

Lamar Consolidated Independent School District

Velasquez Elementary

2022-2023 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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Goal 2: 90% or greater of 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 2023.	25
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.	27
Goal 4: Goal 4: During the 2022-2023 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.	29
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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 493 students. Enrollment data reveals the Hispanic student population continues to be the largest group with 40% followed by 30% White, 20% Black or African American, 5% Two or More Races, 4 % Asian, and .7% American Indian. 13% of our students are receiving ESL services, 19% of our students are served under the special education, and 58% are economically disadvantaged. Our mobility rate is 12%.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 4th grade students declined 7% in Meets for Math. **Root Cause:** Due to an unexpected loss of staff, students experienced instructional loss and had to adjust to learning with different substitutes until a long term substitute was assigned.

Problem Statement 2 (Prioritized): 5th grade students declined 5% in Approaches, Meets, and Masters for Science **Root Cause:** New 5th grade team, including first year teachers new to teaching Science

Student Learning

Student Learning Summary

2021-2022 STAAR Data

Reading	Campus	African American	Hispanic	White	Asian	SPED	Eco Dis	EL
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%

Math	Campus	African American	Hispanic	White	Asian	SPED	Eco Dis	EL
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%

5th Science	Campus	African American	Hispanic	White	Asian	SPED	Eco Dis	EL
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 2022)

Below Grade Level: 35%

On or Above Grade Level: 65%

1st Grade GRA (Spring 2022)

On or Above Grade Level: 51%

Below Grade Level: 49%

2nd Grade GRA (Spring 2022)

On or Above Grade Level: 80%

Below Grade Level: 20%

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School Processes & Programs

School Processes & Programs Summary

Through weekly content planning and monthly 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.

Instructional Rounds 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.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Compliance and consistency of structure and resources for Wildcat Intervention Time and P-16 program **Root Cause:** Changes in staffing last year.

Perceptions

Perceptions Summary

For the 2022-2023 school year, we retained 22 of the 23 new staff members from the previous year including the principal (96%). This year 7 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 "We Never, Never, Never Give Up!" 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 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.
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- 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: 4th grade students declined 7% in Meets for Math.

Root Cause 1: Due to an unexpected loss of staff, students experienced instructional loss and had to adjust to learning with different substitutes until a long term substitute was assigned.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 5th grade students declined 5% in Approaches, Meets, and Masters for Science

Root Cause 2: New 5th grade team, including first year teachers new to teaching Science

Problem Statement 2 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 2023, K-2 students will have an average of 70% 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 2023.

Goal 1 (B): The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 59% to a cumulative increase of 64% by June 2024.

Goal 1 (C): The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 54% to a cumulative increase of 70% by June 2024.





Performance Objective 1: The percent of 3rd - 5th grade students that scored "Meets Grade Level or Above" on the 2023 STAAR will increase from 52% to 60% as compared to the 21-22 Reading STAAR.

HB3 Goal

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 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.</p> <p>Strategy's Expected Result/Impact: Student growth in reading and writing and teacher effectiveness in the implementation of small groups.</p> <p>Staff Responsible for Monitoring: Principals, Instructional Coaches, District Coaches, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers utilize PLC, intervention time, the teacher created materials resource for grades 2-5, and Heggerty intervention phonemic awareness in grades K-1 to differentiate instruction to meet academic needs of all students.</p> <p>Strategy's Expected Result/Impact: Student growth in reading and writing and teacher effectiveness in the implementation of small groups.</p> <p>Staff Responsible for Monitoring: Principals, Instructional Coaches, District Coaches, Teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 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>Strategy's Expected Result/Impact: Intentional planning that focuses on rigor, student discourse and engagement, and TEKS alignment.</p> <p>Staff Responsible for Monitoring: Principals, Instructional Coaches</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 PIX 30 State SCE Title I-A, Schoolwide Activit</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: 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>Strategy's Expected Result/Impact: Vertical alignment of effective reading strategies improve across grade levels.</p> <p>Staff Responsible for Monitoring: Principals, Instructional Coaches, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: 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>Strategy's Expected Result/Impact: Closing the Achievement gap in sub populations by 5%</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: The Site Based Committee will utilize all possible funding sources to increase student achievement in reading and math and STAAR performance</p> <p>Strategy's Expected Result/Impact: Increase student achievement in reading and math STAAR performance</p> <p>Staff Responsible for Monitoring: Principals, Instructional Coaches, Teachers</p> <p>Title I: 2.4</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional materials - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$2,000</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Goal 1: By June 2023, K-2 students will have an average of 70% 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 2023.

Goal 1 (B): The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 59% to a cumulative increase of 64% by June 2024.





Goal 1 (C): The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 54% to a cumulative increase of 70% by June 2024.

Performance Objective 2: To improve balanced literacy instruction in all ELAR classrooms to at or above grade level.

HB3 Goal

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Monitor the effective use of Heggerty and Units of Study Phonics to enhance phonics and phonemic awareness instruction in grades K-2.</p> <p>Strategy's Expected Result/Impact: Increase student achievement in Reading and teacher self-efficacy in teaching phonic instruction.</p> <p>Staff Responsible for Monitoring: Principals, Instructional Coaches, District Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers implement ELAR small group binders using the campus created guided reading checklist to show evidence of implementation and track student growth.</p> <p>Strategy's Expected Result/Impact: Increase student growth goals in Reading and Writing.</p> <p>Staff Responsible for Monitoring: Principals, Instructional Coaches, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers engage in vertical alignment meetings once per nine weeks.</p> <p>Strategy's Expected Result/Impact: Vertical alignment of effective reading and writing strategies across grade levels to increase student achievement.</p> <p>Staff Responsible for Monitoring: Principals, Instructional Coaches, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
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



Goal 1 (C): The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 54% to a cumulative increase of 70% by June 2024.

Performance Objective 3: The percentage of 3rd-5th grade students scoring "Meets Grade Level or Above" on the 2023 STAAR Math will increase by 10% as compared to the 21-22 Math STAAR.

HB3 Goal

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 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 PK-5th and providing teachers with opportunities to observe colleagues conducting Guided Math lessons.</p> <p>Strategy's Expected Result/Impact: Improve quality Tier 1 instruction and student achievement in Math.</p> <p>Staff Responsible for Monitoring: Principals, Instructional Coach, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 Title I, Part A - \$72,800</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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>Strategy's Expected Result/Impact: Increase student achievement in numeracy, math vocabulary and grade level TEKS.</p> <p>Staff Responsible for Monitoring: Principals, Instructional Coach, Teachers</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Increased utilization of higher order questioning strategies.</p> <p>Strategy's Expected Result/Impact: Increase student academic discourse and engagement, student growth in math.</p> <p>Staff Responsible for Monitoring: Principals, Instructional Coach, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Increase use of data driven instructional strategies, including formative assessments, developed during grade level PLCs and lesson planning.</p> <p>Strategy's Expected Result/Impact: Student growth and achievement in math.</p> <p>Staff Responsible for Monitoring: Principals, Math Coach, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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Goal 1 (C): The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 54% to a cumulative increase of 70% by June 2024.

Performance Objective 4: The percentage of 5th grade students scoring "Meets Grade Level or Above" on the 2023 STAAR Science will increase by 10% as compared to the 21-22 Science STAAR.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Science teachers will plan and execute lessons according to district curriculum/roadmaps and 5E model.</p> <p>Strategy's Expected Result/Impact: To increase student achievement and growth in Science.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coaches, Teachers</p> <p>ESF Levers: Lever 4: High-Quality Curriculum</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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.</p> <p>Strategy's Expected Result/Impact: To increase student engagement and academic discourse through science experiments.</p> <p>Staff Responsible for Monitoring: Principals, Instructional Coaches, Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide academic vocabulary in Science daily through lesson planning and utilizing Science StemScopes, hands on explorations, and formative assessments.</p> <p>Strategy's Expected Result/Impact: To increase student academic vocabulary and student growth.</p> <p>Staff Responsible for Monitoring: Principals, Instructional Coaches, Teachers</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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



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Goal 1 (C): The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 54% to a cumulative increase of 70% 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 21-22 TELPAS ratings.

Evaluation Data Sources: TELPAS assessment

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

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 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>Strategy's Expected Result/Impact: Increase in student discourse</p> <p>Staff Responsible for Monitoring: Principals, Instructional Coach, teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
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



Goal 1 (B): The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 59% to a cumulative increase of 64% by June 2024.

Goal 1 (C): The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 54% to a cumulative increase of 70% 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>Strategy 1: The campus will employ a part-time academic tutor to support the needs of those students most at risk of not demonstrating mastery of skills taught.</p> <p>Strategy's Expected Result/Impact: Increase student achievement in targeted remediated skills.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coaches</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Tutors and tutoring supplies - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$5,821</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Identified students in grades 3rd-5th who are most at risk of not demonstrating mastery of skills taught will attend campus based tutorials.</p> <p>Strategy's Expected Result/Impact: Increase student achievement in targeted remediated skills.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coaches, Teachers</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide and implement intervention strategies to achieve expected grade level standards in Grades 3rd-5th including Emergent Bilingual and Special Education population.</p> <p>Strategy's Expected Result/Impact: Increase student achievement for all student populations.</p> <p>Staff Responsible for Monitoring: Principals, Instructional Coaches, Teachers, Special Education Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional materials - 199 PIC 25 State Bilingual/ESL - \$2,310</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: 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>Strategy's Expected Result/Impact: Improve tiered instruction and student academic growth.</p> <p>Staff Responsible for Monitoring: Principals, Instructional Coaches, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: All teachers will provide targeted interventions in reading, math and/or science during the campus MTSS intervention time (Wildcat Time).</p> <p>Strategy's Expected Result/Impact: Student academic growth.</p> <p>Staff Responsible for Monitoring: Principals, Instructional Coaches, Teachers</p> <p>ESF Levers: 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 1: Goal 1: By June 2023, K-2 students will have an average of 70% 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 2023.

Goal 1 (B): The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 59% to a cumulative increase of 64% by June 2024.

Goal 1 (C): The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 54% to a cumulative increase of 70% by June 2024.

Performance Objective 7: The percentage of students that are on track will increase by 10% on the CLI Engage Assessment by June 2023.

Evaluation Data Sources: CLI engage data





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Pre- K teachers will engage in district professional development which will increase their content knowledge on phonemic awareness and phonics instruction.</p> <p>Strategy's Expected Result/Impact: Students will show increased proficiency on the CLI engage data</p> <p>Staff Responsible for Monitoring: Principals, Instructional Coaches, Pre-K teachers, and Pre-K Aides.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Pre-K Personnel - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$96,814</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: 90% or greater of 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 2023.

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>Strategy 1: 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>Strategy's Expected Result/Impact: Increase in students exhibiting great character and reinforcing their confidence to do well in all academic areas.</p> <p>Staff Responsible for Monitoring: Principals, Leadership Team, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Counselor and Assistant Principal will conduct staff development to support the use of Solution Focused conversations to support the social-emotional wellness of students.</p> <p>Strategy's Expected Result/Impact: Students will become critical thinkers and problem solvers. Decrease in-school and out of school suspensions by 10%.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: School counselor will provide group and individual counseling sessions to meet the social-emotional needs of students.</p> <p>Strategy's Expected Result/Impact: Students will be able to use strategies from counseling sessions to meet their social-emotional needs.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Engage students in extracurricular clubs/organizations including but not limited to UIL, Science, Art, Music 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>Strategy's Expected Result/Impact: Increased learning outcomes for all students</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Teachers will address students' social-emotional needs through the 6 character traits to foster student academic growth by encouraging students to set academic goals in all subject areas. Students who exhibit 1 or more of the 6 character traits will be acknowledged by the Core Team members with a "Character Paw." Students will place their character paws in their grade level buckets for a drawing. Weekly winners will be acknowledged with a certificate and 9 weeks winners will be rewarded with prizes. Students will have their pictures taken and be acknowledged on social media.</p> <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Assistant Principal, Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Goal 3: 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>Strategy 1: 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>Strategy's Expected Result/Impact: Individualized Sped student progress and decreased failure rates</p> <p>Staff Responsible for Monitoring: Principals, Special Education Teachers, Instructional Coaches, ESL Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Instructional and ESL Coaches will model with small group of students, coach teachers, and facilitate weekly planning sessions.</p> <p>Strategy's Expected Result/Impact: Increase student achievement in targeted remediated skills</p> <p>Staff Responsible for Monitoring: Principals, Instructional Coaches, ESL Coach</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
 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.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Increase student achievement for all student populations, decrease Sped student failure rates.</p> <p>Staff Responsible for Monitoring: Principals, Special Education Teachers, Literacy Coach, Academic Facilitator, Math Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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>Strategy's Expected Result/Impact: Individualized improved Sped student progress and decreased failure rates.</p> <p>Staff Responsible for Monitoring: Principals, Special Education Teachers, Literacy Coach, Academic Facilitator, Math Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 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>Strategy's Expected Result/Impact: Decrease the number of SPED failures by 5%</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Goal 4: During the 2022-2023 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 and/or Instructional Rounds to master high quality instruction.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers and staff will gain an understanding of the purpose and structure of campus learning walks and the Instructional Round framework by attending staff development. Feedback will be provided to teachers based upon observations and self-reflective practices.</p> <p>Strategy's Expected Result/Impact: Student academic growth and increased teacher efficacy.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team, Teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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>Strategy's Expected Result/Impact: Student growth and increased teacher efficacy.</p> <p>Staff Responsible for Monitoring: CORE leadership team, Teachers</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide on campus professional development opportunities on student engagement and discourse for leadership team, teachers, and staff.</p> <p>Strategy's Expected Result/Impact: Student growth and increased teacher efficacy.</p> <p>Staff Responsible for Monitoring: CORE leadership team, Teachers, Consultants</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: 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>Strategy's Expected Result/Impact: Safe school environment with clear, high expectations.</p> <p>Staff Responsible for Monitoring: CORE leadership team, Teachers, and Staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: 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>Strategy's Expected Result/Impact: Collective self-efficacy</p> <p>Staff Responsible for Monitoring: Principals, Literacy Coaches, Math Coach, ESL Coach, Counselor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</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 2022-2023 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>Strategy 1: Target feedback to help develop the leadership skills of the assistant principal, coaches, counselor, librarian and teacher leaders. Strategy's Expected Result/Impact: Increase leadership capacity Staff Responsible for Monitoring: Principal, District Leaders</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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. Strategy's Expected Result/Impact: Increase leadership capacity and student growth Staff Responsible for Monitoring: CORE leadership team</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Weekly meetings between the Principal and Assistant Principal to focus on leadership and instruction. Strategy's Expected Result/Impact: Develop leadership skills, calibrate expectations, improve teaching and learning Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The Principal and Leadership team will consult with the Area Superintendent weekly through coaching meetings and learning walks.</p> <p>Strategy's Expected Result/Impact: Improve the quality of instruction through identifying specific target areas of growth for teachers and students</p> <p>Staff Responsible for Monitoring: Principal, Area Superintendent and District Leaders</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: Goal 4: During the 2022-2023 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>Strategy 1: 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>Strategy's Expected Result/Impact: Increase involvement of families and community partners</p> <p>Staff Responsible for Monitoring: Principals, Teachers and Staff</p> <p>Title I: 4.1, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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>Strategy's Expected Result/Impact: Parents will be informed of skills being taught in the classroom and opportunities for parental involvement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

State Compensatory

Budget for Velasquez Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 3

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>
Candance Young	Pre K Aide	1
Diane Lybarger	Pre-K Aide	1
Kelly Dennis	Pre K Aide	1

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

Committee Role	Name	Position
Administrator	Sherri Henry	Principal
Administrator	Amey 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			\$72,800.00
Sub-Total					\$72,800.00
Budgeted Fund Source Amount					\$72,800.00
+/- Difference					\$0.00
199 PIC 24 State Compensatory Ed (SCE) Accelerated					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Instructional materials		\$2,000.00
1	6	1	Tutors and tutoring supplies		\$5,821.00
1	7	1	Pre-K Personnel		\$96,814.00
Sub-Total					\$104,635.00
Budgeted Fund Source Amount					\$104,635.00
+/- Difference					\$0.00
199 PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	3	Instructional materials		\$2,310.00
Sub-Total					\$2,310.00
Budgeted Fund Source Amount					\$2,310.00
+/- Difference					\$0.00
Grand Total Budgeted					\$179,745.00
Grand Total Spent					\$179,745.00
+/- Difference					\$0.00