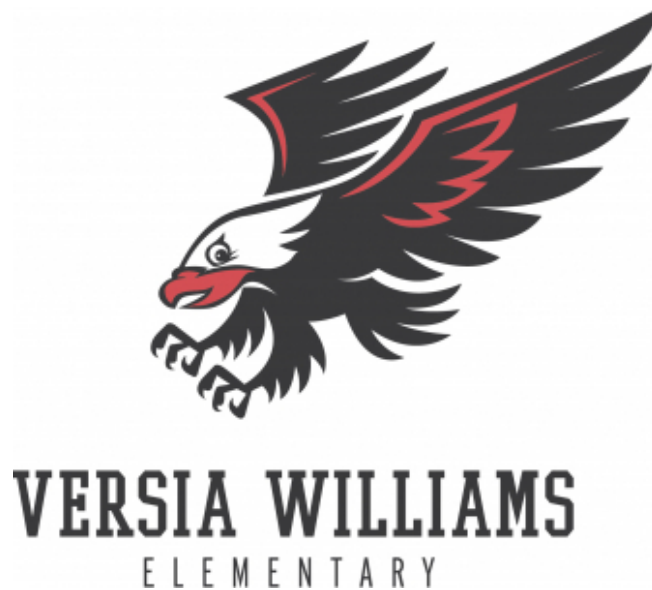


Fort Worth Independent School District

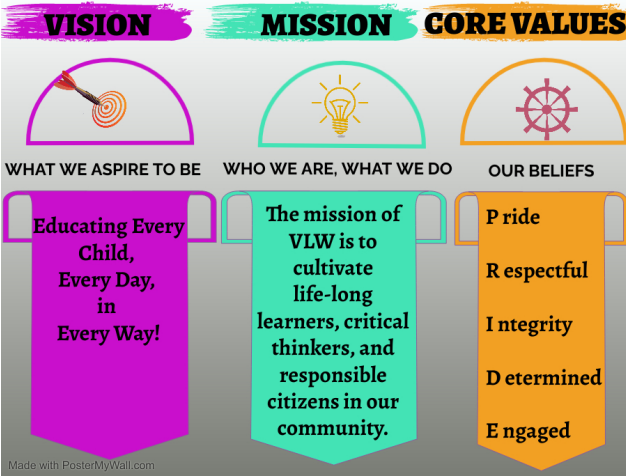
159 Versia Williams Elementary School

2023-2024 Improvement Plan

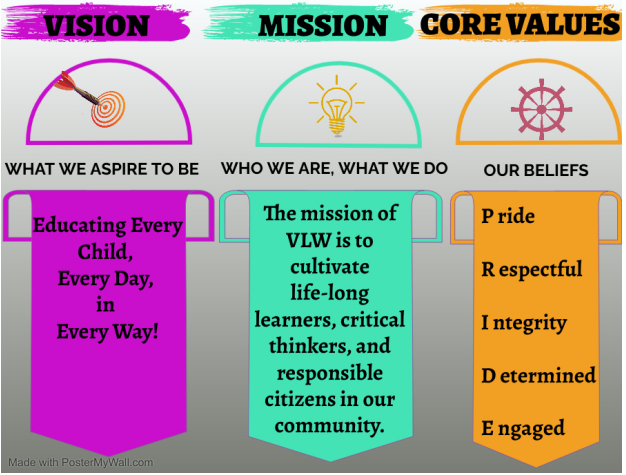
Accountability Rating: B



Mission Statement



Vision



Value Statement

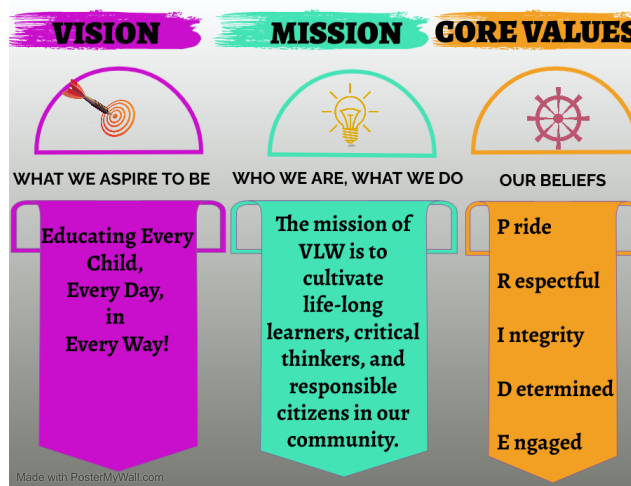


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Comprehensive Needs Assessment

Revised/Approved: April 27, 2023

Demographics

Demographics Summary

Versia L. Williams was originally named Riverside Public School. It was relocated in 1954 to Baurline Street and renamed in honor of a long-time educator and principal. Versia L. Williams is a Title I Dual Language campus in the heart of the Carter Riverside Pyramid. Our enrollment consists of 311 Pre-K thru 5th grade and two ECSE (Early Childhood Student Education) classes with a diverse student population of 86% Hispanic, 10% African American, 4% White, and 1% other. Our campus offers a great sense of community connection by promoting a nurturing environment. Many of our students come from multi-generational households whose parents also attended Versia L. Williams.

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		85	B
Student Achievement		56	Not Rated: Senate Bill 1365
STAAR Performance	30	56	
College, Career and Military Readiness			
Graduation Rate			
School Progress		89	B
Academic Growth	87	89	B
Relative Performance (Eco Dis: 94.5%)	30	58	Not Rated: Senate Bill 1365
Closing the Gaps	63	74	C

	Campus	District	State		Campus	District	State
Attendance Rate (2020-21)				Class Size Averages by Grade or Subject			
	91.8%	92.8%	95.0%	Elementary			
Enrollment by Race/Ethnicity				Kindergarten	17.7	17.7	18.7
African American	9.7%	20.5%	12.8%	Grade 1	11.1	17.7	18.7
Hispanic	86.1%	64.8%	52.8%	Grade 2	15.7	17.5	18.6
White	3.2%	11.1%	26.3%	Grade 3	13.8	17.7	18.7
American Indian	0.0%	0.1%	0.3%	Grade 4	15.4	17.8	18.8
Asian	0.0%	1.6%	4.8%	Grade 5	20.0	19.0	20.2
Pacific Islander	0.0%	0.1%	0.2%	Grade 6	-	13.9	19.2
Two or More Races	1.0%	1.8%	2.9%	Secondary			
Enrollment by Student Group				English/Language Arts	-	12.1	16.3
Economically Disadvantaged	94.5%	85.2%	60.7%	Foreign Languages	-	12.6	18.4
Special Education	14.9%	10.7%	11.6%	Mathematics	-	12.2	17.5
Emergent Bilingual/EL	59.5%	37.6%	21.7%	Science	-	13.3	18.5
Mobility Rate (2020-21)				Social Studies	-	15.0	19.1
	22.7%	16.5%	13.6%				

Demographics Strengths

Programs: Versia L. Williams has various programs at our school that meet the varying needs of our students. We provide services in bilingual/ESL, gifted and talented, special education, dyslexia, and fine arts. All of the programs align with our belief that all students can learn when their differentiating needs and interests are considered. VLW has maintained an average enrollment of 310-320 in the past two years. We are a close-knit community without feeder Carter Riverside Pyramid and neighboring elementary schools.

Discipline: Versia L. Williams teachers trained in restorative discipline practices and PBIS, which leads to having an approach to classroom management through the lens of these three areas: **connection, consistency, and compassion**. Therefore, we have minimal discipline referrals.

Grade Attendance Rates- 2022-2023 (According to 22-2023 ADQ Cycle Report)

See Addendums

Student Breakdown: Student needs VLW has various programs at our school that meet the varying needs of our students. We provide services in bilingual/ESL, gifted and talented, special education, dyslexia, and fine arts. All of these programs align with our belief that all students can learn when their differentiating needs and interests are considered. The students who are failing or at risk of failing to tend to be chronically absent.

Ethnic Distribution:		
African American	30	9.7%
Hispanic	266	86.1%
White	10	3.2%
American Indian	0	0.0%
Asian	0	0.0%
Pacific Islander	0	0.0%
Two or More Races	3	1.0%
Sex:		
Female	136	44.0%
Male	173	56.0%
Economically Disadvantaged		
Economically Disadvantaged	292	94.5%
Non-Educationally Disadvantaged	17	5.5%
Section 504 Students	13	4.2%
EB Students/EL	184	59.5%
Students w/ Disciplinary Placements (2020-21)	0	0.0%

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	17.7	17.7	18.7
Grade 1	11.1	17.7	18.7
Grade 2	15.7	17.5	18.6
Grade 3	13.8	17.7	18.7
Grade 4	15.4	17.8	18.8
Grade 5	20.0	19.0	20.2

Our Staff based on the 2021-22 TARP:

Teachers by Ethnicity:		
African American	3.0	13.3%
Hispanic	9.5	42.1%
White	10.0	44.5%
American Indian	0.0	0.0%
Asian	0.0	0.0%
Pacific Islander	0.0	0.0%
Two or More Races	0.0	0.0%
Teachers by Sex:		
Males	3.0	13.3%
Females	19.5	86.7%
Teachers by Highest Degree Held:		
No Degree	0.0	0.0%
Bachelors	13.5	59.9%
Masters	8.9	39.6%
Doctorate	0.1	0.5%
Teachers by Years of Experience:		
Beginning Teachers	2.0	8.9%
1-5 Years Experience	7.0	31.1%
6-10 Years Experience	1.9	8.5%
11-20 Years Experience	9.6	42.6%
21-30 Years Experience	2.0	8.9%
Over 30 Years Experience	0.0	0.0%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Diverse student population, which brings awareness and sensitivity to diversity. **Root Cause:** Lack of training opportunities for staff to meet the needs of our diverse student population and their parents.

Problem Statement 2 (Prioritized): Our records show that 3.2% of the students were identified as students with dyslexia compared to the national average of 15% and the district's 5%. **Root Cause:** The testing process is not a priority as it takes longer than a year due to the transition from 504 to special education which causes a major delay.

Problem Statement 3 (Prioritized): Subgroups of LEP/ED students struggle with language with a 59% acquisition and vocabulary growth, which is necessary for improved reading performance. **Root Cause:** A clear/precise planning of strategies is required to effectively train and implement ELPS and content-based literacy strategies during Tier 1 instruction.

Student Learning

Student Learning Summary

Student Learning: Versia L. Williams Elementary has been rated as a B campus in our state accountability system. Our overall score in 2021-2022 was an 85%, and in 2018-2019 our overall score was 74%. State Assessments Our STAAR Results are as follows: Student Achievement 56; School Progress an 89; Closing the Gaps-74. Schools were not rated during the 2019-20 and 2020-21 school year, however below is the table that shows the STAAR performance rates by subject and performance level for VLW are as follows:

READING: All Students

Grade Level	Approaches%	Meets%	Masters%
Third Grade	47%	21%	2%
Fourth Grade	53%	33%	14%
Fifth Grade	69%	33%	19%

MATH: All Students

GradeLevel	Approaches%	Meets%	Masters%
Third Grade	40%	19%	9%
Fourth Grade	44%	16%	5%
Fifth Grade	65%	28%	6%

Student Learning Strengths

MAP MATH EOY:

See Addendums

MAP READING ENGLISH EOY:

See Addendums

MAP READING SPANISH EOY:

See Addendums

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 26% of students in grades Kinder- 5th Grade are working below GL based on K-5 Lexia data as of April 2023. **Root Cause:** Teachers have a greater need for professional development opportunities to focus on implementing interventions strategies that reach all students, especially struggling students.

Problem Statement 2 (Prioritized): Based on the MOY Fluency data, 48%(English) and 75%(Spanish) of students in Kinder - 3rd grade are working on foundational skills in English reading. **Root Cause:** Teachers do not have a deep understanding of analyzing data to implement lessons to teach students how to read. Students do not have access to Spanish readers/books/online programs to make connections in their learning and practice.

Problem Statement 3 (Prioritized): Subgroups of LEP/ED students struggle with language with a 59% acquisition and vocabulary growth, which is necessary for improved reading performance. **Root Cause:** A clear/precise planning of strategies is required to effectively train and implement ELPS and content-based literacy strategies during Tier 1 instruction.

Problem Statement 4 (Prioritized): Our records show that 3.2% of the students were identified as students with dyslexia compared to the national average of 15% and the district's 5%. **Root Cause:** The testing process is not a priority as it takes longer than a year due to the transition from 504 to special education which causes a major delay.

School Processes & Programs

School Processes & Programs Summary

Our campus develops instructional leaders by fostering a culture of continuous education. Several staff members are enrolled in a masters and doctoral programs. Administrators offer an open door policy where teachers can meet and discuss areas to improve and concerns. All instructional leaders have clear roles and responsibilities. Committees are led by staff members and overseen by a grade level lead.

- New to campus/New Hires are teamed with a mentor teacher to support and guide as needed on campus.
- Monthly Mentor Meetings which include PD on given topics or teacher requests have been scheduled throughout the year.
- On-campus instructional Coach in Math and Reading has a caseload of 9 teachers who will be assisted using the Kiano district system.
- Weekly content PLCs for all teachers targeted in Data, Planning, and Best Practices have been scheduled throughout the year which will focus on Tier 1 instruction and acceleration.
- Internalization and Planning PLCs on the districts' new curriculum Reading Amplify and Eureka Math.

Programs According to the 2021 TAPR Report:

Economically Disadvantaged	292	94.5%
Non-Educationally Disadvantaged	17	5.5%
Section 504 Students	13	4.2%
EB Students/EL	184	59.5%
Students w/ Disciplinary Placements (2020-21)	0	0.0%

	Campus	
Student Information	Count	Percent
Students w/ Dyslexia	10	3.2%
Foster Care	0	0.0%
Homeless	9	2.9%
Immigrant	13	4.2%
Migrant	0	0.0%
Title I	309	100.0%
Military Connected	5	1.6%
At-Risk	276	89.3%
Students by Instructional Program:		
Bilingual/ESL Education	176	57.0%
Career and Technical Education	0	0.0%
Career and Technical Education (9-12 grades only)	0	0.0%
Gifted and Talented Education	15	4.9%
Special Education	46	14.9%
Students with Disabilities by Type of Primary Disability:		
Total Students with Disabilities	46	
By Type of Primary Disability		
Students with Intellectual Disabilities	12	26.1%
Students with Physical Disabilities	18	39.1%
Students with Autism	11	23.9%
Students with Behavioral Disabilities	*	*
Students with Non-Categorical Early Childhood	*	*

Mobility (2020-21):		
Total Mobile Students	69	22.7%
By Ethnicity:		
African American	21	6.9%
Hispanic	39	12.8%
White	3	1.0%
American Indian	1	0.3%
Asian	0	0.0%
Pacific Islander	0	0.0%
Two or More Races	5	1.6%
Count and Percent of Special Ed Students who are Mobile	10	24.4%
Count and Percent of EB Students/EL who are Mobile	18	11.1%
Count and Percent of Econ Dis Students who are Mobile	68	23.4%
Student Attrition (2020-21):		
Total Student Attrition	71	23.8%

School Processes & Programs Strengths

School Processes: The master schedule is built so that grade levels have planning at the same time to facilitate collaborative common planning. Teachers meet weekly during PLC's to discuss planning, teaching, data, student work, and lesson internalization-modeling. Students are able to receive intervention during, after school and Saturday school. The after school program serves to provide intervention and enrichment to selected students. Summer school is offered yearly to low 25% identified students either for intervention or enrichment. Systems are in place to minimize interruptions during the instructional schedule.

- There is a one-to-one technology distribution for elementary students.
- Lesson plans and instructional objectives are data-driven as VLW follows the Amplify and Eureka scope and sequence.
- VLW is held to a schedule and expected to be on track with lesson plans that are located in binders, google drive, google site.
- Objectives are posted in classrooms with a "by" statement and monitored daily.
- Weekly TTESS focus are monitored and documented in Strive during walkthroughs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 26% of students in grades Kinder- 5th Grade are working below GL based on K-5 Lexia data as of April 2023. **Root Cause:** Teachers have a greater need for professional development opportunities to focus on implementing interventions strategies that reach all students, especially struggling students.

Problem Statement 2 (Prioritized): Based on the MOY Fluency data, 48%(English) and 75%(Spanish) of students in Kinder - 3rd grade are working on foundational skills in English reading. **Root Cause:** Teachers do not have a deep understanding of analyzing data to implement lessons to teach students how to read. Students do not have access to Spanish readers/books/online programs to make connections in their learning and practice.

Problem Statement 3 (Prioritized): PK-5th grade average daily attendance percentage is 94.8% for the 2022-22 first semester which is lower than the 97% campus goal. **Root Cause:** Systems for building strong relationships and parent outreach on the importance of school attendance and approved reasons to keep children at home.

Problem Statement 4 (Prioritized): Our records show that 3.2% of the students were identified as students with dyslexia compared to the national average of 15% and the district's 5%. **Root Cause:** The testing process is not a priority as it takes longer than a year due to the transition from 504 to special education which causes a major delay.

Problem Statement 5 (Prioritized): Diverse student population, which brings awareness and sensitivity to diversity. **Root Cause:** Lack of training opportunities for staff to meet the needs of our diverse student population and their parents.

Problem Statement 6 (Prioritized): Subgroups of LEP/ED students struggle with language with a 59% acquisition and vocabulary growth, which is necessary for improved reading performance. **Root Cause:** A clear/precise planning of strategies is required to effectively train and implement ELPS and content-based literacy strategies during Tier 1 instruction.

Perceptions

Perceptions Summary

Attendance: Attendance for Versia L. Williams Elementary is an area that needs improvement. Our attendance data is as follows:

See Addendums

2021-2022 Chronic Absenteeism Rates (Will be updated)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Chronic Absenteeism													
2020-21	15.0%	24.4%	27.7%	39.6%	23.2%	40.0%	*	-	-	*	31.7%	25.8%	13.7%
2019-20	6.7%	7.3%	4.7%	11.9%	2.4%	12.5%	-	-	-	*	2.4%	5.1%	1.1%

Discipline: Discipline is handled by school administrators. Conflict is reduced by applying and monitoring PBIS and TBRI strategies. Identified students are given mentors that promote positive relationships and social skills such as interacting with others.

Teacher Turnover: The turnover rate has been low for the past three years.

Perceptions Strengths

Parent and Community Engagement Strengths: Parents are more engaged in understanding the progress of their children than in previous years.

School Culture and Climate: VLW provides a warm and welcoming environment. Parents and community members are welcomed and encouraged to participate in the educational process through a variety of avenues. Staff retention remains high. SBDM committee includes parents and community members, business representatives, teachers, and administrators as prescribed by the Texas Education Agency (TEA) and Board Policy.

School Culture and Climate Strengths: Restorative Practice implementation has led to low% student discipline. Visual displays to celebrate student achievement and behavioral success. VLW implements an Eagle Bucks Store System to foster academic achievements and good character.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Utilize all resources to increase parental participation(social media, parent portal, newsletters, blackboards, PTA membership). **Root Cause:** Lack of communication, notification of campus initiatives and progress.

Problem Statement 2 (Prioritized): Diverse student population, which brings awareness and sensitivity to diversity. **Root Cause:** Lack of training opportunities for staff to meet the needs of our diverse student population and their parents.

Problem Statement 3 (Prioritized): Based on the MOY Fluency data, 48%(English) and 75%(Spanish) of students in Kinder - 3rd grade are working on foundational skills in English reading. **Root Cause:** Teachers do not have a deep understanding of analyzing data to implement lessons to teach students how to read. Students do not have access to Spanish readers/books/online programs to make connections in their learning and practice.

Problem Statement 4 (Prioritized): PK-5th grade average daily attendance percentage is 94.8% for the 2022-22 first semester which is lower than the 97% campus goal. **Root Cause:** Systems for building strong relationships and parent outreach on the importance of school attendance and approved reasons to keep children at home.

Priority Problem Statements

Problem Statement 1: 26% of students in grades Kinder- 5th Grade are working below GL based on K-5 Lexia data as of April 2023.

Root Cause 1: Teachers have a greater need for professional development opportunities to focus on implementing interventions strategies that reach all students, especially struggling students.

Problem Statement 1 Areas: Student Learning - School Processes & Programs

Problem Statement 2: Our records show that 3.2% of the students were identified as students with dyslexia compared to the national average of 15% and the district's 5%.

Root Cause 2: The testing process is not a priority as it takes longer than a year due to the transition from 504 to special education which causes a major delay.

Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 3: Based on the MOY Fluency data, 48%(English) and 75%(Spanish) of students in Kinder - 3rd grade are working on foundational skills in English reading.

Root Cause 3: Teachers do not have a deep understanding of analyzing data to implement lessons to teach students how to read. Students do not have access to Spanish readers/ books/online programs to make connections in their learning and practice.

Problem Statement 3 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 4: Subgroups of LEP/ED students struggle with language with a 59% acquisition and vocabulary growth, which is necessary for improved reading performance.

Root Cause 4: A clear/precise planning of strategies is required to effectively train and implement ELPS and content-based literacy strategies during Tier 1 instruction.

Problem Statement 4 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 5: PK-5th grade average daily attendance percentage is 94.8% for the 2022-22 first semester which is lower than the 97% campus goal.

Root Cause 5: Systems for building strong relationships and parent outreach on the importance of school attendance and approved reasons to keep children at home.

Problem Statement 5 Areas: School Processes & Programs - Perceptions

Problem Statement 6: Diverse student population, which brings awareness and sensitivity to diversity.

Root Cause 6: Lack of training opportunities for staff to meet the needs of our diverse student population and their parents.

Problem Statement 6 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 7: Utilize all resources to increase parental participation(social media, parent portal, newsletters, blackboards, PTA membership).

Root Cause 7: Lack of communication, notification of campus initiatives and progress.

Problem Statement 7 Areas: Perceptions

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
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-P ESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

District Goals

Revised/Approved: June 6, 2023

District Goal 1: Increase the percentage of 3rd-grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2023.

School Performance Objective 1: *Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 100% to 100% by May 2024.

*Maintain the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 95% to 100% by May 2024.

*Maintain the percentage of ELL students from 100% to 100% by May 2024.

Evaluation Data Sources: Circle Assessment

Strategy 1: PreK teachers will engage in professional development and backward planning. There will be a focus on alignment with the new curriculum and Circle tested items.

Strategy's Expected Result/Impact: 100% of the students will demonstrate phonological awareness (letter/sound recognition to blend and make up words) through the usage of the district curriculum in English and Spanish.

Staff Responsible for Monitoring: Teachers, Title I Teacher, Administrators, Instructional Coach

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Conduct walkthroughs and coaching conversations to ensure accountability in the implementation of the Prek curriculum Intended Audience: Prek Teachers and TAs Provider / Presenter / Person Responsible: Teacher/Administrators/Title I FES/Instructinal Coach Date(s) / Timeframe: Ongoing Collaborating Departments: Early Childhood De[artment Delivery Method: In-Person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Ensure PLCs are regularly scheduled to develop engaging and rigorous lessons based on student needs with district-intervention approved resources (Estrellita/Neuhaus) and data with PreK teachers using the gradual release model and assessment aligned with the FWISD curriculum phonological awareness. Intended Audience: Administration, Instructional Coach, Teachers Provider / Presenter / Person Responsible: Administration, Instructional Coach, Teachers, Title FES Date(s) / Timeframe: Ongoing Collaborating Departments: Early Childhood Dept. and ECSE specialists Delivery Method: In-Person	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 26% of students in grades Kinder- 5th Grade are working below GL based on K-5 Lexia data as of April 2023. Root Cause: Teachers have a greater need for professional development opportunities to focus on implementing interventions strategies that reach all students, especially struggling students.
School Processes & Programs
Problem Statement 1: 26% of students in grades Kinder- 5th Grade are working below GL based on K-5 Lexia data as of April 2023. Root Cause: Teachers have a greater need for professional development opportunities to focus on implementing interventions strategies that reach all students, especially struggling students.

District Goal 1: Increase the percentage of 3rd-grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2023.

School Performance Objective 2: *Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed growth expectations on key MAP Fluency indicators in English from 51% to 55% by May 2024.

*Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed Meet growth expectations on key MAP Fluency indicators in Spanish from 41% to 45% by May 2024.

*Increase the percentage of Economically Disadvantaged (ED) from 41% to 45% by May 2024.

High Priority

Strategy 1: Provide on-campus professional development for K-2 teachers to refine schoolwide fluency phonics instruction.

Strategy's Expected Result/Impact: Increases student achievement in Reading and teacher self-efficacy in teaching phonics instruction.

Staff Responsible for Monitoring: Teachers, Title I Teacher, Administrators, Instructional Coach

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 2 - School Processes & Programs 2 - Perceptions 3

Action Step 1 Details	Reviews			
Action Step 1: A MAP data wall will be in each classroom to display students' patterns of growth and achievement, set goals, and self-regulate. Intended Audience: Teachers, Title I Teachers, Administrators, Instructional Coach Provider / Presenter / Person Responsible: Administrators, Instructional Coach, and Teachers Date(s) / Timeframe: Ongoing Delivery Method: In-Person/Virtual	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Increase the use of data-driven instructional strategies developed during vertical PLCs and lesson planning. Intended Audience: Teachers, Title I Teachers, Administrators, Instructional Coach Provider / Presenter / Person Responsible: Teachers, Administrators, Instructional Coach, Title I FES Date(s) / Timeframe: Ongoing Delivery Method: In-Person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: Weekly meetings between the ILT(Instructional Leadership Team) to focus on leadership and instruction. Develop leadership skills, calibrate expectations, and improve teaching and learning. Intended Audience: Teachers, ILT Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: Ongoing Delivery Method: In-Person	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Based on the MOY Fluency data, 48%(English) and 75%(Spanish) of students in Kinder - 3rd grade are working on foundational skills in English reading. Root Cause: Teachers do not have a deep understanding of analyzing data to implement lessons to teach students how to read. Students do not have access to Spanish readers/ books/online programs to make connections in their learning and practice.
School Processes & Programs
Problem Statement 2: Based on the MOY Fluency data, 48%(English) and 75%(Spanish) of students in Kinder - 3rd grade are working on foundational skills in English reading. Root Cause: Teachers do not have a deep understanding of analyzing data to implement lessons to teach students how to read. Students do not have access to Spanish readers/ books/online programs to make connections in their learning and practice.
Perceptions
Problem Statement 3: Based on the MOY Fluency data, 48%(English) and 75%(Spanish) of students in Kinder - 3rd grade are working on foundational skills in English reading. Root Cause: Teachers do not have a deep understanding of analyzing data to implement lessons to teach students how to read. Students do not have access to Spanish readers/ books/online programs to make connections in their learning and practice.

District Goal 1: Increase the percentage of 3rd-grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2023.

School Performance Objective 3: *Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 48% to 53% by May 2024.

*Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 48% to 53% by May 2024.

*Increase the percentage of Economically Disadvantaged (ED) students from 47% to 52% by May 2024.

Strategy 1: We will hire a degreed Title I teacher to conduct interventions and track data based on MAP Growth in English and Spanish for Kinder-5th students.

Strategy's Expected Result/Impact: Meet or exceed projected growth on MAP Growth Reading in English from 48% to 53% by May 2024.
Meet or exceed projected growth on MAP Growth Reading in Spanish from 48% to 53% by May 2024.

Staff Responsible for Monitoring: Administrators, MTSS administrators, Instructional Coach, and Teachers, and Title I FES

Title I:

2.4, 2.6

- **TEA Priorities:**





Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Problem Statements: Demographics 3 - Student Learning 3 - School Processes & Programs 6

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: The campus will employ a Title I Teacher to support (pull out/push in) the needs of those students not demonstrating mastery according to the MAP, LEXIA, and Dreambox data in addition to students below grade level. Intended Audience: Teachers, Title I FES, and Instructional Coach Provider / Presenter / Person Responsible: Title I FES and Instructional Coach Date(s) / Timeframe: Ongoing Collaborating Departments: Teaching and Learning Delivery Method: In-Person Funding Sources: - Title I (211) - 211-11-6119-04E-159-30-510-000000-24F10 - \$66,000				

Action Step 2 Details	Reviews			
Action Step 2: Literacy Coach and Title I FES will provide lesson modeling Amplify Internalization for effective reading and writing strategies across grade levels to increase student achievement. Intended Audience: Teachers, Instructional Leadership Team Provider / Presenter / Person Responsible: Instructional Coaches, Title I FES, and Administrators. Date(s) / Timeframe: Ongoing Collaborating Departments: Literacy Department Delivery Method: In-Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Purchase reading materials/supplies to ensure all students have access to intervention materials including Emergent Bilingual and Special Educations population. Intended Audience: Teachers and Title I FES Provider / Presenter / Person Responsible: Title I FES, Instructional Coach and Teachers Date(s) / Timeframe: Ongoing Delivery Method: In-Person Funding Sources: - Title I (211) - 211-11-6329-04E-159-30-510-000000-24F10 - \$2,943.36, - SPED (199 PIC 23) - - \$4,767	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: Subgroups of LEP/ED students struggle with language with a 59% acquisition and vocabulary growth, which is necessary for improved reading performance. Root Cause: A clear/precise planning of strategies is required to effectively train and implement ELPS and content-based literacy strategies during Tier 1 instruction.
Student Learning
Problem Statement 3: Subgroups of LEP/ED students struggle with language with a 59% acquisition and vocabulary growth, which is necessary for improved reading performance. Root Cause: A clear/precise planning of strategies is required to effectively train and implement ELPS and content-based literacy strategies during Tier 1 instruction.
School Processes & Programs
Problem Statement 6: Subgroups of LEP/ED students struggle with language with a 59% acquisition and vocabulary growth, which is necessary for improved reading performance. Root Cause: A clear/precise planning of strategies is required to effectively train and implement ELPS and content-based literacy strategies during Tier 1 instruction.

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Math from 95% to 100% by May 2023. Maintain the percentage of African American, ED, ELL, and SE students from 100% to 100% by May 2023.

High Priority

Evaluation Data Sources: Circle Math

Strategy 1: Instructional monitoring systems will be implemented to track student growth for Pk. Systems will be established and monitored where students are tracking their progress, teachers are tracking progress in the classroom and administrators are holding individual conferences regarding all students' progress or lack of.

Strategy's Expected Result/Impact: Weekly administrative meetings agenda and minutes which will include actionable feedback to teachers.

Staff Responsible for Monitoring: Administrators, Instructional Coach, and Title I FES.

Title I:

2.4, 2.5





- **TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 3 - Student Learning 3 - School Processes & Programs 6

Action Step 1 Details		Reviews			
Action Step 1: BOY, MOY, and EOY parent meetings will be held to set expectations and monitor student progress throughout the school year. Intended Audience: Teachers, Parents, Admonistrators Provider / Presenter / Person Responsible: Teachers and Administrators Date(s) / Timeframe: BOY, MOY and EOY Delivery Method: In-Person		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

School Performance Objective 1 Problem Statements:

Demographics

Problem Statement 3: Subgroups of LEP/ED students struggle with language with a 59% acquisition and vocabulary growth, which is necessary for improved reading performance. **Root Cause:** A clear/precise planning of strategies is required to effectively train and implement ELPS and content-based literacy strategies during Tier 1 instruction.

Student Learning

Problem Statement 3: Subgroups of LEP/ED students struggle with language with a 59% acquisition and vocabulary growth, which is necessary for improved reading performance. **Root Cause:** A clear/precise planning of strategies is required to effectively train and implement ELPS and content-based literacy strategies during Tier 1 instruction.

School Processes & Programs

Problem Statement 6: Subgroups of LEP/ED students struggle with language with a 59% acquisition and vocabulary growth, which is necessary for improved reading performance. **Root Cause:** A clear/precise planning of strategies is required to effectively train and implement ELPS and content-based literacy strategies during Tier 1 instruction.

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 2: Increase the percentage of Kinder students who score On Track on TX-KEA Math In English from 73% to 78% by May 2024.

Increase the percentage of Kinder students who score On Track on TX-KEA Math In Spanish from 41% to 46% by May 2024.

Increase the percentage of Economically Disadvantaged students from 36% to 43% by May 2024.

Evaluation Data Sources: TX-KEA

Strategy 1: Monitoring of MAP, district assessments tracking tools for data PLCs. Leadership team and teachers will meet and analyze student progress , lesson plans, data tracking and coaching best practices.

Strategy's Expected Result/Impact: Leadership will have specific schedules for monitoring lesson plans, and meet after every district or state assessment to provide timely feedback to teachers.

Staff Responsible for Monitoring: Administrators, Instructional Coach, Title I FES, and teachers

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**





Improve low-performing schools

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 2 - School Processes & Programs 2 - Perceptions 3

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: The leadership team will meet weekly to calibrate calendars, instructional priorities, teacher caseloads, and implementation of campus instruction focus. Intended Audience: Administrators, Instructional Coach, Title I FES, and teachers Provider / Presenter / Person Responsible: Administrators, Instructional Coach, Title I FES, and teachers Date(s) / Timeframe: On-going Delivery Method: In-Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Purchase an adaptive and individualized software for instructional use to build math fact fluency. Intended Audience: Students Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: Ongoing Delivery Method: In-Person Funding Sources: - SCE (199 PIC 24) - 199-11-6396-001-159-24-313-000000- - \$4,896	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Based on the MOY Fluency data, 48%(English) and 75%(Spanish) of students in Kinder - 3rd grade are working on foundational skills in English reading. Root Cause: Teachers do not have a deep understanding of analyzing data to implement lessons to teach students how to read. Students do not have access to Spanish readers/ books/online programs to make connections in their learning and practice.
School Processes & Programs
Problem Statement 2: Based on the MOY Fluency data, 48%(English) and 75%(Spanish) of students in Kinder - 3rd grade are working on foundational skills in English reading. Root Cause: Teachers do not have a deep understanding of analyzing data to implement lessons to teach students how to read. Students do not have access to Spanish readers/ books/online programs to make connections in their learning and practice.
Perceptions
Problem Statement 3: Based on the MOY Fluency data, 48%(English) and 75%(Spanish) of students in Kinder - 3rd grade are working on foundational skills in English reading. Root Cause: Teachers do not have a deep understanding of analyzing data to implement lessons to teach students how to read. Students do not have access to Spanish readers/ books/online programs to make connections in their learning and practice.

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 3: Increase the percentage of Kindergarten-Grade 5 students who Meet or Exceed projected growth on MAP Growth in English from 63% to 68% by May 2024.

Increase the percentage of AA students from 60% to 65% by May 2024.

Evaluation Data Sources: MAP Growth

Strategy 1: Provide Tier 1 instruction through an increase of focus on guided math in K-5th grade classes by way of professional development, lesson internalization, teaching, and modeling by the Title I Teacher and Instructional Coach.

Strategy's Expected Result/Impact: Improve Tier 1 instruction and student achievement in Math

Staff Responsible for Monitoring: Administrators, Teachers, Title I FES, and Instructional Coach

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 3 - Student Learning 2, 3 - School Processes & Programs 2, 6 - Perceptions 3

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Track weekly walkthroughs and feedback in Strive with a goal of 100% of the teaching achieving proficiency in Domains 2-3 based on the FWISD proration guide. Intended Audience: Teachers, administrators, instructional coach, and Title I Teacher Provider / Presenter / Person Responsible: Teachers/Administrators Date(s) / Timeframe: On-going Delivery Method: In-Person/Strive				

Action Step 2 Details	Reviews			
Action Step 2: Purchase supplies or resources for student classroom projects. Intended Audience: Students Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: Ongoing Collaborating Departments: GT Dept. Delivery Method: In person Funding Sources: - Gifted & Talented (199 PIC 21) - - \$173, - Title I (211) - 211-11-6399-04E-159-30-510-000000-24F10 - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

School Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: Subgroups of LEP/ED students struggle with language with a 59% acquisition and vocabulary growth, which is necessary for improved reading performance. Root Cause: A clear/precise planning of strategies is required to effectively train and implement ELPS and content-based literacy strategies during Tier 1 instruction.
Student Learning
Problem Statement 2: Based on the MOY Fluency data, 48%(English) and 75%(Spanish) of students in Kinder - 3rd grade are working on foundational skills in English reading. Root Cause: Teachers do not have a deep understanding of analyzing data to implement lessons to teach students how to read. Students do not have access to Spanish readers/ books/online programs to make connections in their learning and practice.
Problem Statement 3: Subgroups of LEP/ED students struggle with language with a 59% acquisition and vocabulary growth, which is necessary for improved reading performance. Root Cause: A clear/precise planning of strategies is required to effectively train and implement ELPS and content-based literacy strategies during Tier 1 instruction.
School Processes & Programs
Problem Statement 2: Based on the MOY Fluency data, 48%(English) and 75%(Spanish) of students in Kinder - 3rd grade are working on foundational skills in English reading. Root Cause: Teachers do not have a deep understanding of analyzing data to implement lessons to teach students how to read. Students do not have access to Spanish readers/ books/online programs to make connections in their learning and practice.
Problem Statement 6: Subgroups of LEP/ED students struggle with language with a 59% acquisition and vocabulary growth, which is necessary for improved reading performance. Root Cause: A clear/precise planning of strategies is required to effectively train and implement ELPS and content-based literacy strategies during Tier 1 instruction.
Perceptions
Problem Statement 3: Based on the MOY Fluency data, 48%(English) and 75%(Spanish) of students in Kinder - 3rd grade are working on foundational skills in English reading. Root Cause: Teachers do not have a deep understanding of analyzing data to implement lessons to teach students how to read. Students do not have access to Spanish readers/ books/online programs to make connections in their learning and practice.

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading in English from 36% to 40% by May 2023.

Increase the percentage of the Hispanic student group that is most marginalized by instruction on our campus (gender, race, program, other) from 9% to 14% by May 2023.

Evaluation Data Sources: STAAR

Strategy 1: Provide reading materials for EB students who are not meeting their TELPAS target goals.

Strategy's Expected Result/Impact: Increase TELPAS levels of a year's growth.

Staff Responsible for Monitoring: Teachers, ILT

Title I:

2.4, 2.6

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 3 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2, 6 - Perceptions 3

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Materials and supplies will be purchased for subpopulations bilingual. Intended Audience: Bilingual Students Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: Ongoing Collaborating Departments: Bilingual Department Delivery Method: In person Funding Sources: - BEA (199 PIC 25) - 199-11-6329-001-159-25-313-000000 - \$2,533				

Action Step 2 Details	Reviews			
Action Step 2: Afterschool Tutoring targeting reading and math in grades 3rd - 5th. Intended Audience: 3rd- 5th grade students Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: January- April Delivery Method: In-person Funding Sources: - Title I (211) - 211-11-6117-04E-159-30-510-000000-24F10 - \$6,086	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Subgroups of LEP/ED students struggle with language with a 59% acquisition and vocabulary growth, which is necessary for improved reading performance. Root Cause: A clear/precise planning of strategies is required to effectively train and implement ELPS and content-based literacy strategies during Tier 1 instruction.
Student Learning
Problem Statement 1: 26% of students in grades Kinder- 5th Grade are working below GL based on K-5 Lexia data as of April 2023. Root Cause: Teachers have a greater need for professional development opportunities to focus on implementing interventions strategies that reach all students, especially struggling students. Problem Statement 2: Based on the MOY Fluency data, 48%(English) and 75%(Spanish) of students in Kinder - 3rd grade are working on foundational skills in English reading. Root Cause: Teachers do not have a deep understanding of analyzing data to implement lessons to teach students how to read. Students do not have access to Spanish readers/ books/online programs to make connections in their learning and practice. Problem Statement 3: Subgroups of LEP/ED students struggle with language with a 59% acquisition and vocabulary growth, which is necessary for improved reading performance. Root Cause: A clear/precise planning of strategies is required to effectively train and implement ELPS and content-based literacy strategies during Tier 1 instruction.
School Processes & Programs
Problem Statement 1: 26% of students in grades Kinder- 5th Grade are working below GL based on K-5 Lexia data as of April 2023. Root Cause: Teachers have a greater need for professional development opportunities to focus on implementing interventions strategies that reach all students, especially struggling students. Problem Statement 2: Based on the MOY Fluency data, 48%(English) and 75%(Spanish) of students in Kinder - 3rd grade are working on foundational skills in English reading. Root Cause: Teachers do not have a deep understanding of analyzing data to implement lessons to teach students how to read. Students do not have access to Spanish readers/ books/online programs to make connections in their learning and practice. Problem Statement 6: Subgroups of LEP/ED students struggle with language with a 59% acquisition and vocabulary growth, which is necessary for improved reading performance. Root Cause: A clear/precise planning of strategies is required to effectively train and implement ELPS and content-based literacy strategies during Tier 1 instruction.

Perceptions

Problem Statement 3: Based on the MOY Fluency data, 48%(English) and 75%(Spanish) of students in Kinder - 3rd grade are working on foundational skills in English reading.

Root Cause: Teachers do not have a deep understanding of analyzing data to implement lessons to teach students how to read. Students do not have access to Spanish readers/books/online programs to make connections in their learning and practice.

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 21% to 14% by May 2023.

Increase the percentage of African American student group that is most marginalized by instruction on our campus (gender, race, program, other) from 8% to 13% by May 2023.

Evaluation Data Sources: STAAR

District Goal 4: During the 2023-24 school year, VLW will continue to build a positive school culture that is aligned with the vision and mission, and core values.

School Performance Objective 1: Teachers and staff will be provided with opportunities to increase their understanding of character traits and respect agreement with a biweekly focus.

Evaluation Data Sources: FOCUS MTSS and Referrals

Strategy 1: Create an incentive program(s) o promote or encourage specific actions or behavior in all student groups during a defined period of time.

Strategy's Expected Result/Impact: Motivate students to be more productive and create a feeling of pride and achievement in behavior, achievements, and character.

Staff Responsible for Monitoring: Teachers, Administrators, Counselors

Title I:

2.6

- TEA Priorities:





Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 3 - Perceptions 4

Action Step 1 Details	Reviews			
Action Step 1: Incentive programs are used to promote or encourage specific actions or behavior by a specific group of students during a defined period of time. 1. Attendance Incentives 2. Academic Achievement 3. Promoting Campus Initiatives Intended Audience: Students in grades Prek-5th grade Provider / Presenter / Person Responsible: Teachers, Administrators, Counselors Date(s) / Timeframe: Ongoing Delivery Method: In-person Funding Sources: - Title I (211) - 211-11-6499-04E-159-30-510-000000-24F10 - \$3,000	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

School Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 3: PK-5th grade average daily attendance percentage is 94.8% for the 2022-22 first semester which is lower than the 97% campus goal. Root Cause: Systems for building strong relationships and parent outreach on the importance of school attendance and approved reasons to keep children at home.
Perceptions
Problem Statement 4: PK-5th grade average daily attendance percentage is 94.8% for the 2022-22 first semester which is lower than the 97% campus goal. Root Cause: Systems for building strong relationships and parent outreach on the importance of school attendance and approved reasons to keep children at home.

District Goal 4: During the 2023-24 school year, VLW will continue to build a positive school culture that is aligned with the vision and mission, and core values.

School Performance Objective 2: Decrease the overall number of discipline referrals by school personnel from 18 to 5 by May 2023.
Decrease the number of discipline referrals of OSS and ISS from 6 to 0.

Evaluation Data Sources: FOCUS Discipline Report

District Goal 4: During the 2023-24 school year, VLW will continue to build a positive school culture that is aligned with the vision and mission, and core values.

School Performance Objective 3: Review IEPs, Case Loads, Accommodations and progress reports data for sub-populations every six weeks to ensure accurate implementations and to make adjustments as needed based on data.

Evaluation Data Sources: Easy IEP, 504, and Sped Case Loads

District Goal 4: During the 2023-24 school year, VLW will continue to build a positive school culture that is aligned with the vision and mission, and core values.

School Performance Objective 4: Conduct regular (monthly and at times more frequently depending on need) parent engagement events regarding school programming, school operations, and community-building opportunities. 30% to 50 by May 2024.

Evaluation Data Sources: Parent Participation Logs

Strategy 1: The campus will increase campus communication to parents and the community through Blackboard, social media, campus flyers, and personal phone calls. The administration/FES/Counselor will send monthly parent newsletters that will include upcoming events and assessments, etc.

Strategy's Expected Result/Impact: Parents will be informed of events and campus news as well as opportunities for parental involvement.

Staff Responsible for Monitoring: Administrators, Counselor, Family Engagement Specialist, and Teachers

Title I:

2.6, 4.1, 4.2

- TEA Priorities:





Recruit, support, retain teachers and principals

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Demographics 1 - School Processes & Programs 5 - Perceptions 2

Action Step 1 Details		Reviews			
Action Step 1: Purchase materials and resources to provide opportunities for students, staff, parents, and community involvement to maintain a positive school culture. 1. Campus Engagement Events 2. Promoting Student Achievements and Parental Involvement Intended Audience: Community, Teachers, Students Provider / Presenter / Person Responsible: Administrators, Family Engagement Specialist, Counselor Date(s) / Timeframe: Ongoing Collaborating Departments: Blue Zones Delivery Method: In-Person Funding Sources: - Title I (211) - 211-61-6499-04L-159-30-510-000000-24F10 - \$1,692		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Purchase snacks and materials to host parent engagement events and campus promotions. Intended Audience: Parents, Teachers, Students Provider / Presenter / Person Responsible: Administrators, Family Engagement Specialist, Counselor Date(s) / Timeframe: Ongoing Delivery Method: In-person Funding Sources: - Parent Engagement - 211-61-6499-04L-159-30-510-000000-24F10 - \$1,692	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Diverse student population, which brings awareness and sensitivity to diversity. Root Cause: Lack of training opportunities for staff to meet the needs of our diverse student population and their parents.
School Processes & Programs
Problem Statement 5: Diverse student population, which brings awareness and sensitivity to diversity. Root Cause: Lack of training opportunities for staff to meet the needs of our diverse student population and their parents.
Perceptions
Problem Statement 2: Diverse student population, which brings awareness and sensitivity to diversity. Root Cause: Lack of training opportunities for staff to meet the needs of our diverse student population and their parents.

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1		Title I Teacher	211-11-6119-04E-159-30-510-000000-24F10	\$66,000.00
1	3	1	3		Reading materials for classroom use	211-11-6329-04E-159-30-510-000000-24F10	\$2,943.36
2	3	1	2		Supplies and materials for instructional use	211-11-6399-04E-159-30-510-000000-24F10	\$1,000.00
3	1	1	2		Tutors with degree or certified	211-11-6117-04E-159-30-510-000000-24F10	\$6,086.00
4	1	1	1		Snacks or incentives for students	211-11-6499-04E-159-30-510-000000-24F10	\$3,000.00
4	4	1	1		Snacks for parents to promote participation	211-61-6499-04L-159-30-510-000000-24F10	\$1,692.00
Sub-Total							\$80,721.36
Budgeted Fund Source Amount							\$80,721.36
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	2	1	3		Technology for instructional use	199-11-6396-001-159-24-313-000000-	\$4,896.00
Sub-Total							\$4,896.00
Budgeted Fund Source Amount							\$4,896.00
+/- Difference							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	2		Snacks for Parents to promote participation	211-61-6499-04L-159-30-510-000000-24F10	\$1,692.00

Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Sub-Total							\$1,692.00
Budgeted Fund Source Amount							\$1,692.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1		Reading materials - instruction	199-11-6329-001-159-25-313-000000	\$2,533.00
Sub-Total							\$2,533.00
Budgeted Fund Source Amount							\$2,533.00
+/- Difference							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	1	2		GENERAL SUPPLIES		\$173.00
Sub-Total							\$173.00
Budgeted Fund Source Amount							\$173.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	3		INSTRUCTIONAL MATERIALS		\$4,767.00
Sub-Total							\$4,767.00
Budgeted Fund Source Amount							\$4,767.00
+/- Difference							\$0.00
Grand Total Budgeted							\$94,782.36
Grand Total Spent							\$94,782.36

SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
+/- Difference							\$0.00

Addendums

2022 - 2023 Attendance Rates - Sixth Six Weeks

159-Versia Williams ES

Grade	Ethnicity/Race	Cycle 1		Cycle 2		Cycle 3		Semester 1	Cycle 4		Cycle 5		Cycle 6		Semester 2	Year	
		N	%	N	%	N	%	%	N	%	N	%	N	%	%	N	%
PK	All Students	36	91.7	35	89.5	35	87.1	89.38	36	91.4	36	92.4	35	93.0			
	Hispanic	32	91.2	31	88.5	31	86.4	88.69	32	92.2	32	91.8	31	93.0			
	African American	4	95.5	4	96.7	4	92.2	94.67	4	84.8	4	97.7	4	92.6			
	LEP	18	93.6	17	89.1	17	89.0	90.70	19	93.9	19	92.9	19	93.6			
	SE	6	88.6	5	89.6	8	84.9	87.34	9	90.7	9	91.3	9	88.9			
KG	All Students	32	95.1	32	91.3	31	86.0	90.72	31	92.4	33	93.0	32	92.8			
	Hispanic	29	94.9	29	91.0	28	87.3	91.06	28	93.0	29	94.4	28	94.2			
	African American	3	96.4	3	94.2	3	73.6	87.50	3	87.0	3	82.3	3	80.4			
	Two or More										1	62.5	1	91.2			
	LEP	18	96.3	18	92.0	18	87.7	91.71	18	94.4	19	94.8	19	94.1			
	SE	5	93.6	5	88.7	5	81.6	87.98	4	87.0	4	85.2	4	86.0			
	LEP Not Served	1	96.4	1	78.3	1	93.1	90.00	1	95.7	1	96.9	1	97.1			
01	All Students	41	95.6	41	93.5	42	88.4	92.40	40	94.2	42	94.2	43	95.2			
	Hispanic	39	95.7	39	93.6	39	88.6	92.57	37	94.5	40	94.2	41	95.5			
	African American	2	92.9	2	91.3	2	84.5	89.38	2	89.1	2	93.8	2	89.7			
	White					1	90.0	90.00	1	100.0							
	LEP	22	96.3	23	94.7	23	88.5	93.03	24	96.4	25	96.1	26	98.1			
	SE	9	97.0	9	91.2	9	88.9	92.30	8	94.6	8	93.0	8	97.4			
	LEP Not Served	1	78.6	2	95.7	2	62.1	81.25	2	97.8	2	93.8	2	98.5			
02	All Students	51	96.4	52	94.5	53	89.7	93.45	54	92.7	55	95.0	53	95.1			
	Hispanic	46	97.0	47	95.1	47	89.9	93.93	47	92.6	48	95.5	46	95.5			
	African American	3	89.3	3	91.3	4	83.2	87.50	4	93.5	4	91.4	4	91.9			
	White	2	94.6	2	84.8	2	94.8	91.88	2	93.5	2	95.3	2	98.5			
	Two or More								1	100.0	1	84.4	1	82.4			
	LEP	27	97.7	28	95.6	28	91.5	94.89	29	93.7	31	97.0	30	96.6			
	SE	10	95.4	10	94.3	10	89.7	92.96	9	92.3	10	94.2	12	92.4			
	LEP Not Served	1	90.9	2	88.6	2	87.9	89.36	1	91.3	2	92.7	2	95.6			
03	All Students	44	97.4	43	96.3	43	89.7	94.28	42	93.2	45	96.2	43	95.4			
	Hispanic	38	97.3	38	96.3	38	90.0	94.33	37	92.7	40	96.0	38	95.1			
	African American	3	97.3	2	97.8	2	88.7	94.80	2	95.7	2	100.0	2	97.1			
	White	3	98.8	3	94.2	3	87.4	93.33	3	97.1	3	95.8	3	98.0			
	LEP	29	97.7	29	97.4	28	90.1	94.89	28	93.9	30	97.7	28	96.3			
	SE	11	98.4	11	96.4	11	91.4	95.31	12	90.2	12	95.6	12	94.4			
	LEP Not Served	1	100.0	2	97.8	2	91.4	95.00	2	93.5	2	95.3	2	98.5			
04	All Students	48	96.5	46	95.5	45	87.3	92.96	45	94.6	44	96.2	44	94.8			
	Hispanic	41	96.4	40	95.5	39	87.1	92.85	39	96.1	39	96.0	39	95.1			
	African American	4	96.4	4	95.7	4	90.5	94.04	4	78.8	3	95.8	3	90.2			
	White	2	100.0	2	95.7	2	84.5	93.13	2	93.5	2	100.0	2	95.6			
	Two or More	1	90.9					90.91									
	LEP	24	97.6	25	96.0	23	89.7	94.42	23	95.5	24	95.7	24	94.6			
	SE	9	98.4	9	92.1	8	84.5	91.83	8	95.7	8	98.8	9	95.4			
	LEP Not Served	2	98.2	2	95.7	2	86.2	93.13	2	89.1	2	98.4	2	92.6			
05	All Students	47	98.2	48	96.5	48	90.9	95.03	50	95.8	48	96.2	46	97.2			
	Hispanic	44	98.2	44	96.4	44	90.6	94.92	46	95.9	44	96.2	43	97.1			
	African American	3	98.7	3	97.1	3	94.3	96.60	3	95.7	3	95.2	2	98.5			
	Two or More			1	100.0	1	93.1	95.35	1	91.3	1	100.0	1	97.1			
	LEP	30	99.0	32	97.1	33	91.7	95.74	34	96.8	33	97.1	33	97.8			
	SE	8	98.7	8	95.7	8	95.1	96.51	8	92.9	8	94.5	8	96.7			
	LEP Not Served	2	98.2	2	100.0	2	94.8	97.50	3	98.1	3	95.8	3	97.1			

Attendance Rate = (Days Present / Days Enrolled) * 100

Notes: For internal use only. N < 5 is not masked for public distribution.

N includes all students enrolled any time during each six weeks. This number may be higher than actual enrollment.

2022 - 2023 Attendance Rates - Sixth Six Weeks

159-Versia Williams ES

Grade	Ethnicity/Race	Cycle 1		Cycle 2		Cycle 3		Semester 1	Cycle 4		Cycle 5		Cycle 6		Semester 2	Year	
		N	%	N	%	N	%	%	N	%	N	%	N	%	%	N	%
All	All Students	299	96.0	297	94.2	297	88.6	92.83	298	93.6	303	94.9	296	94.9			
	Hispanic	269	96.0	268	94.1	266	88.7	92.87	266	93.9	272	95.0	266	95.2			
	African American	22	95.3	21	95.0	22	87.1	92.27	22	88.7	21	93.5	20	91.0			
	White	7	98.0	7	91.9	8	88.8	92.76	8	95.1	7	96.9	7	97.5			
	Two or More	1	90.9	1	100.0	1	93.1	94.44	2	92.0	3	88.9	3	90.2			
	LEP	168	97.2	172	95.1	170	90.0	93.97	175	95.0	181	96.2	179	96.1			
	SE	58	96.3	57	93.2	59	88.6	92.45	58	92.1	59	93.9	62	93.5			
	LEP Not Served	8	95.2	11	94.0	11	85.3	91.17	11	94.5	12	95.5	12	96.6			

Attendance Rate = (Days Present / Days Enrolled) * 100

Notes: For internal use only. N < 5 is not masked for public distribution.

N includes all students enrolled any time during each six weeks. This number may be higher than actual enrollment.

05/31/2023
Source: Fwisddw

Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Fort Worth ISD

Norms Reference Data: 2020 and User Norms¹,
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 2 (Fall 2022)
End - 32 (Spring 2023)

Grouping:
Small Group Display:

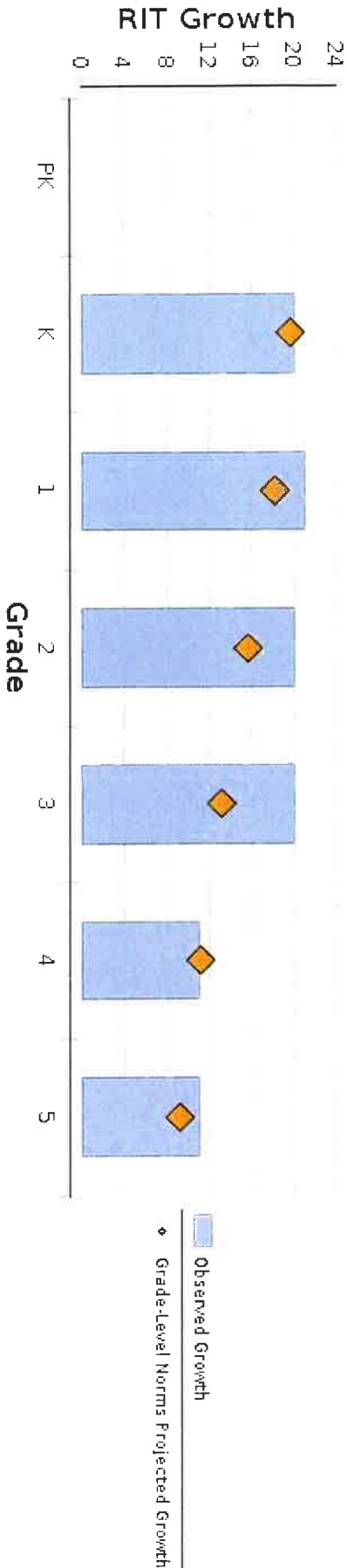
None
No

159 - Versia L Williams ES

Math: Math K-12

	Comparison Periods				Growth Evaluated Against										
	Fall 2022		Spring 2023		Growth		Grade-Level Norms		Student Norms						
Grade (Spring 2023)	Total Number of Growth Events†	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Student of Percentage of Median Conditional Growth Percentile
PK	0	**			**			**					**		
K	30	134.3	7.1	24	154.6	9.4	31	20	1.4	19.6	0.28	61	30	20	67
1	38	151.7	11.5	12	173.1	11.3	30	21	1.1	18.1	1.24	89	38	25	66
2	48	166.3	13.4	10	185.9	15.0	29	20	1.0	15.7	1.61	95	48	35	73
3	39	173.6	11.3	1	193.8	16.7	13	20	1.5	13.1	3.12	99	39	29	74
4	40	189.7	16.3	9	200.5	16.8	9	11	0.9	11.3	-0.22	41	40	16	40
5	45	196.2	15.9	5	207.2	16.4	8	11	1.1	9.2	0.73	77	45	26	58

Math: Math K-12



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.
²Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
³Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Fort Worth ISD

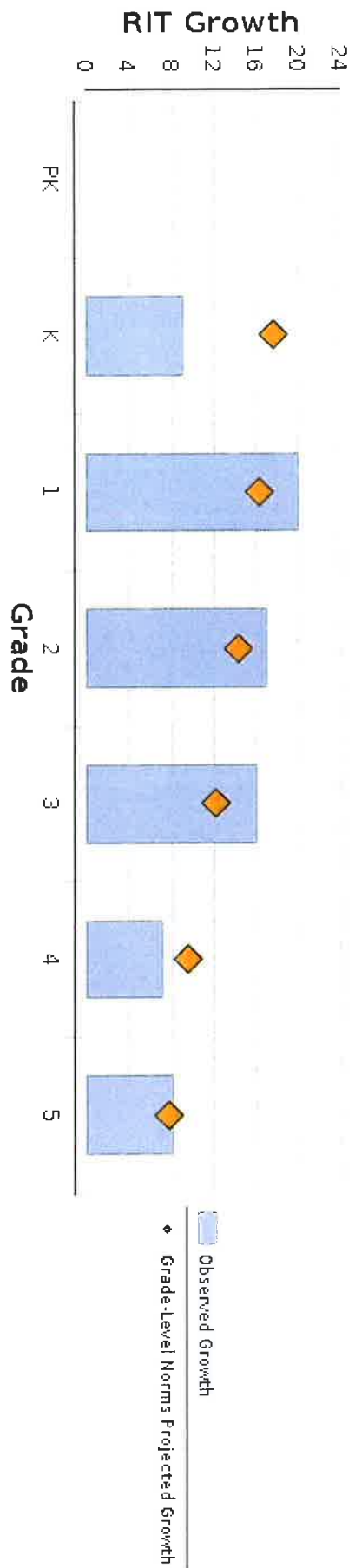
Norms Reference Data: 2020 and User Norms¹
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: 2 (Fall 2022)
End - 32 (Spring 2023)
Grouping: None
Small Group Display: No

159 - Versia L Williams ES

Language Arts:
Reading

Grade (Spring 2023)	Total Number of Growth Events†	Fall 2022			Comparison Periods			Growth		Grade-Level Norms			Growth Evaluated Against		
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection
PK	0	**			**			**					**		
K	13	135.9	11.7	54	145.2	10.8	7	9	3.1	17.6	-3.22	1	13	0	0
1	15	146.7	13.2	7	166.2	9.6	21	20	2.4	16.3	1.18	88	15	10	67
2	48	159.9	12.9	4	177.2	16.0	12	17	1.4	14.3	1.10	86	48	28	58
3	39	174.1	13.3	6	190.1	14.2	16	16	1.7	12.3	1.65	95	39	24	62
4	40	188.3	15.1	15	195.1	14.7	9	7	1.5	9.6	-1.27	10	40	11	28
5	45	195.0	16.0	11	202.9	14.7	12	8	1.2	7.8	0.05	52	45	20	44

Language Arts: Reading



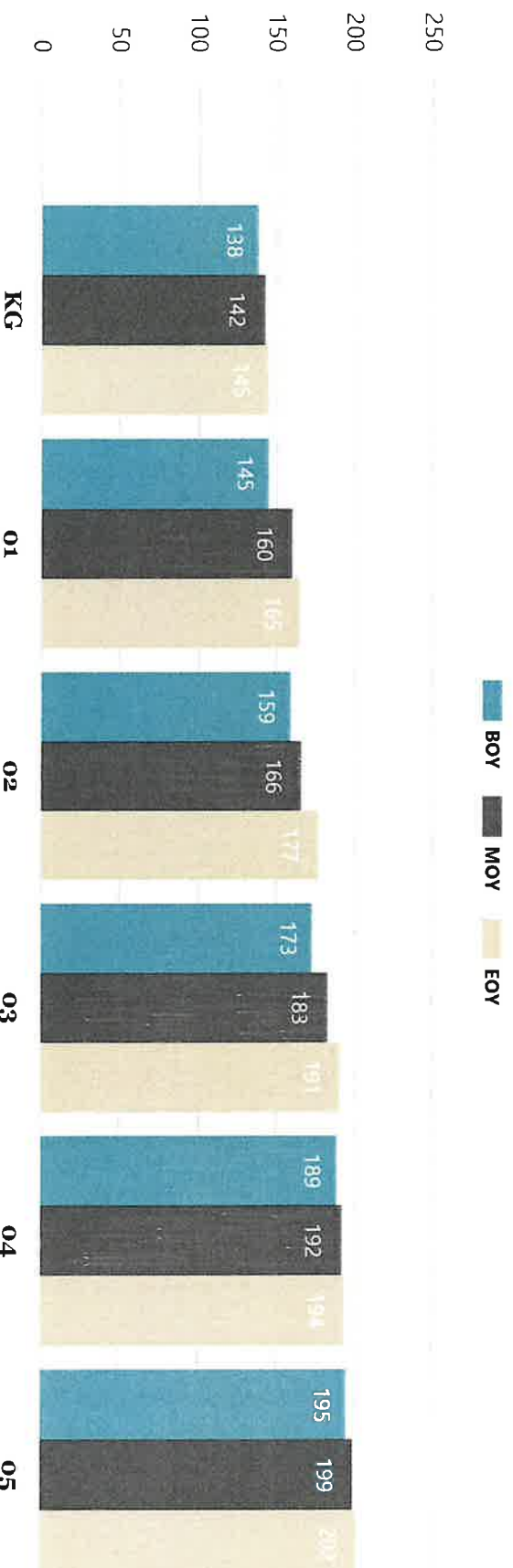
Explanatory Notes

†User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.
** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
†Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

MAP Growth - Reading English

End of Year 2022-23
159 - Versia Williams ES

Average RIT Score by Grade Level



EOY National Norm Mean RIT Scores		BOY		MOY		EOY		BOY-to-EOY
KG	153	Grade Level		N Tested	Avg RIT	N Tested	Avg RIT	Diff Avg RIT
01	171	KG		14	138	13	142	7
02	186	01		16	145	16	160	20
03	197	02		50	159	53	166	18
04	205	03		43	173	42	183	18
05	211	04		46	189	43	192	5
06	215	05		46	195	49	199	7
07	218	All		215	174	216	180	12
08	222							

This is a summary report only. For more detailed and instructionally-relevant data, please access NWEA MAP reports via ClassLink.

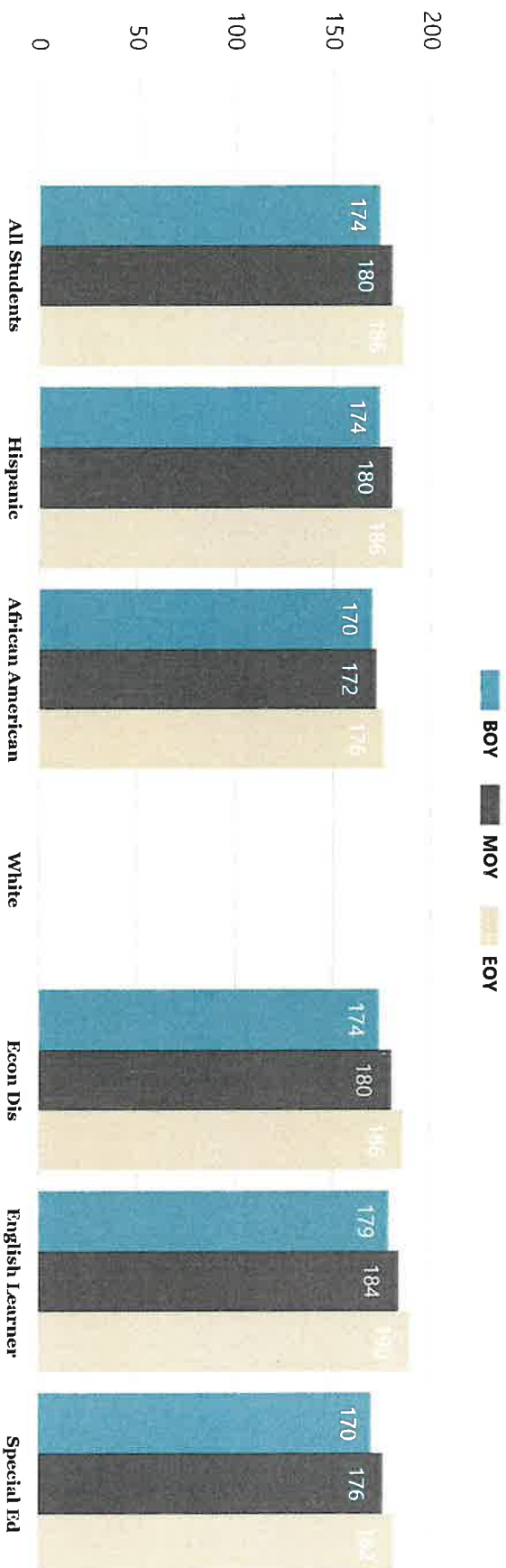
Results for groups with < 10 testers not included, includes Alg I



MAP Growth - Reading English

End of Year 2022-23
159 - Versia Williams ES

Average RIT Score by Student Group



EOY National Norm Mean RIT Scores	
KG	153
01	171
02	186
03	197
04	205
05	211
06	215
07	218
08	222

Student Group	BOY		MOY		EOY		Diff Avg RIT
	N Tested	Avg RIT	N Tested	Avg RIT	N Tested	Avg RIT	
All Students	215	174	216	180	212	186	12
Hispanic	190	174	191	180	186	186	12
African American	18	170	17	172	16	176	6
White	7		7		7		
Econ Dis	205	174	205	180	201	186	12
English Learner	110	179	114	184	113	190	11
Special Ed	44	170	42	176	43	182	12

This is a summary report only. For more detailed and instructionally-relevant data, please access NWEA MAP reports via Classlink.

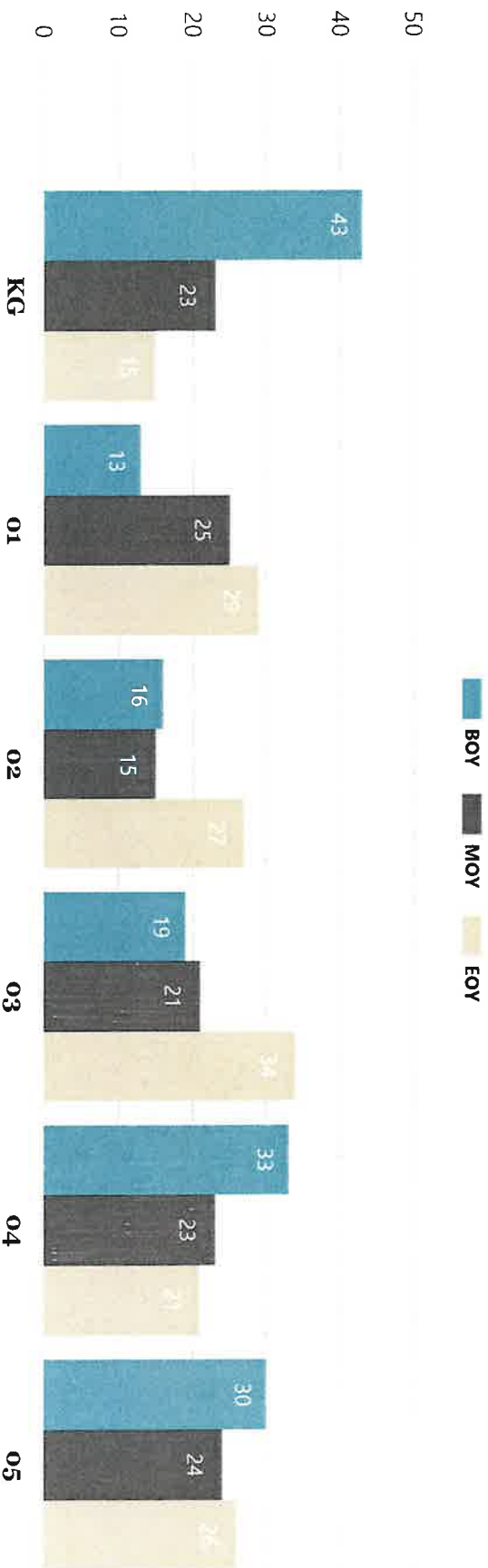
Results for groups with < 10 testers not included; includes Alg I



MAP Growth - Reading English

End of Year 2022-23
159 - Versia Williams ES

Percent Met RIT Score Norm by Grade Level



EOY National Norm Mean RIT Scores		BOY			MOY			EOY			BOY-to-EOY		
KG	153	Grade Level	N Tested	Avg RIT	% Met Grade Norm	N Tested	Avg RIT	% Met Grade Norm	N Tested	Avg RIT	% Met Grade Norm	Diff % Met Grade Norm	Diff Avg RIT
01	171	KG	14	138	43	13	142	23	13	145	15	-28	7
02	186	01	16	145	13	16	160	25	17	165	29	16	20
03	197	02	50	159	16	53	166	15	52	177	27	11	18
04	205	03	43	173	19	42	183	21	41	191	34	15	18
05	211	04	46	189	33	43	192	23	43	194	21	-12	5
06	215	05	46	195	30	49	199	24	46	202	26	-4	7
07	218	All	215	174	25	216	180	21	212	186	26	1	12
08	222												

This is a summary report only. For more detailed and instructionally-relevant data, please access NWEA MAP reports via ClassLink.

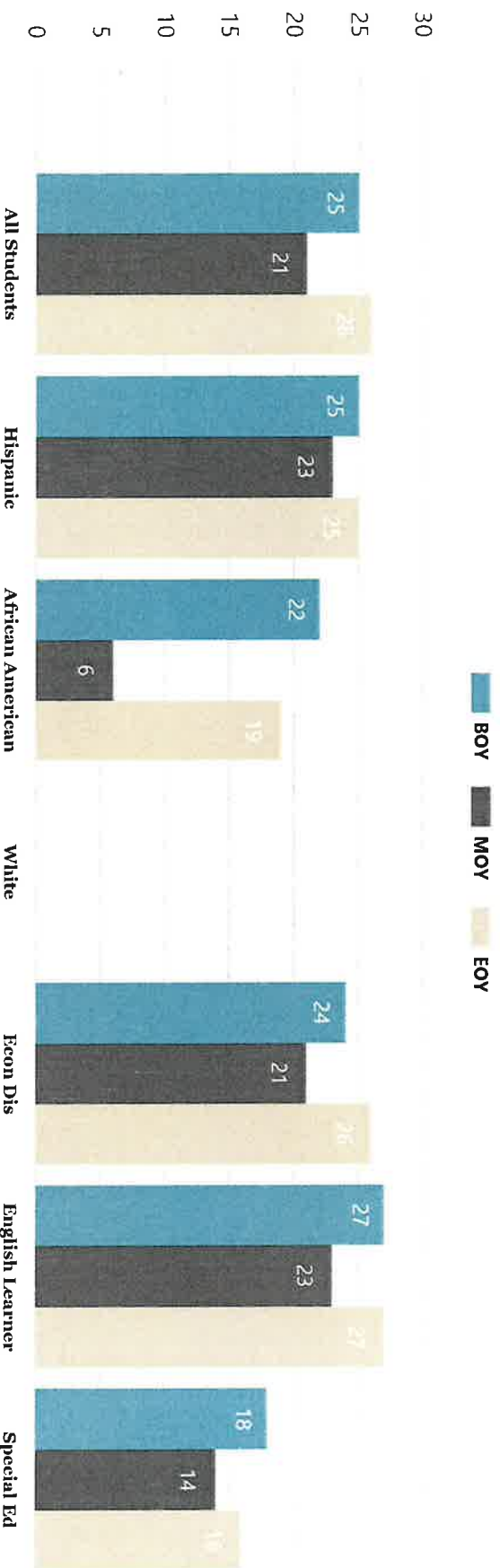
Results for groups with < 10 testers not included, includes Alg I



MAP Growth - Reading English

End of Year 2022-23
159 - Versia Williams ES

Percent Met RIT Score Norm by Student Group



EOY National Norm Mean RIT Scores		BOY				MOY				EOY				BOY-to-EOY	
KG	153	Student Group	N Tested	Avg RIT	% Met Grade Norm	N Tested	Avg RIT	% Met Grade Norm	N Tested	Avg RIT	% Met Grade Norm	Diff % Met Grade Norm	Diff Avg RIT		
01	171	All Students	215	174	25	216	180	21	212	186	26	1	12		
02	186	Hispanic	190	174	25	191	180	23	186	186	25	0	12		
03	197	African American	18	170	22	17	172	6	16	176	19	-3	6		
04	205	White	7			7			7						
05	211	Econ Dis	205	174	24	205	180	21	201	186	26	2	12		
06	215	English Learner	110	179	27	114	184	23	113	190	27	0	11		
07	218	Special Ed	44	170	18	42	176	14	43	182	16	-2	12		
08	222														

This is a summary report only. For more detailed and instructionally-relevant data, please access NWEA MAP reports via Classlink.
Results for groups with < 10 testers not included; includes Alg I

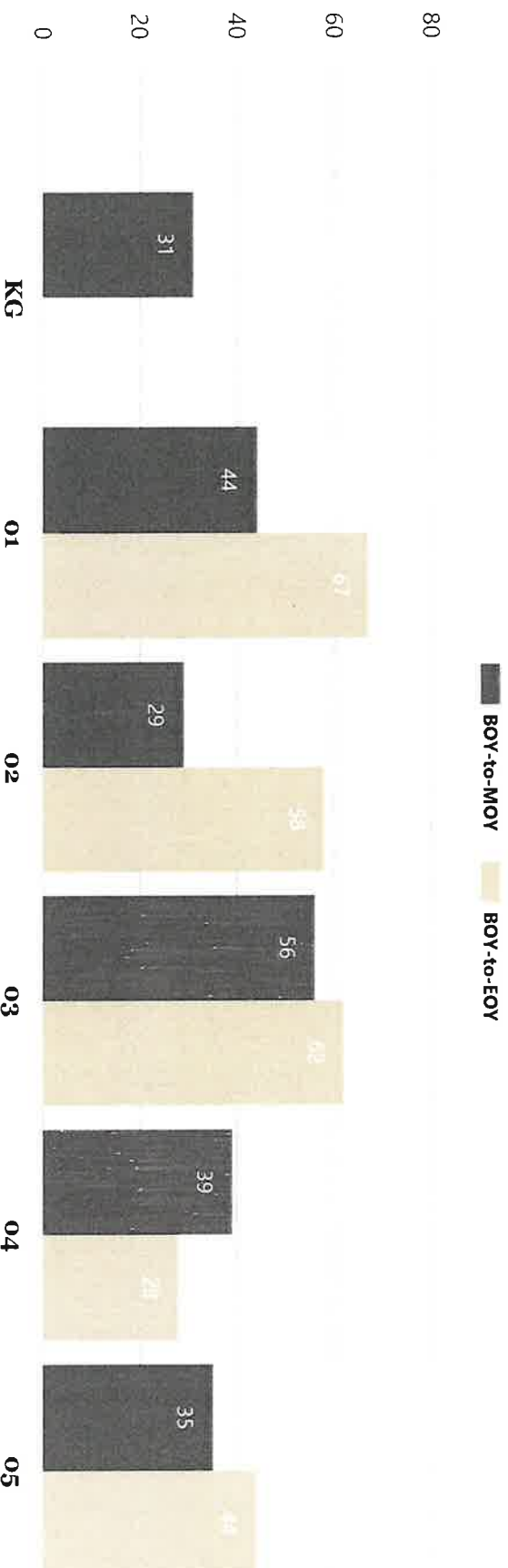




MAP Growth - Reading English

End of Year 2022-23
159 - Versia Williams ES

Percent Met BOY-to-EOY Projected Growth by Grade Level



Grade Level	BOY-to-MOY		BOY-to-EOY	
	N	% Met Projected Growth	N	% Met Projected Growth
KG	13	31	13	0
01	16	44	15	67
02	49	29	48	58
03	41	56	39	62
04	41	39	40	28
05	48	35	45	44
All	208	39	200	47

This is a summary report only. For more detailed and instructionally-relevant data, please access NWEA MAP reports via Classlink.
Results for groups with < 10 testers not included; includes Alg I

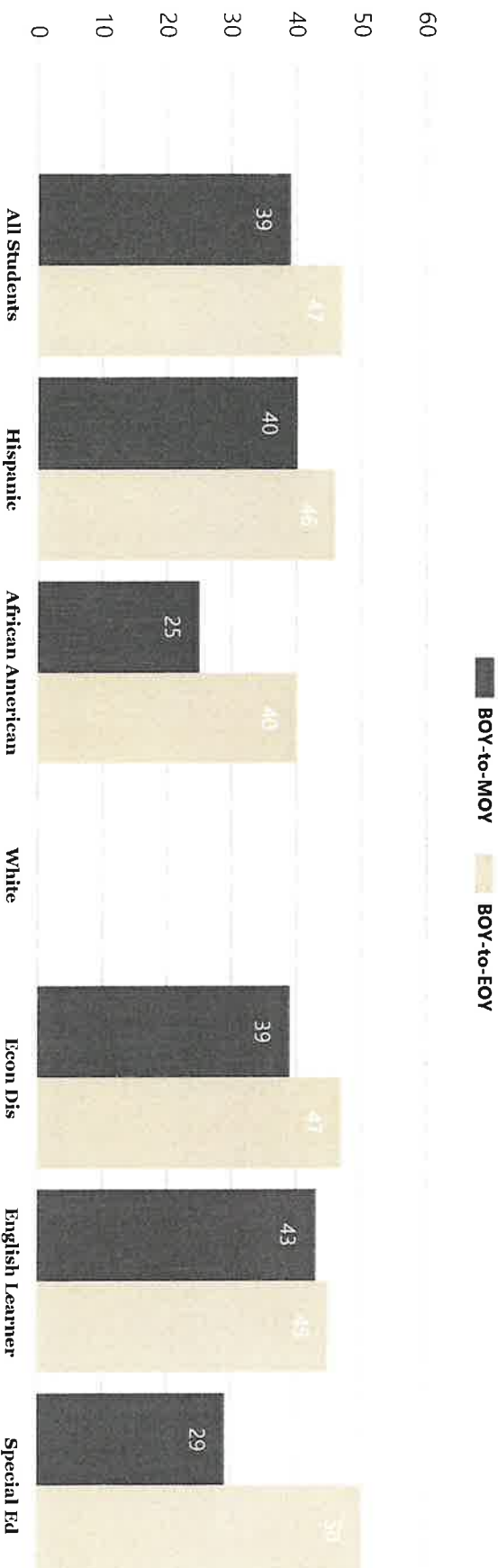




MAP Growth - Reading English

End of Year 2022-23
159 - Versia Williams ES

Percent Met BOY-to-EOY Projected Growth by Student Group



Student Group	BOY-to-MOY		BOY-to-EOY	
	N	% Met Projected Growth	N	% Met Projected Growth
All Students	208	39	200	47
Hispanic	184	40	176	46
African American	16	25	15	40
White	7		7	
Econ Dis	198	39	191	47
English Learner	110	43	108	45
Special Ed	42	29	42	50

This is a summary report only. For more detailed and instructionally-relevant data, please access NWEA MAP reports via ClassLink.
Results for groups with < 10 testers not included, includes Alg 1





Versia L. Williams ES



Meet the Teacher Night Sign In Sheets

Alexandra Montes Principal	Room		Sonya Askew Assistant Principal	Room	Drill Bags
Pre-K	(4)		Kinder	(3)	
Rosa Diaz	117		Talhia Enriquez	106	
LaShunda Parham	109		Susan Taggart	119	
Vacancy	109		Vacancy	119	
Teresa Clark	113				
1st Grade	(2)		2nd Grade	(2)	
Juan Olmedo	104		Aracely Iniguez	105	
Andrea Jimenez	107		Thomas Tarbet	206	
3rd Grade	(3)		4th Grade (1)	(2)	
Souka Portorreal	203		Evelyn Ortega	205	
Diana Barron	208		Niabi Brown	204	
Barbara Watson	209		5th Grade	(2)	
			Veronica Bautista	P6	
			Francisco Ramirez	P5	
Special Pops	(6)		Specials (4)	(4)	
Lilian Gonzalez	201A		Hector Huante	108	
LLSP	102	LSSP	Maria Tshisekedi	GYM	
Victoria Arreguin	102	Speech	Alisa Lofton	110	
			Purity Austin	Lib.	
Jacinda Booker	112	Dyslexia	Counselor		
Agnes Durr	115		Michel White	207	
Leisdi Jimenez	115		Sanchez MHMR	104	
			Instructional Coach		
TA's	(5)		Vacancy	203	
Cynthia Shannon	113		Title I Coach		
Danielle Mombu	113		Vacancy	201 B	
Miriam Menchaca ✕	117		Parent Liaison		
Regina Pitts	109		Sylvia Salinas	103	
Cyndi Rubiano	115		Food Pantry	103	

Meet the Teacher Sign In
August 10, 2023

Teacher/Maestra Ms. Parham

Grade Pre-K

[illegible]

Versia L. Williams Elementary

Meet the Teacher Sign In
August 10, 2023

Teacher/Maestra Mrs. Enriquez Grade K

Student First Name	Student Last Name	Parent's Name	Parent's Phone #	How does the student get home?	Bus #	PICK UP	Ruta	DROP OFF	Would you like to volunteer?
1	Edgar	Andrade Edgar	682-5213012	Camioneta					
2	Dylan	Rodriguez Gerardo	214-4517202	Carro					
3	Joseph	Rivera	682-2214013	Carro					
4	Giovanni	Hernandez Marisol	682-241-9342	Carro					
5	Arianna	Rodriguez LUCERO U	817-585-3320	Carro					
6	Mateo M	Hernandez Maria	682-5585538	Carro					
7	Luis	Pantoja Maria E	817-2790650	Carro					
8	Matthew	Velazquez Angelica	817-323-3012	Carro.					
9	Antonio	Ayular Yolanda	817-727-3084	Carro					
10	Adeline	Hernandez Cassandra B.	817-3083640	Carro					
11	Jovann	Rosas Anna	817-8917113	Carro					
12	Juliana	Melina Jesus	682-221-0712	Carro					
13	Eliza	Avila Melva	817-4066499	Camion					
14	Genesis	Soto	944-416447	Carro					
15	Fernanda	Enz Mirna	817-298-4232	Carro					

Isabella Resendiz (469) 306 6118 Carro

Carro



TRANSPORTATION

STUDENT NAME

Taggar +
How will your student get home?
(Bus, Pick up, After School, Daycare?)

Xavier Green

Ashle Green

Mia Hernandez

Pick up

Alayna Ortiz

Pick-up

Dominik ROBLES

PICK-UP

Isiah Jackson

Bus

Emmanuel Aguilar

Pick-up.

Rodney Evans

Pick-UP Mom/Dad

Marcos Bruno

Bus

Jessica munoz

Pick up

Every CASTRO

PICK UP

Alivia Reyes

Pick up

Lilian Castaneda

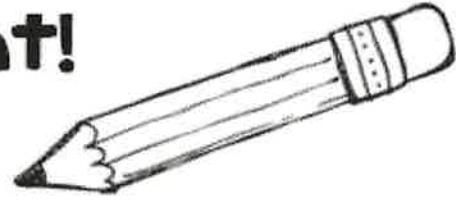
Pick up

Janyale Netter

Pick-up

Thanks for coming to meet the teacher night!

Please sign in...



parent name

student

Kandi Green

Xavier Green

Melissa Hernandez

Mia Hernandez

JORGE ROBLES ELVA TORRES

DOMINIK ROBLES

Alyxis Cisneros

Alayna Ortiz

Raina Jackson

Rashad Jackson

Jessica Arredondo

Marcos Bruno

Jennifer + Roy Reyes

Alivia Reyes

Jonathan + Sarah

EVERLY CASTRO

Linda Barron

Lilian Castaneda

Johmeka Richardson

Danyale Netter

Date: 8-10-2023

Ms. Taggart's Kindergarten Class

Versia L. Williams Elementary

Meet the Teacher Sign In

August 10, 2023

Teacher/Maestra Mr. Olmedo Grade 1st

Student First Name	Student Last Name	Parent's Name	Parent's Phone #	How does the student get home?	Bus #	PICK UP	Drop OFF	Would you like to volunteer?
Primer Nombre del estudiante	Apellido del estudiante	Nombre del padre	Número de teléfono del padre	¿Como se va a la casa el estudiante?	# Camión	ABORDAR	BAJADA	¿Puede ser voluntario?
1 Gianna	Hernandez	Luis	682-667-8970	Carro				
2 Noel	Munoz		682-716-4007	Pick-up	NO			
3 Cesar	Aldana	Nayeli	682-554-534	Pick-up				
4 Nicolas	Garcia	Wendy	562-417-3411	Carro	NO			
5 Adriel	De la Mora	Olga	817-350-5416	Carro	N			
6 Raul	Colunga	Maria	214-596-8778	Carro	NO			
7 Joliette	Padilla	Cecilia	918-671-4378	caminando	NO			
8 Hailey								
9 Hailey	Saucedo	Daniel	(817) 627-7523	BUS	Si			
10 Erika	Mojica	Mora	817-901-0472	Caminando	no		Bajada	
11 Mia	Aguilar	Ademi	817-413-7077	Pick-up	no			
12 Regina	Colorado	Monica	682-240-3434	Pick-up	no			
13 Ismael	Treviño	Rosaura	817-776-2260	Caminando	no			
14 Alyce	Pionicio	Sebanco	347-930-3970	Caminando	no			
15 Mateo	Rodriguez	Brenda	817-225-5043	BUS				
Ruby	Monreal	Dora	817-842-7232	Pick-up	NO			

OLMEDO

Versia L. Williams Elementary

Meet the Teacher Sign In

August 10, 2023

16	Rogelio	Oliveros	Mariana	8179166678	BUS	Yes			
17	Danica	Hernandez	Marisol	682-241-9342	CAR				
18									
19									
20									
21									
22									
23									
24									
25									
26									
27									
28									
29									

Please keep original and give a copy to the Principal by Friday, August 18, 2023 at 3:30 p.m.

Versia L. Williams Elementary

Meet the Teacher Sign In
August 10, 2023

Teacher/Maestra

Simonez

Grade

1st

Student First Name	Student Last Name	Parent's Name	Parent's Phone #	How does the student get home?	Bus #	Bus Route			Would you like to volunteer?
Primer Nombre del estudiante	Apellido del estudiante	Nombre del padre	Número de teléfono del padre	¿Como se va a ir a la casa el estudiante?	# Camión	PICK UP	Ruta	DROP OFF	¿Puede ser voluntario?
						ABORDAR		BAJADA	
1	Kristen	Aguilar	817-585-6823	Pick-up					Yes
2	Eli	Barajas	469-5455-64		bus				
3	Mateo	Espinosa	688-2637-73	Mama					Yes
4	Brooklyn	Evans	688-763-485	Mom/Dad					Yes
5	Cameron	Gelindo	682-972-455	Parent					Yes
6	Eli	Garcia	682-813-44	Parent					
7	Moses	Garcia	817-862-8706	Parent	bus 123				Yes
8	Elanice	Gaddy	817-471-7334	Pick up					
9	Isaac	Hernandez							
10	Xavier	Jackson	817-261-471	Pick up					
11	Malik	Lacy	682-221-8724	Pickup					NO
12	Amelia	Mosier							
13	Adrian	Sancen	817-757-8078	Pick up					NO
14	Freyja	Smith	516-364-2714	Pick up					NO
15	Khai	Wilson							

Lexington Ford 409-509-4738 Pick up

Yes

Meet the Teacher Sign In
August 10, 2023

Teacher/Maestra Mr. Tarbet & Miss Espinoza Grade 2nd

[illegible]

Meet the Teacher Sign In
August 10, 2023

[illegible]

Meet the Teacher Sign In
August 10, 2023

August 10, 2023

Ms. Barron

Grade 6

Student First Name	Student Last Name	Parent's Name	Parent's Phone #	How does the student get home?	Bus #	Bus Route	Would you like to volunteer?
Primer Nombre del estudiante	Apellido del estudiante	Nombre del padre	Número de teléfono del padre	¿Cómo se va a la casa el estudiante?	# Camión	PICK UP ABORDAR	¿Puede ser voluntario?
1	Yazmin	Flores	Linda	682-518-4949 walking			
2	Kayly	Camacho	Maria	817-2350-2914			
3	Normilia	Alvares	Blanca	817-299-1349 recog			
4	Abel	Marquez	Kenia	682-444-1337 recog 3:20			
5	Natweat	Trey	Darlene	817-551264 drive			
6	Lucas Alvar	Flores	Idalia	817-763-3004 BUS			
7	Jayko	Ortega	Isabel	214-1487-5008 recog			
8	Jose	Ibarra	Rosalba	469-340-9438 recog			
9	Jordan	Castro	Maria	682-785-1499 pickup			
10	Adrian	Bernon	Vicenta	817-378-7691 pickup			
11							
12							
13							
14							
15							

Versia L. Williams Elementary

Meet the Teacher Sign In

August 10, 2023

Teacher/Maestra Mrs. Watson Grade 3rd

Student First Name	Student Last Name	Parent's Name	Parent's Phone #	How does the student get home?	Bus #	Bus Route			Would you like to volunteer?
Primer Nombre del estudiante	Apellido del estudiante	Nombre del padre	Número de teléfono del padre	¿Como se va a la casa el estudiante?	# Camión	PICK UP	Ruta	DROP OFF	¿Puede ser voluntario?
1	Deonte	Snead	Sydney	4044448585 Mom Pickup					Yes
2	Edan	Amber	1082258300	Bus					
3	Edan	Amber	812-444-4954	" "					
4	Isabella	Miguel	8179130907	Pickup					yes
5	Ayuna	Reyes	817 253 0113	Pickup					yes
6	Luisequios	Latimer	8172102346						
7	Jessel	Flores	817-615 6144	Pickup					
8	Jayler	Panlady							Yes
9	Huyler	Dunkin	682 3581	Pickup					
10	Jimmy	Lepeit	682-375-3498	Pick-up					
11	Delilah	Cash	682-375-3498	Bus					
12	Diana	Boles	682-375-3498	Pick-up					
13	Devon	Manning	817 333 9366	walk					
14	Darlene	Manning	817 333 9366	walk					
15	Darlene	Manning	817 333 9366	Pick up					

Versia L. Williams Elementary

Meet the Teacher Sign In
August 10, 2023

16	Mina	Walter	Vernice	Sharon	Mar Pickett				
17									Yes
18									
19									
20									
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26									
27									
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29									

Please keep original and give a copy to the Principal by Friday, August 18, 2023 at 3:30 p.m.

Versia L. Williams Elementary

Meet the Teacher Sign In

August 10, 2023

Teacher/Maestra Brown Grade 4th

Student First Name	Student Last Name	Parent's Name	Parent's Phone #	How does the student get home?	Bus #	Bus Route		Would you like to volunteer?
Primer Nombre del estudiante	Apellido del estudiante	Nombre del padre	Número de teléfono del padre	¿Como se va a ir a la casa el estudiante?	# Camión	PICK UP	Ruta	¿Puede ser voluntario?
						ABORDAR	DROP OFF	
						BAJADA		
1	Kylie	Hernandez Vanessa	(817) 7512	walk				
2	Aurkey	Dunlap Courtney	880 185 3571	walk up				
3	Soraya	Rosales	817-925-0190	pick up				
4	Adrian	Rosa Dora	817 353 8072	pick up				
5	Angel	Hernandez Maria	682-553-0331	pick up				
6	Ced	Valdez Benjamin	817-862 8706	bus				Yes
7	Maria	Franco Maria	817 226 0429	Walk				
8	Zachary	Coronado Ashley	602-712-1117	bus	159			
9	Rebekah	Lopez Alana	682-309-0225	pick-up				
10	Zamir	Burns Jessica	817 117 1229	bus				NO
11	Nayeli	Arce Juan	682 554 5480	bus	780		4 Calvert Paradise	
12								
13								
14								
15								

Versia L. Williams Elementary

Meet the Teacher Sign In
August 10, 2023

Teacher/Maestra

Mrs. Ortega

Grade

4th

Student First Name	Student Last Name	Parent's Name	Parent's Phone #	How does the student get home?	Bus #	Bus Route	Would you like to volunteer?
Primer Nombre del estudiante	Apellido del estudiante	Nombre del padre	Número de teléfono del padre	¿Como se va a ir a la casa el estudiante?	# Camión	PICK UP ABCDDAR Ruta DROP OFF BAJADA	¿Puede ser voluntario?
1 Analee	Espinosa	Emerald	682 715 5295	Camión		Parent Pickup	
2 Roberto	Zenteno	Maricela	877 401-8748	Carro			
3 Maria	Funes	Maria	817 226 0499	Camión			
4 Evin	Juarez	Laura	652-597-4558 4558	carro			
5 Santiago	Batz	Maria	682 785-1409	Carro		Parent Pickup.	
6 Omar	Rojo	Esther	(682) 207-0160	Carro			
7 Antonic	Aulia			Camión			
8 Menesrat	Chavez			Camión			
9 Samantha	Henriquez	Beatriz	817-893-4850	Carro		Parent Pickup	
10 Adrian	Pimags	Rosa	817-864-0643	Carro			
11 Hailey	Molina	Jesus	682 221-5714	Carro		Mama Orled	
12 Guadalupe	Agüero	Javier	817-443-7077	Carro		Mama Pick-up	
13 Harro	Garcia	Candy	562-417-5411	Carro			
14							
15							

Versia L. Williams Elementary

Meet the Teacher Sign In
August 10, 2023

Teacher/Maestra

F. Ramirez

Grade 5th

Student First Name	Student Last Name	Parent's Name	Parent's Phone #	How does the student get home?	Bus #	Bus Route		Would you like to volunteer?
Primer Nombre del estudiante	Apellido del estudiante	Nombre del padre	Número de teléfono del padre	¿Como se va a ir a la casa el estudiante?	# Camión	PICK UP ABORDAR	Ruta BAJADA DROP OFF	¿Puede ser voluntario?
1 Valerie	Salinas	Yolibeth	682 701390	Carro		✓		
2 Luyar	Ramos	Arelis	682 7474228	autobus	✓			
3 Miriam	Flores	Mireya	(817) 9861715	Bus				
4 Giselle	Bosque	Gary	817-230-9194	Pickup				
5 Enrique	Dominguez	Eduardo	682 3466653	Carro		✓	✓	
6 Suzanne	Rivas	Socorro	817-891-1348	Carro				
7 LUCERO	RODRIGUEZ	LUCERO U	817-5853220	Carro				
8 Paulina	Flores	Linda	682-518-492	Walk				
9 Brittany	Aguiter	Margaret	817-500-7248	Carro				
10 Luis	GUICEDO	Priscilla	(917) 701-0472	Bus	✓			
11 Ag Luro	Cabrera		214-416-631					
12 Melissa R.	Quintero	Brenda	682 925,9913	bus	123 123		byada	
13 Lanza	Canizales	Tania	682 7851374	bus	123 123		byada	
14								
15								

Versia L. Williams Elementary

Meet the Teacher Sign In
August 10, 2023

Teacher/Maestra Bautista Grade 5th

Student First Name	Student Last Name	Parent's Name	Parent's Phone #	How does the student get home?	Bus #	Bus Route		Would you like to volunteer?
Primer Nombre del estudiante	Apellido del estudiante	Nombre del padre	Número de teléfono del padre	¿Como se va a ir a la casa el estudiante?	# Camión	PICK UP	Ruta BAJADA	¿Puede ser voluntario?
1 Alan	tercun	Luis Dole	813-347 0517 817-489-8329	Parents all				
2 Liselle	Bosfice	Don Bosfice Bosfice	817-270-1944 882-432-7440	Parents Drop OFF				
3 Sadie	Galindo	Danielle	6824722455	Parent				Yes
4 Mason	Hernandez	Melissa Marrin Hernandez	682-21234-565	Parent				No
5 Carlos	Davantes	Dani Davantes	682-380 9347	Parent				yes
6 Isaías	Lopez	and Lopez and Lopez	(817) 307 3182	bus	780			
7 Lvar	Ramos	Arli Quiñones	882-7474220	bus				
8 David	Patterson	Granda	682-8816529	parent pick up				no
9 Ray Mya	Miles	Lexie	469-509-4738	pick up				yes
10								
11								
12								
13								
14								
15								

Versia L. Williams Elementary

Meet the Teacher Sign In

August 10, 2023

Teacher/Maestra Clark

Grade

Student First Name	Student Last Name	Parent's Name	Parent's Phone #	How does the student get home?	Bus #	Bus Route		Would you like to volunteer?
Primer Nombre del estudiante	Apellido del estudiante	Nombre del padre	Número de teléfono del padre	¿Como se va a ir a la casa el estudiante?	# Camión	PICK UP	DROP OFF	¿Puede ser voluntario?
						ABORDAR	BAJADA	
1	Elijah	M. Arredondo	-	BUS	159			
2	Ozias	Thara Teresa	682-324	BUS				
3	Rick	Arredondo	817-874-3755					
4	Samuel	Puga	817-798-0148	Pickup				
5	Yanely	Gonzalez Estefani	817-4006	Pick UP				
6	Everilda	Guerra	(817) 808-	Pickup				
7	Margdalena	Guerra	0348					
8	Ace	Rushton	817-462-8793	Pick UP				
9	Jaida	Allen	882-115-	Pick UP				
10								
11								
12								
13								
14								
15								

Versia L. Williams Elementary

Meet the Teacher Sign In

August 10, 2023

Teacher/Maestra

Iniguez

Grade

2nd

Student First Name	Student Last Name	Parent's Name	Parent's Phone #	How does the student get home?	Bus #	Bus Route		Would you like to volunteer?
Primer Nombre del estudiante	Apellido del estudiante	Nombre del padre	Número de teléfono del padre	¿Como se va a ir a la casa el estudiante?	# Camión	PICK UP	DROP OFF	¿Puede ser voluntario?
1	Ramon Castan	Hilda	6823655189	Ventura		ABORDAR	BAJADA	
2	Alfredo Jarez	Martha	8178224480	Ms. Ramirez				
3	Jonathan Enriquez			Con mamá				
4	Jahir Enriquez			Con mamá				
5	Diego Rosales	Juan	817-345-0619	Con mamá				
6	Alexa Lopez	Lorena	1694244322	Con mamá				
7	Alex Hernandez	Yoel	682215-3977	Con mamá				
8	Christopher Aldava	Nayeli	682-554-5334	pick up mamá				
9	Sebastian Zenteno	Maricela	817-4018748	Con mamá				
10	Matteo Deluna	Penelo	682-729-3575	Con mamá				
11	Evelyn Perez	Citlali	252-649-8135	En Auto				
12	Krisailyn Ramirez	Alejandra	817-893-0007	Pick up				yes
13	Santiago Orta	Jibeth	817-194-3152	pick up				no
14								
15								

Versia L. Williams Elementary

Meet the Teacher Sign In

August 10, 2023

Teacher/Maestra

Iniguez

Grade

2nd

Student First Name	Student Last Name	Parent's Name	Parent's Phone #	How does the student get home?	Bus #	PICK UP ABORDAR	Ruta DROP OFF BAJADA	Would you like to volunteer? ¿Puede ser voluntario?
1 Mackenzie	Hernandez	Laura Quiróz	681-424-204	Su tía				
2 Celeste	Medina	Sonia Claudia	8144235	Mamá y Tía				
3 George	Salinas	Yolimar	632 701137	mamá				
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
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15								

VERSIA L. WILLIAMS ELEMENTARY

COMPROMISO DE PADRE, MAESTRO, Y ESTUDIANTE DEL 2023-2024

Nuestro compromiso es trabajar juntos con padres y miembros de la comunidad para dar la fuerza a cada estudiante que logre su nivel más alto en su educación y que sea estudiante de toda su vida y ciudadano responsable. Juntos podemos fomentar altos niveles de progreso y actitudes positivas sobre el progreso de excelencia en un ambiente seguro.

COMO PADRE/MIEMBRO DE LA FAMILIA ESFORZARÉ:

- Comunicar positivamente sobre información de la escuela, los maestros, directores, y otros miembros personales de la escuela con mi hijo/a
- Asegurar que mi hijo/a asiste clases regularmente y a tiempo
- Asistir conferencias de padre-maestro/padre-director
- Participar en el aprendizaje de mi hijo/a y en las actividades escolares
- Provenir que mi hijo/a descanse, alimentarlo, y dar atención medica cuando sea necesario para que aprenda mi hijo/a
- Pasar tiempo con mi hijo/a y apoyar diariamente haciendo matemáticas o leer, escribir, escuchar y platicar
- Ayudar a mi hijo/a resolver conflictos en una manera positiva y sin violencia
- Firmar y regresar formas que requieren revisar y firmar como padre

COMO ESTUDIANTE, ESFORZARÉ:

- Tener actitud positiva a mí mismo, con otros, con la escuela, y con mi aprendizaje
- Siempre tratar de hacer mi mejor en mis trabajos y comportamiento
- Venir a la escuela preparado con mi tarea y mis útiles
- Asistir la escuela a tiempo y diariamente
- Aceptar responsabilidad de mis acciones
- Respetar las diferencias en otros humanos, sus familiares, y miembros personales
- Trabajar a resolver conflictos en una manera positiva y sin violencia
- Seguir reglas de la escuela y el distrito
- Respetar los derechos de otras personas y la propiedad otras personas

COMO MIEMBRO PERSONAL/MAESTRO ESFORZARÉ:

- Tener respeto y valor de cada estudiante y miembro de su familia
- Trabajare a provenir un ambiente seguro y generoso para el aprendizaje de los alumnos
- Mantener comunicación con padres y estudiantes
- Ofrecer oportunidades para participación de los padres/familias
- Demostrar comportamiento profesional y actitud positivo
- Mantener expectativas a niveles altos para la academia y comportamiento de los alumnos
- Ayudar a los niños resolver problemas en maneras positivas y sin violencia
- Informar padres sobre el progreso académico de sus hijos
- Provenir alta calidad de instrucción y liderazgo

COMO DIRECTORA ESFORZARÉ:

- Apoyar a los estudiantes, padres y a las maestras en la educación
- Establecer un ambiente en el cual hay comunicación positiva entre padres, estudiantes y maestras

Firma del estudiante Evelyn

Firma del padre/guardián E. P. Malagon

Firma de la maestra/o [Signature]

Firma de la directora Alicandra Monte

VERSIA L. WILLIAMS ELEMENTARY

COMPROMISO DE PADRE, MAESTRO, Y ESTUDIANTE DEL 2023-2024

Nuestro compromiso es trabajar juntos con padres y miembros de la comunidad para dar la fuerza a cada estudiante que logre su nivel más alto en su educación y que sea estudiante de toda su vida y ciudadano responsable. Juntos podemos fomentar altos niveles de progreso y actitudes positivas sobre el progreso de excelencia en un ambiente seguro.

COMO PADRE/MIEMBRO DE LA FAMILIA ESFORZARÉ:

- Comunicar positivamente sobre información de la escuela, los maestros, directores, y otros miembros personales de la escuela con mi hijo/a
- Asegurar que mi hijo/a asiste clases regularmente y a tiempo
- Asistir conferencias de padre-maestro/padre-director
- Participar en el aprendizaje de mi hijo/a y en las actividades escolares
- Provenir que mi hijo/a descanse, alimentarlo, y dar atención medica cuando sea necesario para que aprenda mi hijo/a
- Pasar tiempo con mi hijo/a y apoyar diariamente haciendo matemáticas o leer, escribir, escuchar y platicar
- Ayudar a mi hijo/a resolver conflictos en una manera positiva y sin violencia
- Firmar y regresar formas que requieren revisar y firmar como padre

COMO ESTUDIANTE, ESFORZARÉ:

- Tener actitud positiva a mí mismo, con otros, con la escuela, y con mi aprendizaje
- Siempre tratar de hacer mi mejor en mis trabajos y comportamiento
- Venir a la escuela preparado con mi tarea y mis útiles
- Asistir la escuela a tiempo y diariamente
- Aceptar responsabilidad de mis acciones
- Respetar las diferencias en otros humanos, sus familiares, y miembros personales
- Trabajar a resolver conflictos en una manera positiva y sin violencia
- Seguir reglas de la escuela y el distrito
- Respetar los derechos de otras personas y la propiedad otras personas

COMO MIEMBRO PERSONAL/MAESTRO ESFORZARÉ:

- Tener respeto y valor de cada estudiante y miembro de su familia
- Trabajare a provenir un ambiente seguro y generoso para el aprendizaje de los alumnos
- Mantener comunicación con padres y estudiantes
- Ofrecer oportunidades para participación de los padres/familias
- Demostrar comportamiento profesional y actitud positivo
- Mantener expectativas a niveles altos para la academia y comportamiento de los alumnos
- Ayudar a los niños resolver problemas en maneras positivas y sin violencia
- Informar padres sobre el progreso académico de sus hijos
- Provenir alta calidad de instrucción y liderazgo

COMO DIRECTORA ESFORZARÉ:

- Apoyar a los estudiantes, padres y a las maestras en la educación
- Establecer un ambiente en el cual hay comunicación positiva entre padres, estudiantes y maestras

Firma del estudiante Jazmin Escalante

Firma del padre/guardián [Signature]

Firma de la maestra/o [Signature]

Firma de la directora Alexandra Montez

VERSIA L. WILLIAMS ELEMENTARY

COMPROMISO DE PADRE, MAESTRO, Y ESTUDIANTE DEL 2023-2024

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COMO PADRE/MIEMBRO DE LA FAMILIA ESFORZARÉ:

- Comunicar positivamente sobre información de la escuela, los maestros, directores, y otros miembros personales de la escuela con mi hijo/a
- Asegurar que mi hijo/a asiste clases regularmente y a tiempo
- Asistir conferencias de padre-maestro/padre-director
- Participar en el aprendizaje de mi hijo/a y en las actividades escolares
- Provenir que mi hijo/a descanse, alimentarlo, y dar atención medica cuando sea necesario para que aprenda mi hijo/a
- Pasar tiempo con mi hijo/a y apoyar diariamente haciendo matemáticas o leer, escribir, escuchar y platicar
- Ayudar a mi hijo/a resolver conflictos en una manera positiva y sin violencia
- Firmar y regresar formas que requieren revisar y firmar como padre

COMO ESTUDIANTE, ESFORZARÉ:

- Tener actitud positiva a mí mismo, con otros, con la escuela, y con mi aprendizaje
- Siempre tratar de hacer mi mejor en mis trabajos y comportamiento
- Venir a la escuela preparado con mi tarea y mis útiles
- Asistir la escuela a tiempo y diariamente
- Aceptar responsabilidad de mis acciones
- Respetar las diferencias en otros humanos, sus familiares, y miembros personales
- Trabajar a resolver conflictos en una manera positiva y sin violencia
- Seguir reglas de la escuela y el distrito
- Respetar los derechos de otras personas y la propiedad otras personas

COMO MIEMBRO PERSONAL/MAESTRO ESFORZARÉ:

- Tener respeto y valor de cada estudiante y miembro de su familia
- Trabajar a provenir un ambiente seguro y generoso para el aprendizaje de los alumnos
- Mantener comunicación con padres y estudiantes
- Ofrecer oportunidades para participación de los padres/familias
- Demostrar comportamiento profesional y actitud positivo
- Mantener expectativas a niveles altos para la academia y comportamiento de los alumnos
- Ayudar a los niños resolver problemas en maneras positivas y sin violencia
- Informar padres sobre el progreso académico de sus hijos
- Provenir alta calidad de instrucción y liderazgo

COMO DIRECTORA ESFORZARÉ:

- Apoyar a los estudiantes, padres y a las maestras en la educación
- Establecer un ambiente en el cual hay comunicación positiva entre padres, estudiantes y maestras

Firma del estudiante Yamileth Badillo

Firma del padre/guardián Erica Perez

Firma de la maestra/o Olivia

Firma de la directora Alexandra Montes

DUE FRIDAY, SEPT. 15TH

VERSIA L. WILLIAMS ELEMENTARY
PARENT, TEACHER, STUDENT COMPACT 2023-2024

Our commitment is to partner with parents and community to empower each child to achieve his or her highest potential, and to become a lifelong learner and a responsible citizen. Together we foster high expectations and promote positive attitudes to achieve excellence in a safe and nurturing environment.

AS A PARENT/GUARDIAN, I WILL STRIVE TO:

- Communicate positive information regarding teachers, principals, and other campus personnel when discussing school with my son or daughter.
- See that my child attends school regularly and is on time.
- Attend parent-teacher conferences.
- Be an active participant in my child's learning and school activities.
- Provide adequate rest, food, and medical attention so that my child is ready to learn.
- Spend time each day with my child reading, writing, listening, doing math or just talking.
- Help my child resolve conflicts in positive, non-violent ways.
- Sign and return all papers that require a parent or guardian's signature.

AS A STUDENT, I WILL STRIVE TO:

- Have a positive attitude toward self, others, school and learning.
- Always try to do my best in my work and my behavior.
- Come to school prepared with my homework and supplies.
- Attend school regularly and arrive on time.
- Accept responsibility for my own actions.
- Respect the differences in others, their families, and staff.
- Work to resolve conflicts in positive, non-violent ways.
- Comply with school and district rules.
- Respect the personal rights and property of others.

AS A TEACHER, I WILL STRIVE TO:

- Respect and value each child and his or her family.
- Provide a safe and caring environment that promotes active learning, and a caring atmosphere.
- Maintain open lines of communication with students and parents.
- Seek ways to involve parents in the school program.
- Demonstrate professional behavior and a positive attitude.
- Maintain and foster high standards of academic achievement and positive behavior.
- Help children to resolve conflicts in positive, nonviolent ways.
- Inform parents of the individual achievement levels of students.
- Provide quality teaching and leadership.

AS A PRINCIPAL, I WILL STRIVE TO:

- Support the students, parents and teachers with education.
- Establish an environment where there is positive communication between parents, students and teachers.

Student signature Mackenzi Hernandez

Parent/Guardian signature Laura Quivor

Teacher signature [Signature]

Principal signature Alexandra Monter

VERSIA L. WILLIAMS ELEMENTARY

COMPROMISO DE PADRE, MAESTRO, Y ESTUDIANTE DEL 2023-2024

Nuestro compromiso es trabajar juntos con padres y miembros de la comunidad para dar la fuerza a cada estudiante que logre su nivel más alto en su educación y que sea estudiante de toda su vida y ciudadano responsable. Juntos podemos fomentar altos niveles de progreso y actitudes positivas sobre el progreso de excelencia en un ambiente seguro.

COMO PADRE/MIEMBRO DE LA FAMILIA ESFORZARÉ:

- Comunicar positivamente sobre información de la escuela, los maestros, directores, y otros miembros personales de la escuela con mi hijo/a
- Asegurar que mi hijo/a asiste clases regularmente y a tiempo
- Asistir conferencias de padre-maestro/padre-director
- Participar en el aprendizaje de mi hijo/a y en las actividades escolares
- Provenir que mi hijo/a descanse, alimentarlo, y dar atención medica cuando sea necesario para que aprenda mi hijo/a
- Pasar tiempo con mi hijo/a y apoyar diariamente haciendo matemáticas o leer, escribir, escuchar y platicar
- Ayudar a mi hijo/a resolver conflictos en una manera positiva y sin violencia
- Firmar y regresar formas que requieren revisar y firmar como padre

COMO ESTUDIANTE, ESFORZARÉ:

- Tener actitud positiva a mí mismo, con otros, con la escuela, y con mi aprendizaje
- Siempre tratar de hacer mi mejor en mis trabajos y comportamiento
- Venir a la escuela preparado con mi tarea y mis útiles
- Asistir la escuela a tiempo y diariamente
- Aceptar responsabilidad de mis acciones
- Respetar las diferencias en otros humanos, sus familiares, y miembros personales
- Trabajar a resolver conflictos en una manera positiva y sin violencia
- Seguir reglas de la escuela y el distrito
- Respetar los derechos de otras personas y la propiedad otras personas

COMO MIEMBRO PERSONAL/MAESTRO ESFORZARÉ:

- Tener respeto y valor de cada estudiante y miembro de su familia
- Trabajar a provenir un ambiente seguro y generoso para el aprendizaje de los alumnos
- Mantener comunicación con padres y estudiantes
- Ofrecer oportunidades para participación de los padres/familias
- Demostrar comportamiento profesional y actitud positivo
- Mantener expectativas a niveles altos para la academia y comportamiento de los alumnos
- Ayudar a los niños resolver problemas en maneras positivas y sin violencia
- Informar padres sobre el progreso académico de sus hijos
- Provenir alta calidad de instrucción y liderazgo

COMO DIRECTORA ESFORZARÉ:

- Apoyar a los estudiantes, padres y a las maestras en la educación
- Establecer un ambiente en el cual hay comunicación positiva entre padres, estudiantes y maestras

Firma del estudiante Andrea Almeida

Firma del padre/guardián Genesis Manjarrez

Firma de la maestra/o [Signature]

Firma de la directora [Signature]

DUE FRIDAY, SEPT. 15TH

Contrato de Padres/Estudiantes
Escuela Elemental Versia L. Williams
901 Baurline Street – Fort Worth, Texas 76111

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- 5) Firme y devuelva todos los documentos que requieran la firma de los padres y guardianes
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- 7) Motivar una actitud positiva hacia la educación
- 8) Asegurarme que mi hijo lea diariamente un mínimo de veinticinco minutos
- 9) Modelar una actitud positiva hacia la escuela

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- 1) Creer que yo puedo aprender las destrezas y objetivos presentado en la clase y ser exitoso
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- 10) Motivar una apreciación duradera por el aprendizaje

Firma del estudiante X Sebastian Zenteno

Firma del Padre Mandela Dwyer

Firma de la directora Alvandra Montu

Favor de devolver esta página a su maestra.

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Firma del estudiante

Natalie Palacios

Firma del Padre

María Montes

Firma de la directora

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Firma del estudiante Kamirah Baldillo

Firma del Padre Erendida Perez

Firma de la directora Alvandra Montez

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Firma del estudiante

George Salinas

Firma del Padre

Aranda Montalban

Firma de la directora

Alexandra Montoya

Favor de devolver esta página a su maestra.

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Firma del estudiante Diego Rosales

Firma del Padre Juana Hernandez dela

Firma de la directora Alicandra Monty

Favor de devolver esta página a su maestra.

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Firma del estudiante Christopher Aldava

Firma del Padre Nayeli M. Palen

Firma de la directora Alexandra Monte

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- 6) Preguntar al niño/a todos los días como le fue en la escuela
- 7) Motivar una actitud positiva hacia la educación
- 8) Asegurarme que mi hijo lea diariamente un mínimo de veinticinco minutos
- 9) Modelar una actitud positiva hacia la escuela

RESPONSABILIDAD DE LOS ESTUDIANTES

- 1) Creer que yo puedo aprender las destrezas y objetivos presentado en la clase y ser exitoso
- 2) Mostrar respeto por mi escuela, otras personas y a mí mismo
- 3) Asegurar que mi hijo/a asista a la escuela regularmente y este a tiempo cada mañana a las 7:50 am y a la salida a las 3:20 pm y Pre-K a las 2:30 pm.
- 4) Llevar los materiales e informaciones que se necesitan para completar las asignaciones. Tomar responsabilidad
- 5) Leer todas las noches un mínimo de veinticinco minutos
- 6) Trabajar en cooperación con los estudiantes y el personal de la escuela
- 7) Devolver las tareas bien hechas y a tiempo a la escuela
- 8) Siempre tratar de hacer mejor mi trabajo y mi comportamiento
- 9) Practicar una actitud positiva en la escuela.
- 10) Asegúrense de que su dispositivo tenga carga diaria para uso óptimo durante el día escolar.

RESPONSABILIDADES DE LOS MAESTRO

- 1) Creer que mi niño/a puede aprender y lograr éxito
- 2) Respetar y valorar las características únicas de cada niño/a y su familia
- 3) Proveer un ambiente que promueva un activo aprendizaje
- 4) Debe estar en su salón antes de las 7:40 am para que cada estudiante tenga la oportunidad de desayunar
- 5) Proveer una enseñanza y liderazgo de calidad
- 6) Revisar que todos los trabajos sean completados a la mejor habilidad del niño/a
- 7) Mantener las líneas de comunicación abierta con los estudiantes y padres/guardianes
- 8) Buscar formas de envolver a los padres en los programas
- 9) Demostrar un comportamiento profesional hacia los estudiantes, compañeros y padres
- 10) Motivar una apreciación duradera por el aprendizaje

Firma del estudiante Miah Castro

Firma del Padre MARIA Castro

Firma de la directora Alexandra Montu

Favor de devolver esta página a su maestra.

VERSIA L. WILLIAMS ES

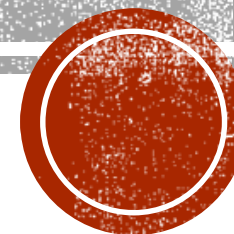
**August 10TH
2023-2024**



**WELCOME
BIENVENIDOS**



TITLE I CAMPUS JUNTA DE TITULO I



VERSIA L. WILLIAMS ELEMENTARY IS A TITLE ONE CAMPUS

- *“The purpose of Title I, Part A is to ensure that all children, particularly low-achieving children in the highest poverty schools, have a fair, equal, and significant opportunity to obtain a high-quality education, and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.”*
- *El propósito del programa federal Title One (Titulo I) es para que todos los estudiantes, especialmente niños de bajo recursos, tengan una educación de alta calidad para llegar a las metas de los exámenes estatales.*



VERSIA L. WILLIAMS ELEMENTARY IS A TITLE ONE CAMPUS

- When enrolling your child for school, you answered a couple of questions that were part of the Household Survey.
 - **Results from the Household Survey were used to determine funding.**
 - Supplemental programs and supplies are provided with these funds
 - Extra materials for Reading, Math, Writing, and Science
 - Supplies and Materials for students to use in classroom
 - Tutoring/Saturday Camps
-
- ▶ Cuando usted registró a su hijo/a, usted respondió a una encuesta de hogares.
 - ▶ **Los resultados de “La Encuesta de Hogares” son muy importante y usados para recibir nuestros fondos**
 - ▶ Programas y materiales adicionales están proporcionados con estos fondos
 - ▶ Materiales extras para lectura, matemáticas, ciencias, y escritura
 - ▶ Materiales para el uso de los estudiantes en las clases
 - ▶ Tutoría y campamentos de sábados



DOMAIN 3: CLOSING THE GAPS**Scaled Score: 74****30% of overall
score**

Component	Subject	All	AA	H	W	Am Ind	Asian	Pac Isl	Two More	Sp Ed	ED	EL (Curr & Monit)	Former SE	Cont Enrll	Non Cont Enrll
Academic Achievement	Math	21 (N)		22 (N)							20 (N)	25 (N)		22 (N)	
	Reading	31 (N)		31 (N)							29 (N)	33 (Y)		31 (N)	
Academic Growth	Math	89 (Y)		90 (Y)							90 (Y)	89 (Y)		90 (Y)	
	Reading	84 (Y)		84 (Y)							84 (Y)	86 (Y)		87 (Y)	
English Language Proficiency												51 (Y)			
Student Achievement: STAAR Only	All Contents Combined	29 (N)	26 (N)	30 (N)						14 (N)	28 (N)	31 (N)		30 (N)	24 (N)

Component	% of Stu Groups Met	Weight	Total Points
Academic Achievement	10%	30.0%	3.0
Academic Growth	100%	50.0%	50.0
English Language Proficiency	100%	10.0%	10.0
Student Achievement: STAAR Only	0%	10.0%	0.0

Domain 3 Raw Score: 63**ESTIMATED TOTAL SCORE: 85****PRELIMINARY ESTIMATES ONLY - NOT OFFICIAL****DRAFT**

B

**Versia L.
Williams**

**is a “B” rated
campus by
TEA**



FOCUS:

INCREASE READING LEVELS FOR ALL STUDENTS

During School

- Incorporating a Bi-literacy Model daily with their teacher
- Accelerated Instruction during the day
- Asynchronous with Synchronous Support Learning Model

Support at Home

- Students should read at home at least 20 minutes daily
- Ask students about what they are reading
- Take advantage of online Reading opportunities (library online, overdrive)

Durante el día escolar

- ▶ Incorporar un modelo Bialfabetismo diario con las maestras
- ▶ Instrucción acelerada durante el día
- ▶ Modelo de Aprendizaje Asincrónico con apoyo sincronico

Apoyo en casa

- ▶ Estudiantes deben leer por lo menos 20 minutos diario
- ▶ Hacerles preguntas sobre lo que están leyendo
- ▶ Tome ventaja de las oportunidades en línea sobre Lectura (librería en línea y overdrive)



PARENT INVOLVEMENT

A child's education is most successful when there is a strong partnership between home and school, a partnership that thrives on communication. Your involvement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Becoming familiar with all of your child's school activities, academic programs and special programs offered in the district. Discuss with the counselor or administration any questions you may have about the options and opportunities available to your child. Monitor your child's academic progress and contact teachers as needed.
- Attending scheduled conferences virtually and requesting additional conferences as needed. To schedule a telephone conference with a teacher, counselor, or administration, please call the school office at (817) 814-9700. A teacher will return your call or meet virtually with you during his or her conference period or at a mutually convenient time.
- Exercising your right to review teaching materials, textbooks, other aids and to examine tests that have been administered to your child.
- For further information on becoming a school volunteer contact our main office.



PARTICIPACION DE PADRES

La educación de un niño se vuelve exitosa cuando hay una relación fuerte entre el hogar y la escuela, una relación que entabla la comunicación. Su participación en esta relación puede incluir:

- Animar a su hijo(a) a que ponga una alta prioridad en la educación y trabajar con su hijo(a) diariamente para mostrar todas las oportunidades educativas que la escuela provee.
- Familiarizarse con las actividades escolares y programas académicos de su hijo(a), incluyendo los programas especiales ofrecidos por el distrito. Pregunte a la consejera o administración acerca de las diferentes opciones y oportunidades disponibles para su hijo(a). Revise su progreso académico y comuníquese con los maestros cuando sea necesario.
- Usted puede asistir a conferencias virtuales y solicitar conferencias adicionales. Para concertar una cita virtual o por teléfono con un maestro(a), consejera o administración por favor llame a la oficina al (817) 817-814-9700. El maestro(a) regresará su llamada o lo citará virtualmente durante su período de conferencias o a una hora conveniente para ambos.
- Ejercitar su derecho de revisar materiales de instrucción, libros de texto y otra ayuda y examinar pruebas administradas a su hijo(a).
- Para más información en ser voluntario puede hablar a la oficina para más información.



COMMUNICATION TOOL

- Facebook
- Versia L. Williams website
- Google Site
- Twitter
- Monthly newsletter
- Flyers and reminders
- Marquee
- FWISD APP
- Parent's Personal Email

- Facebook
- Página de Internet de Versia L. Williams
- Google Site
- Twitter
- Noticias mensuales de Versia L. Williams
- Notas y recordatorios
- Anuncios en la marquesina
- FWISD APP
- Correo Electrónico Personal



**HOW TO DRESS
LIKE AN EAGLE!**



TUCK IN YOUR SHIRT!

Yes!



Yes!



No!



SHIRTS SHOULD BE SOLID NAVY OR WHITE.



UNDERSHIRTS MUST BE WHITE.



Yes!



No!



**SHORTS AND SKIRTS SHOULD BE NO MORE
THAN THREE INCHES ABOVE THE KNEE.**



Yes!



**BOTTOMS SHOULD BE KHAKI, NAVY, BLACK,
OR BLUE DENIM.**



Ye



Ye
s!



Ye
s!



Ye
s!



TIGHTS AND SOCKS SHOULD BE A SOLID COLOR.



Yes!



No



CLOTHING SHOULD NOT HAVE HOLES OR RIPS.



Yes!



No!

Pants are not allowed to have holes in them.



No

!



SWEATSHIRTS OR SWEATERS SHOULD BE NAVY, WHITE, OR BRONCO SPIRIT. COATS AND JACKETS SHOULD NOT BE WORN IN THE CLASSROOM.



Yes!



No!



HATS SHOULD NOT BE WORN IN THE BUILDING.



No
!

No
!



FACE MASKS IS HIGHLY ENCOURAGED IN THE BUILDING AT ALL TIMES



Yes!

Yes
!
No!



No!



EARLY DISMISSAL

No Early Dismissals after 2:30pm
No se permiten salidas anticipadas
despues de las 2:30pm

Pre-K – 2:00 pm

