 2024 STAAR Science will increase by 10% as compared to the 22-23 Science STAAR.

**Evaluation Data Sources:** Campus based assessments, district assessments, classroom walkthroughs

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> K-5 Science teachers will plan and execute lessons according to district curriculum/roadmaps and 5E model.</p> <p><b>Strategy's Expected Result/Impact:</b> To increase student achievement and growth in Science.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Coaches, Teachers</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>-</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> K-5 Science teachers will provide hands-on activities and science lab experiments for all students according to following district recommendations: K-1 grade 80% of instructional time; 2-3 grade 60% of instructional time; and 4-5 grade 50% of instructional time. Teachers will intentionally link the hands-on activities with the online assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> To increase student engagement and academic discourse through science experiments.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Instructional Coaches, Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> K-5 Science teachers provide academic vocabulary in Science daily through lesson planning and utilizing Science StemScopes, hands on explorations, and a variety of formative assessments using the Page Keeley books.</p> <p><b>Strategy's Expected Result/Impact:</b> To increase student academic vocabulary and student growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Instructional Coaches, Teachers</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 4 Problem Statements:**





Student Learning
<p><b>Problem Statement 2:</b> 5th grade students underperformed in Science as compared to district data <b>Root Cause:</b> Lack of science instruction in K-4</p>

**Goal 1:** Goal 1: By June 2024, K-2 students will have an average of 80% on level or above reading level on the GRA. The percent of 3rd-5th grade students that score meets grade level or above on STAAR (Reading, Math, Science) assessments will increase from 49% to 55% by June 2024.

**Performance Objective 5:** Emergent Bilingual (EB) in grades K-5 will grow in the areas of Listening, Speaking, Reading, and Writing by at least one proficiency level as compared to the 22-23 TELPAS ratings.

**Evaluation Data Sources:** TELPAS assessment


Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> K-5 teachers apply the seven steps to build a language rich interactive classroom into lessons weekly.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement and academic discourse, build teacher efficacy in teaching Emergent Bilingual (EBs).</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Instructional Coach, District Coach, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Emergent Bilingual Coach provide modeling and coaching of sheltered instruction strategies (sentence stems, academic vocabulary, visuals, 7 steps to build a language rich interactive classroom).</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth and achievement in Tier I instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Instructional Coach, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>







Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Instructional Coach will participate in weekly planning meetings and guide planning to incorporate necessary elements to encourage student discourse using the four point speaking rubric and including effective questioning, vocabulary, sentence stems and paragraph frames.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student discourse</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Instructional Coach, teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</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 1:** Goal 1: By June 2024, K-2 students will have an average of 80% on level or above reading level on the GRA. The percent of 3rd-5th grade students that score meets grade level or above on STAAR (Reading, Math, Science) assessments will increase from 49% to 55% by June 2024.

**Performance Objective 6:** Provide additional intervention opportunities for identified students.

**Evaluation Data Sources:** Formative and summative student achievement data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The campus will identify students in grades K-5th who are most at risk of not demonstrating mastery of skills to attend campus based tutorials with a part-time academic tutor and/or classroom teacher.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement in targeted remediated skills.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Coaches</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Tutors and tutoring supplies - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$5,524</p>	Formative		
	Nov	Feb	June
		 40%	
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide and implement intervention strategies to achieve expected grade level standards in Grades 3rd-5th including Emergent Bilingual and Special Education population using the Progress Learning online intervention program.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement for all student populations.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Instructional Coaches, Teachers, Special Education Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Instructional materials - 199 PIC 25 State Bilingual/ESL - \$2,310</p>	Formative		
	Nov	Feb	June



Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> PLC Collaboration meetings will be held with grade level teams in K-5 immediately following district assessments to analyze student performance and determine need.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve tiered instruction and student academic growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Instructional Coaches, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> All teachers will provide targeted interventions in reading and math during the campus MTSS intervention time (Wildcat Time). Teachers and Instructional leadership team will monitor progress during Wildcat time, walkthroughs, and utilizing their progress monitoring document to adjust goals if needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Student academic growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Instructional Coaches, Teachers</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			










**Goal 2:** 90% or greater of 3rd-5th grade students at Velasquez Elementary will strongly agree or agree that they feel safe in school as evidenced by the social emotional learning screener by June 2024.

**Performance Objective 1:** Each grade level will implement and support character education, school wide PBIS and the social-emotional needs of students.

**Evaluation Data Sources:** Student discipline data, teacher observations, counselor social-emotional survey data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The counselor supported by administration and staff will lead students in the implementation of Character Counts through classroom guidance lessons, campus wide activities (Friday Circle, Red Ribbon Week, No Place for Hate, etc.) and specific strategies shared in monthly newsletters.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in students exhibiting great character and reinforcing their confidence to do well in all academic areas.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Leadership Team, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Counselor and Assistant Principal will conduct staff development to implement Solution Focused conversations and support the social-emotional wellness of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will become critical thinkers and problem solvers. Decrease in-school and out of school suspensions by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal, Counselor</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> School counselor will provide group and individual counseling sessions to meet the social-emotional needs of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to use strategies from counseling sessions to meet their social-emotional needs.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal, Counselor</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Engage students in extracurricular clubs/organizations including but not limited to UIL, Science, Art, Music, Student Council, and Athletics to give students experiences they can use for academic growth, achievement, and to provide all students with a well-round education.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased learning outcomes for all students</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>Title I:</b> 2.5</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</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 address students' social-emotional needs through the 6 character traits to foster student academic and behavior growth by encouraging students to set goals in all subject areas. One student per grade level who exhibit the monthly character trait will be acknowledged by staff. Students picture and profile will be displayed in a common area and on social media.</p> <p><b>Strategy's Expected Result/Impact:</b> Students exhibiting great character and reinforcing their confidence to do well in school. Decrease number of in-school and out of school suspensions by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal, Counselor</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**







## Demographics

**Problem Statement 2:** Academic gaps, along with behavior challenges exist due to the lack of school experience for some students. **Root Cause:** Building relationships with various levels of teachers and students is a continual process. We will continue to implement solution focused conversations and social emotional learning.

**Goal 3:** Highly effective professional learning communities will be utilized as a vehicle for examining the campus and individual student progress. As a result, intervention opportunities for students receiving special education will be targeted in more focused ways, resulting in a 5% decrease in failures in special education.




**Performance Objective 1:** Develop and train Kindergarten through 5th grade core content teachers and Special Education teachers on effective PLC planning and implementation.

**Evaluation Data Sources:** Grade level PLC agendas, student progress reports/report cards, data binders

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Grade level teams will meet regularly in PLC meetings to share expertise in improving instructional practices resulting in academic reteaching, quality interventions, and /or acceleration of learning of all Sped students</p> <p><b>Strategy's Expected Result/Impact:</b> Individualized Sped student progress and decreased failure rates</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Special Education Teachers, Instructional Coaches, ESL Coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Instructional and ESL Coaches will model with small group of students, coach teachers utilizing tools such as Swivls, Impact Cycle checklists, Get Better Faster principles, etc., and facilitate weekly planning sessions.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement in targeted remediated skills. By using the Swivl teachers and coaches will be able to use videos to reflect on instructional practices such as classroom management and or engagement in order to identify goals and coaching needs.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Instructional Coaches, ESL Coach</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3:** Highly effective professional learning communities will be utilized as a vehicle for examining the campus and individual student progress. As a result, intervention opportunities for students receiving special education will be targeted in more focused ways, resulting in a 5% decrease in failures in special education.

**Performance Objective 2:** Ensure all Kinder through 5th grade Special Education and General Education Teachers have additional intervention/remediation time for identified students. (Wildcat Intervention Time)

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> PLC meetings will be held with grade level teams in K-5 immediately following campus and district assessments to analyze student performance and determine interventions including tutoring.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement for all student populations, decrease Sped student failure rates.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Special Education Teachers, Literacy Coach, Academic Facilitator, Math Coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
		 90%	
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> All teachers will provide targeted interventions in reading and math during the campus MTSS intervention time (Wildcat Time), including the EB and Sped Ed population.</p> <p><b>Strategy's Expected Result/Impact:</b> Individualized improved Sped student progress and decreased failure rates.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Special Education Teachers, Literacy Coach, Academic Facilitator, Math Coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
		 90%	
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Review IEP's accommodations and progress report data for EB and SPED students each nine weeks to ensure accurate implementation and to make adjustments as needed based on data.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease the number of SPED failures by 5%</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
		 70%	



No Progress



Accomplished



Continue/Modify











Discontinue

**Goal 4:** Goal 4: During the 2023-2024 school year, Velasquez Elementary will continue to build a positive school culture that is aligned to the vision, mission and goals. As a result, there will be a 5% increase in the overall quality rating of an A or B of the school on the student, parent and staff climate survey.

**Performance Objective 1:** Teachers and staff will be provided with opportunities to increase their understanding of the TEKS and the delivery of rigorous lessons by attending professional development and engaging in learning walks to master high quality instruction.

**Evaluation Data Sources:** Campus and District Assessments, Walk-through feedback forms

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers and staff will gain an understanding of the purpose and structure of campus learning walks by attending staff development. Feedback will be provided to teachers based upon observations and self-reflective practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Student academic growth and increased teacher efficacy.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Leadership Team, Teachers</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Leadership team and teachers will participate in learning walks to ensure feedback is reflected on high quality instruction based on data results in the Fall and Spring semester.</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth and increased teacher efficacy.</p> <p><b>Staff Responsible for Monitoring:</b> CORE leadership team, Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
		N/A	



Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide on campus professional development opportunities on student engagement and discourse for leadership team, teachers, and staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth and increased teacher efficacy.</p> <p><b>Staff Responsible for Monitoring:</b> CORE leadership team, Teachers, Consultants</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> The three C's: Communicate, Collaborate, and Curriculum will be reiterated throughout the school year.</p> <p>Communicate - Effectively through staff meetings, emails, parent and staff newsletters, social media, staff handbook.</p> <p>Collaborate - Weekly planning, PLCs, data meetings, Wildcat Watch, learning walks, feedback via coaching and mentoring.</p> <p>Curriculum - Provide student engagement and academic discourse, and effective teaching strategies in lesson plans for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Safe school environment with clear, high expectations.</p> <p><b>Staff Responsible for Monitoring:</b> CORE leadership team, Teachers, and Staff</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Identify teachers in need of additional support in lesson planning, instruction, classroom management, and data analysis and provide customized support based on teacher need (this includes new teachers).</p> <p><b>Strategy's Expected Result/Impact:</b> Collective self-efficacy</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Literacy Coaches, Math Coach, ESL Coach, Counselor</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			








**Goal 4:** Goal 4: During the 2023-2024 school year, Velasquez Elementary will continue to build a positive school culture that is aligned to the vision, mission and goals. As a result, there will be a 5% increase in the overall quality rating of an A or B of the school on the student, parent and staff climate survey.

**Performance Objective 2:** Develop campus instructional leaders (Principal, Assistant Principal, Coaches, Counselor and Teacher Leaders) with clear roles and responsibilities.

**Evaluation Data Sources:** Review and Analyze Lesson plans, Weekly CORE team meetings, Monthly Team Leader Meetings, Coaching conversations with instructional leaders.




Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Target feedback to help develop the leadership skills of the assistant principal, coaches, counselor, librarian and teacher leaders.  <b>Strategy's Expected Result/Impact:</b> Increase leadership capacity  <b>Staff Responsible for Monitoring:</b> Principal, District Leaders</p> <p><b>TEA Priorities:</b>  Recruit, support, retain teachers and principals  - <b>ESF Levers:</b>  Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Weekly leadership team meeting will include review of walkthrough completion, walkthrough results, teacher support and analysis of data. Leadership team agenda and minutes include next steps.  <b>Strategy's Expected Result/Impact:</b> Increase leadership capacity and student growth  <b>Staff Responsible for Monitoring:</b> CORE leadership team</p> <p><b>ESF Levers:</b>  Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Weekly meetings between the Principal and Assistant Principal to focus on leadership and instruction.  <b>Strategy's Expected Result/Impact:</b> Develop leadership skills, calibrate expectations, improve teaching and learning  <b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>ESF Levers:</b>  Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			







Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> The Principal and Leadership team will consult with the Area Superintendent weekly through coaching meetings and learning walks.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve the quality of instruction through identifying specific target areas of growth for teachers and students</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Area Superintendent and District Leaders</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</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:** Goal 4: During the 2023-2024 school year, Velasquez Elementary will continue to build a positive school culture that is aligned to the vision, mission and goals. As a result, there will be a 5% increase in the overall quality rating of an A or B of the school on the student, parent and staff climate survey.

**Performance Objective 3:** Provide opportunities for student, staff, parent and community involvement to maintain a positive school culture.

**Evaluation Data Sources:** Flyers, Social Media Posts, Invitations for Documentation

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Conduct regular (monthly and at times more frequently depending on need) parent engagement events regarding school programming, school operations, and community building opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase involvement of families and community partners</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Teachers and Staff</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</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 increase campus communication to parents and the community through skylert and social media. Administration and teachers will send weekly parent newsletters that will include objectives taught, upcoming assessments, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will be informed of skills being taught in the classroom and opportunities for parental involvement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> The campus engages in a den celebration at the end of every 9 weeks.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase positive culture and build team work amongst the 4 dens: lions, cheetahs, panthers, and tigers</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators, CORE leadership team.</p> <p><b>Title I:</b> 2.6</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Campus wide implementation of the 10-20-30-40 award system in classrooms. Classroom teachers determine the prizes for each of the point intervals. Students have the choice to redeem their points weekly or save them for a bigger reward.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase positive school culture and behavior. Decrease office referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Conduct Parent engagement Title 3 event for Emergent Bilingual students with our color track (Maroon)</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent engagement</p> <p><b>Staff Responsible for Monitoring:</b> Emergent Bilingual Coach, Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

# State Compensatory

## Budget for Velasquez Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

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## Personnel for Velasquez Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Bridget Sanchez	Pre-Kindergarten Teacher	1

# Title I

## 1.1: Comprehensive Needs Assessment

Velasquez Elementary conducted a comprehensive needs assessment (CNA) . The CNA serves as the centerpiece of our planning process and the driving force most impacting the campus improvement plan. While data is gathered and analyzed throughout the year, a comprehensive effort is always made at the end of each school year. This year, administrators and teachers collected data in collaboration with teacher leaders and others. Root causes were identified, written as needs and reported to the site-based decision-making committee. The team was given time to reflect on the data and ask clarifying questions. When the team felt that all appropriate data had been disaggregated and analyzed, this step of the comprehensive needs assessment was finalized and written into the plan.

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

ur Site Based Decision Committee includes teachers, parents, business representatives, community members, and administrative personnel. In addition, we were sure to include members of the staff that were paraprofessionals and/or part of the special education and ESL departments. Site Based Decision Making Committee Members are listed in the committee section of this document.

## 2.2: Regular monitoring and revision

To remain current and relevant, the CIP will be revised for the 2022-23 school year and/or evaluated throughout the school year. Tentative Site Based Decision making meeting dates are as follows:

- October 26th
- November 30th
- January 25th
- February 22nd
- April 26th

## 2.3: Available to parents and community in an understandable format and language

To help parents be informed the campus will provide the following in English and Spanish for families: Campus Improvement Plan, Title 1 Compact, and the Parent and the Family Engagement Policy. These policies will be accessible in the following locations for parents and community members: campus website, the school's front office, at parent and family engagement activities, and in the State and Federal Programs Office at the district's administration building.

## 2.4: Opportunities for all children to meet State standards

Velasquez Elementary provides opportunities for all children to meet state standards through rigorous Tier 1 instruction, small group learning opportunities, online learning programs tailored to individual needs, etc.

## **2.5: Increased learning time and well-rounded education**

Velasquez Elementary maximizes the learning time by minimizing interruptions in the school day, structuring schedules to avoid breaks in the learning, and maximizing the use of the additional 15 minutes of the school day. We promote character counts, teacher and reinforce the Ron Clark essential 55 and target social-emotional learning through engaging students in solution focused conversations and conflict resolution.

## **2.6: Address needs of all students, particularly at-risk**

Tier I instruction is a focus for our campus and we use on campus professional development opportunities to increase the capacity of our teaching staff. We also use PLC and Wildcat Watch meetings to monitor student progress through the year. Students who are at risk are provided with additional Tier 2 and Tier 3 interventions and supports.

## **4.1: Develop and distribute Parent and Family Engagement Policy**

The Parent and Family Engagement Policy will be adopted and revised in the Fall of 2022. The Parent and Family Engagement Policy will be reviewed at Open House and again by the Family Engagement Committee. The policy will be available in English and Spanish, and it will be located on the campus website, the front office, and in the State and Federal Programs Office at the district administration building.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Elaine Harvey	Instructional Coach	Title 1 Personnel	1



# Site-Based Advisory Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Sherri Henry	Principal
Administrator	Amev Frazier	Assistant Principal
Non-classroom Professional	Martina Pope	Core team
Non-classroom Professional	Elaine Harvey	Core Team
Non-classroom Professional	Chelsea Kroll	Core Team
Non-classroom Professional	Patricia Greenwood	Counselor
Non-classroom Professional	Melody Logan	Librarian
Classroom Teacher	Betsy Dolan	Special Education representative
Classroom Teacher	Romannie Smith	Pre- K
Classroom Teacher	Traci Carballo	Kindergarten
Classroom Teacher	Vicky Reveles	1st grade
Classroom Teacher	Nikolee Ardoin	2nd grade
Classroom Teacher	Rikita Humphrey	3rd grade
Classroom Teacher	Megan Lagman	4th grade
Classroom Teacher	Savannah Ramirez	5th grade
Parent	Diana Adams	Parent
Parent	Jennifer Collins	Parent

# Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Instructional Coach		\$84,900.00
<b>Sub-Total</b>					\$84,900.00
<b>Budgeted Fund Source Amount</b>					\$84,900.00
<b>+/- Difference</b>					\$0.00
199 PIC 24 State Compensatory Ed (SCE) Accelerated					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00
199 PIC 30 State SCE Title I-A, Schoolwide Activit					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	4	Instructional materials		\$2,000.00
1	2	1			\$77,565.33
1	6	1	Tutors and tutoring supplies		\$5,524.00
<b>Sub-Total</b>					\$85,089.33
<b>Budgeted Fund Source Amount</b>					\$85,089.33
<b>+/- Difference</b>					\$0.00
199 PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	2	Instructional materials		\$2,310.00
<b>Sub-Total</b>					\$2,310.00
<b>Budgeted Fund Source Amount</b>					\$2,310.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$172,299.33

199 PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				<b>Grand Total Spent</b>	\$172,299.33
				<b>+/- Difference</b>	\$0.00