

Aledo Independent School District

Vandagriff Elementary

2024-2025 Campus Improvement Plan



Mission Statement

“Inspiring students, Capturing hearts, Growing minds”

The mission of the Aledo Independent School District is to ensure high levels of learning for all students.

Vision

Growing greatness through exceptional experiences that empower learners for life.

Show Greatness

Share Greatness

Grow Greatness

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Vandagriff Elementary School is the one of seven elementary schools in Aledo ISD. At over 626 students, we moved into the newly remodeled intermediate school in 2022 to accommodate our growth and educational learning environment needs. Currently, the student population is 73.9% Anglo, 21.7% Hispanic/Latino, less than 1% Asian, American Indian, Alaskan Native, Black or African American, Native Hawaiian/other Pacific Islander, and 2% two or more races. 12.6% of our students are economically disadvantaged. 15.7% of students receive Special Education services and 3% receive ESL services. The overall attendance rate for 2023-2024 was 96%. Vandagriff's pupil to teacher ratio is 20 to 1. There are 63 faculty members including 33 homeroom teachers.

Vandagriff's motto is "Every Student Matters, Every Moment Counts". There is a successful balance between academics, the arts and extracurricular opportunities. We offer UIL, Student Council, Safety Patrol, Student Ambassadors, Bearcat Buddies, as well as classroom leadership roles. A positive and supportive community of parents adds to Vandagriff's success.

The Campus Needs Assessment (CNA) is conducted each year beginning in the spring and continuing in the fall. PEIMS and assessment data are analyzed in faculty meetings and Site-Based Committee meetings. The Site-Based Team is comprised of administrators, teachers, parents, and community and business members. Enrollment and attendance data and discipline referrals are studied as well.

Demographics Strengths

- Overall student achievement
- PLC process and collaborative teams
- Professional learning
- Technology integration
- Engaged faculty
- Parent volunteerism

Needs:

- Close achievement gap in math and reading for all students
- Maintain 97% or above attendance rate
- Increase use of high level questioning, learner engagement and student driven learning

Student Achievement

Student Achievement Summary

Vandagriff was rated Exemplary in student achievement for the eight years prior to the Texas Accountability System revision. Under the new system, Vandagriff has been rated at the 'Met Standard' level in the areas of student achievement, student progress, closing performance gaps, and postsecondary readiness in 2018 and prior years. Vandagriff also met 10 out of 10 Indicators of Performance Rates and 8 out of 8 Indicators for Participation Rates for a total of 18 out of 18 (100%) of the State System Safeguards. High achievement is a result of quality instruction and appropriate/timely intervention through consistent implementation of Response to Intervention (RtI) process. Due to Covid-19, there is no 2019-2020 accountability data and schools were not held to state accountability standards for the 2020-2021 school year. Vandagriff received an A rating for the 2021-2022 school year. TEA has announced a temporary delay in the release of 2022-2023 and 2023-2024 A-F accountability ratings for districts and campuses. Aledo ISD and Vandagriff Elementary will continue to utilize relevant district-level assessments to inform instruction and ensure high levels of learning for all students.

Programs are in place to meet the unique and individual needs of students. We have push-in and pull-out G/T classes and teachers are trained to support ESL students in the classroom. Special Education primarily consists of a co-teach model allowing for student growth and participation in the general education setting while more specific goals are achieved through an individual instructional setting. Teachers review student needs with the RtI process through the means of Collaborative Team meetings with a Professional Learning Community structure all while teachers actively implement Tier 1 interventions to all students. Tutorials are provided with a primary focus on our W.I.N. (What I Need) time for intervention and extension that our students receive daily. Rigorous protection of instruction is supported to ensure students have appropriate access to high-level engaging educational opportunities.

Assessment is used to guide instruction. Grades K-2 use Really Great Reading for phonics and mCLASS to determine reading levels. All grades use IXL as an online supplemental resource. MAP testing as well as ongoing formative and summative assessments are utilized in grades 3-5 for reading, math, science and writing. Tutorials and small group instruction is provided throughout the year when needed and in response to assessment data. There is a great need to improve achievement in reading, math, writing and science for economically disadvantaged, special education, emergent bilingual, and Hispanic students. The instructional specialist and librarian each serve as half-time interventionist. With the instructional specialist serving 3rd, 4th, and 5th grade and the librarian serving kindergarten, 1st, and 2nd grade.

Collaborative teams utilize a formalized RTI process to identify students struggling academically and/or behaviorally. Identified students receive targeted interventions that are progress monitored and reviewed regularly. Progress monitoring data is then utilized to show growth or recommend additional supports.

The faculty and site-based committee use STAAR scores, district Benchmarks, Curriculum-Based Assessments, mCLASS, MAP Growth, and online supplemental resources such as IXL for the needs assessment. They also rely on formative and summative assessments, test item analysis, teacher observations, discipline reports, and RtI process monitoring records.

Student Achievement Strengths

- High expectations for excellence with strong campus-wide systems ensuring the implementation of high-leverage instructional strategies
- Faculty devoted to learner-centered instruction
- Strong student counseling program
- Targeted interventions during W.I.N. time

Needs:

- Emphasis on extensions for students already performing above expected levels
- Need for professional learning focused on unique needs of under-performing student groups and authentic literacy
- Need for continued technology training for staff with emphasis on student use, improving communication, and the district LMS
- Close the achievement gap for special education, EL, economically disadvantaged, and Hispanic students.

- Title I District Homeless - \$1,655
- Title 2 - \$13,540
- Title 3 - \$22,122
- Title 4 - \$11,314

District Culture and Climate

District Culture and Climate Summary

The culture and climate of Vandagriff Elementary are key elements in making us a successful school. Our motto is “Every Student Matters, Every Moment Counts”. Our staff is devoted to our students – both emotionally and academically. The faculty and staff work as a family with common beliefs and goals. We use the Capturing Kids Hearts Philosophy; in order to capture a kid’s mind, you must first capture their heart. Teachers work hard to make learning fun and to make students successful. Discipline management has a focus on learning and prevention rather than punishment. There is a strong commitment to stop any form of bullying as soon as it is reported, and the district provides an easy, anonymous online reporting platform for each campus. A strong partnership with Aledo AdvoCats helps to strengthen the confidence of all our students, but especially those who need assistance financially through the year for clothing, school supplies, field trips, and even spirit wear.

Parents are welcomed at Vandagriff. We have a high level of parent volunteerism and support. Efforts have been made to expand the involvement of fathers with the continued growth and integration of Watch D.O.G.S. (Dads of Great Students) program. Increased parental involvement on campus has been a positive and supportive experience for the students, staff, and the campus as a whole, and we plan to continue to increase parental involvement. Numerous Volunteer 101 trainings are hosted throughout the school year to ensure that all volunteers understand campus expectations and school safety measures.

Vandagriff has implemented calming techniques for students with anxiety and our counselor leads groups to meet with students dealing with any topic-centered issues. The fact that we use inclusion of special education students in all facets of our school life is embraced by the students and parents. This includes students in our SLC (Structured Learning Class). The overall feedback during Meet the Teacher, PTO meetings and individual conferences has been positive. Parents are encouraged to join with the staff as partners in the education of their children.

During classroom walk-throughs, our teachers and students are seen engaged in learning and enjoying the learning environment, all while meeting the needs of our district instructional plan.

All staff are required to complete the annual training through safe schools that includes, but is not limited to: Child Abuse: Identification and Intervention training course to increase awareness and knowledge of child sexual abuse, trafficking, and maltreatment of children. Assistance is also provided, as needed, by campus counselors, nurses, or administrators to support staff involved in an outcry by a student involving child abuse.

Vandagriff Elementary participates annually in a SHAC-approved, evidence-based program addressing child sexual abuse, trafficking and maltreatment of children. P.S. It’s My Body, is offered through the Alliance for Children, the Child Advocacy Center of Tarrant County. Its program is available to students in grade PK-5 and includes developmentally appropriate content covering the 3 R’s of personal safety: Recognizing, Resisting, and Reporting. Students have access to the school

counselor daily. As needs warrant, students also have access to District Intervention Counselors. Additionally, students 11 and older have the opportunity to participate in an Intensive Outpatient Program (IOP) or Partial Hospitalization Program (PHP) through the district partnership with Mind Above Matter and their iMatter program. Also, and as necessary, the campus counselor has a bank of community resources and referrals to share with families for mental health support outside of the school setting.

For the student program cited above, parent communication is shared and previews of student content is available. Additionally, follow-up information is shared after the above programs are implemented with students. Information is also shared with parents related to awareness of information, through counselor and/or campus newsletter, especially during April, which is Child Abuse Prevention Month. Lastly, parents of potential victims are contacted in the event of an outcry to inform and promote all necessary support to the child and family dealing with the circumstances of abuse.

Our students are the “reason why” for the Campus Improvement Plan. Our students are our focus and the most important people in the school environment. Student leadership has become a hallmark of our school and the Student Council has been established on campus. Currently, students are included in leading the pledges and announcements, safety patrol, and participate in community service projects throughout the year. We have also started the Bearcat Buddy program which pairs students in kindergarten, 1st, and 2nd grade with a “buddy” class in 3rd, 4th, and 5th grade. Each student is paired with a buddy for the year and the homeroom teachers arrange activities for buddies to participate in such as shared reading, sidewalk chalk, recess games, lunches, and more. This program has fostered connections across all grade levels.

Students are reminded of their impact and positive influence at Vandagriff through our Heart at Work certificates, Bearcat Bravos, outstanding student awards, and attendance recognitions. Student voice, student input, and the integration of student participation in campus decision making are integral to our instructional program.

District Culture and Climate Strengths

- Clear vision and purpose
- Warm, friendly atmosphere
- Safe community and school environment
- Strong PTO
- Faculty committed to students
- Student leadership opportunities
- Family involvement in school events
- Watch D.O.G.S. program

Needs:

- Expand participation of the under-represented parents and families
- Increased PTO enrollment

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Vandagriff Elementary has 50 professional staff members and 7 paraprofessionals. All of the professional staff is fully certified.

We are no longer a Title 1 campus, however we still receive Title 2 allotments. In addition, the district receives Title 3 funds. Title 2 funds are used to support other professional development such as Professional Learning Community with Solution Tree. Teachers may also attend training presented by Region XI and other professional development opportunities that align with the support of the Campus Improvement Plan and the district's curriculum scope and sequence.

Aledo ISD provides a significant amount of quality in-district training. Crisis Prevention/Intervention training is completed by all administrators, special education staff, and TBSI team members. Technology training is on-going and is offered for the whole staff on-campus, as well as to special interest groups. Assessment training, ARD, and Accommodations training and Technology training are provided by district personnel.

The district offers a wealth of training opportunities in the summer. Professional development offerings include Just in Time (JIT) trainings, Rtl training, Safety and Security training, Capturing Kids' Hearts ongoing training, several Volunteer trainings throughout the year, Thinking Map and Write from the Beginning and Beyond with Amber Crissey, Gifted and Talented Education, and Technology applications. Our K-3 teachers are trained in the Reading Academy for the science of teaching reading. District wide Instructional Rounds in the fall and spring to support campus needs. Professional learning schedules and records of attendance and completion are used to document staff development. AISD also conducts extensive new teacher training to ensure new educators receive ample support throughout their first year. These teachers are also paired with an experienced mentor teacher that offers ongoing guidance.

Staff Quality, Recruitment, and Retention Strengths

- District and campus focus on personal wellness
- 100% fully certified professional and paraprofessional staff
- Faculty collaboration and learning focus
- District professional learning support
- District training on district specific goals
- Professional Learning Community

Needs:

- Teacher training to support ESL students due to changes in district-wide ESL programing
- Need for continued ESL certification for new teachers
- Professional development to support students served in the SLC program

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Both curriculum and assessment at Vandagriff are TEKS-based. Vandagriff will intentionally design instruction for students through embedding district required components: We Will, I Will, So that I Can, HOT (Higher Order Thinking) questions, critical writing and purposeful academic discussion. English Language Proficiency Standards (ELPS) are used along with TEKS. The curriculum is aligned through scope and sequence by district cadres represented by each school. Curriculum documents are in the process of alignment by the district and will be used as guides in the classroom. Vandagriff teachers are involved in the alignment of the district's curriculum. Interventions by support personnel such as the dyslexia teachers, instructional specialist, and librarian are structured for small group instruction and individual progress and success, as well as, district level specialists in the areas of math, science, social studies and reading/ELA.

A Workshop Model approach is implemented in K-5 classes. This approach mirrors the Guided Reading model and affords teachers the opportunity to implement more individualized intense instruction in a small group setting which integrates the district's Fundamental 5 initiative. Students are formally and informally assessed to determine intervention groups that will be utilized during WIN (Intervention and Extension) time daily. A variety of resources are being used to support the mathematics instruction that includes but are not limited to BUILD stations, Envisions, IXL, MAP growth, and Reflex Math.

A structured literacy approach is implemented in K-2 classes. Students are assessed to determine reading levels and work toward progress in fluency and comprehension through small group guided reading. Writing and grammar skills are incorporated within the reading instruction. Phonics is taught explicitly with Really Great Reading and Heggerty resources from Pearson, as well as the Daily 5 model.

Science and Social Studies utilize instructional strategies which are high-interest, hands-on and project based. Science curriculum, which is a collaboration of teachers and the District Science Specialist, as well as STEMscopes, SAVAAS, and ADIs (Argument Driven Inquiry), alignment and instructional practices, are aligned as evidenced by strong student performance indicators. 4th and 5th grade Social Studies classes use document based questions (DBQ) to support critical writing and is integrated with RLA instruction.

Formative and summative assessments are given to students in grades 3-5 in math, reading, science and writing to determine levels of mastery. MAP is administered three times per year in RLA and math. DRA is given three times a year to students in K-2, as well as mCLASS to identify student needs in reading and ELA. The assessments are fluid, and students needing remediation are grouped for small group or individual instruction.

Thinking Maps, with a focus on the Frame of Reference, is a district-wide area of focus that our teachers use in all content areas to achieve higher levels of thinking and critical writing for our students, as well as the implementation of high-yield formative assessments, frequent feedback, learner engagement and student-driven learning.

Teachers and grade level teams collaborate to create lesson plans and campus instruction reflects the use of TEKS, district curriculum guides, assessment, and research-based interventions. Teachers and administrators meet weekly to collaborate what we are teaching, how we are teaching, what we do if our students don't learn and what we do if they did learn the content being taught. This information is then used to drive future instruction and identify students who need additional supports to include remedial instruction, as well as students who need extensions.

Curriculum, Instruction, and Assessment Strengths

- Teacher participation in developing and alignment of the district curriculum and scope and sequence
- Assessment results are used to guide and inform instruction
- Collaborative Team meetings are used to identify strengths and weaknesses in instruction and drive future instruction
- Implementation of schoolwide WIN time

Needs:

- Research-based interventions for struggling students
- Training, modeling and monitoring of Workshop Model
- Emphasis on extension opportunities for students already mastering content

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): After an analysis of campus and district data and classroom observations, Vandagriff staff identified a need for instructional design that encourages high-levels of student engagement as defined by the learner engagement rubric to support students' academic and social behaviors.

Root Cause: Alignment and consistent focus over time on research based instructional practices to enhance learner engagement and develop systems for identifying, modeling, and monitoring essential academic and social behaviors.

Problem Statement 2 (Prioritized): After an analysis of district data, students are not consistently demonstrating essential academic and social behaviors, and there is not consistent implementation of an engaging learner environment that is aligned to learner needs.

Root Cause: Support teachers in creating and implementing an effective learner environment that is engaging & aligned to learner needs. Support teachers in utilizing results from formative processes and tools to strategically adjust instructional pacing, plan differentiated instruction & monitor progress. Develop systems for identifying, modeling, and monitoring essential academic and social behaviors.

Family and Community Engagement

Family and Community Engagement Summary

The Vandagriff community has had a relatively stable population. The main constant from year to year is the high level of parent involvement. The weekly parent newsletter, the Vanda Vision, is utilized to communicate pertinent information. Vandagriff also has a strong social media (Facebook) presence that is utilized to tell our story and communicate important activities, upcoming events, and important notices.

Parents and other family members sign-in every day for volunteer assignments and are ever-present in the cafeteria, on campus and in the workrooms. We offer several volunteer trainings throughout the year to encourage more parent involvement opportunities. There is a particularly strong group of office volunteers who assist with daily operations such as answering calls, screening visitors, and assisting with other tasks as needed.

The Watch D.O.G.S. program is active and growing. As a result, fathers and male mentors are becoming more involved in the daily operations of our school. Many dads have taken on leadership roles within the group. The dads have added an element of safety and security, and serve as positive role models for our children, especially for our students with the highest needs.

The Vandagriff students, faculty, and parents are kind and compassionate. Families and students are involved in food and clothing drives for the community on an annual basis. Students perform a Veteran's Day Program annually to honor our servicemen and women. We will celebrate with family fun activities including a Grandparents/Special Guest Social, Fall Trunk or Treat, a Spring Festival, AdvoCats Run/Walk/Crawl Fun Run, Curriculum Night, and host two Scholastic Book Fairs in creative ways. The summer event, Gym Jam, was hosted to connect families and students during the break.

PTO is well organized at Vandagriff and parent representatives are actively involved within the district leadership teams. We have a PTO district representative who leads monthly campus committee meetings.

The school guidance counselor has also connected several students with volunteer mentors. These mentors are community members who complete a district-provided training and background check prior to committing to meeting with an individual student on a regular basis. The purpose of this program is to provide positive role models for students who may need additional support.

Family and Community Engagement Strengths

- LMS and parent email groups
- School wide weekly newsletter, the Vanda Vision
- Utilization of social media
- Teacher of the Month- sponsored by Myser Orthodontics
- Outstanding Students of the Month, Bearcat Characters, Student Ambassadors, Specials and Cafeteria Awards, Heart at Work recognitions, and attendance awards

Needs:

- Greater need to increase the involvement of underrepresented parents and families
- Encourage more volunteers in all areas of need, with consistent representation in our cafeteria
- Soliciting valuable feedback from parent and community groups through the utilization of surveys

District Organization

District Organization Summary

Vandagriff is a K-5 elementary school. Our reputation is a product of tradition and collaboration. The environment is learner-centered, supportive and friendly.

There are 31 homeroom teachers in grades K-5. The Special Education department has three full time co-teachers, one SLC teacher, two SLC paraprofessional aides, one speech therapist, one educational diagnostician, and two dyslexia teachers. There are three specials teachers: PE, Music, and Art as well as one PE paraprofessional aide. Other specialists include one part-time Gifted and Talented teacher and one part-time occupational therapist. The support staff includes the principal, assistant principal, instructional specialist, counselor, nurse, librarian, PEIMS clerk, and secretary. The faculty and staff work together in a collaborative atmosphere. The teachers and staff actively share responsibilities and duties.

The leadership style, facilitated by the principal and assistant principal, is cooperative and open for faculty and parent input. The Campus Site-Based Committee includes parents, business leaders and community representatives, along with the administrators and teachers.

Teachers are organized into grade-level teams and a Guiding Coalition which functions as the foundation for school planning, collaboration, and site-based decision making. An RTI committee, Professional Learning Communities, Student Council, and Sunshine committees have been formed to ensure faculty and staff are integrated into all facets of leadership across the campus. Teachers willingly take on responsibilities as mentors to others and members of Response to Intervention (RTI) committees. Fourth and fifth grade work together in teams of two or three, third grade consists of one two-teacher team and one three-teacher team. All other grades work together collaboratively, but are self-contained. The faculty and staff provide active support for the inclusion of special education students in general education classrooms. Our new Structured Learning Classroom (SLC) is comprised one certified special education teacher and two special education aides.

Vandagriff is supported by an incredibly hard-working and talented Aledo ISD central administration and contracted staff. All of the individuals involved with leadership in Curriculum and Instruction, Professional Learning, Assessments, Special Services, Special Programs, Technology, Business, Transportation and Maintenance are easy to access and are dedicated to helping our school serve students.

District Organization Strengths

Strengths:

- Committed and engaged teachers and staff
- Learner-centered
- Student focus
- Strong collaborative culture

Needs:

- Supporting all students with limited resources due to an ongoing deficit budget

Technology

Technology Summary

Training will continue to be a need as new programs and equipment are integrated at Vandagriff. Opportunities for the integration of new technology applications and programs are both welcomed and supported.

Each classroom is equipped with a teacher laptop, a Promethean Board, which utilizes both Bytespeed and Active Inspire Software, and teacher iPads. All students in grades K through 5 have access to Chromebooks, however there is not one-to-one access at the elementary level.

The staff has embraced and integrated the Promethean board technology and software, and all teachers use this daily. We have our own YouTube channel that we utilize for online morning announcements, which the students view on the Promethean Boards in the classrooms. All teachers are using the Promethean Boards effectively. New strategies are shared with colleagues.

The LMS, Blackboard, Eduphoria Parent Link, Remind, Canvas, SeeSaw, Webex, Raptor, InformaCast, Facebook (#growinggreatness, #VandaVibes), Twitter (“X”) (#aledomindset), and improved assessment instruments have been integrated into our campus practice. The LMS has expanded communication streams within the school and between home and school. Eduphoria applications have increased teachers’ and administrators’ ability to review and disaggregate data more efficiently and effectively. Assessment programs and digital data have enabled teachers to gather important progress data while reducing disruptions to instruction.

The Aledo ISD technology department has been helpful in providing timelines for district installations and service; therefore, they play a key part in planning for the future. The front office has been retrofitted with additional door access buttons and front entry surveillance monitors to ensure proper screening of visitors. The AISD technology department has equipped Vandagriff with enhanced technological capabilities that will improve our ability to conduct safety drills, initiate lockdowns, and account for students, staff, and visitors during emergencies.

New technology has improved overall safety and security at Vandagriff. Raptor is being utilized to account for students, staff, and visitors in real time during safety drills/events. InformaCast allows administrators to instantly initiate safety protocols that automatically lock doors, alert emergency personnel, and create a communication space via WebEx.

Technology Strengths

- Promethean Boards and software as well as Chromebooks in each classroom
- Creative solutions with limited devices
- Added technology safety and security measures
- Blackboard, Eduphoria, Google Drive, Twitter ("X") (#aledomindset), Instagram, Facebook and Assessment Programs
- LMS - required to update weekly
- Go Guardian

Needs:

- Greater need for implementation and integration of student use and appropriate application of technology within instruction
- Increased capabilities with monitoring software GoGuardian
- Dedicated time for student engagement in keyboarding instruction
- Ongoing training for digital use of products and updates

Priority Problem Statements

Problem Statement 1: After an analysis of campus and district data and classroom observations, Vandagriff staff identified a need for instructional design that encourages high-levels of student engagement as defined by the learner engagement rubric to support students' academic and social behaviors.

Root Cause 1: Alignment and consistent focus over time on research based instructional practices to enhance learner engagement and develop systems for identifying, modeling, and monitoring essential academic and social behaviors.

Problem Statement 1 Areas: Curriculum, Instruction, and Assessment

Problem Statement 2: After an analysis of district data, students are not consistently demonstrating essential academic and social behaviors, and there is not consistent implementation of an engaging learner environment that is aligned to learner needs.

Root Cause 2: Support teachers in creating and implementing an effective learner environment that is engaging & aligned to learner needs. Support teachers in utilizing results from formative processes and tools to strategically adjust instructional pacing, plan differentiated instruction & monitor progress. Develop systems for identifying, modeling, and monitoring essential academic and social behaviors.

Problem Statement 2 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Effective Schools Framework 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
- Local benchmark or common assessments data
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

- T-TESS data

Parent/Community Data

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

Support Systems and Other Data











- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 1: Vandagriff will implement three identified components of Fundamental 5 with fidelity that include Framing the Lesson, Critical Writing, Frequent Small Group Purposeful Talk into daily instruction, 100% of the time, by June 2025.

Evaluation Data Sources: Data from Daily Impact Walks

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement Framing the Lesson in daily instruction. Strategy's Expected Result/Impact: 100% of teachers will utilize Framing the Lesson daily including We will, I will, So that I can...with fidelity by June 2025.	Formative			Summative
	Dec	Feb	Apr	June
	 Considerable	 Accomplished	 Considerable	
Strategy 2 Details	Reviews			
Strategy 2: Teachers will implement Critical Writing in daily instruction (weekly in math). Strategy's Expected Result/Impact: 100% of Teachers will implement Critical Writing into daily/weekly instruction by June 2025.	Formative			Summative
	Dec	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 2: Vandagriff will implement the active participation indicator of the learner engagement rubric with fidelity in 100% of classrooms, by June 2025.

Evaluation Data Sources: Daily Impact Walks

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize Frequent Small Group Purposeful Talk (FSGPT) to gain actionable data to drive instruction. Strategy's Expected Result/Impact: 100% of teachers consistently utilize FSGPT which will provide teachers with daily evidence of student learning. Data from daily impact walks will show consistent patterns of evidence district wide by June 2025.	Formative			Summative
	Dec	Feb	Apr	June
	<div><div></div></div> Considerable	<div><div></div></div> Considerable	<div><div></div></div> Considerable	
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Goal 2: Professional Learning Community Actions

Performance Objective 1: By June 2025, 87% of the Vandagriff collaborative teams districtwide will rate at the "Developing" level on the Professional Learning Community at Work Continuum: Learning As Our Fundamental Purpose.

Evaluation Data Sources: Ratings on the Professional Learning Community at Work Continuum

Strategy 1 Details	Reviews			
Strategy 1: Teachers will ensure active student participation by designing lessons that provide multiple strategies to maximize student engagement and student contribution is monitored to ensure full participation. Strategy's Expected Result/Impact: 100% of classroom will exhibit active participation by June 2025.	Formative			Summative
	Dec	Feb	Apr	June
	<div><div></div></div> Considerable	<div><div></div></div> Considerable	<div><div></div></div> Considerable	
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Goal 2: Professional Learning Community Actions

Performance Objective 2: By June 2025, 93% of the Vandagriff collaborative teams districtwide will rate at the "Developing" level on the PLC at Work Continuum: Building a Collaborative Culture through high-performing teams.

Strategy 1 Details	Reviews			
Strategy 1: Collaborative Teams will: Indicator #1: *Teachers will clarify essential learning standards for each unit and criteria for student mastery. *Collaborative teams will begin to adjust curriculum, pacing, and instruction based on evidence of student learning. Strategy's Expected Result/Impact: 93% of collaborative teams will rate at the Developing level on Indicator #1 by June 2025.	Formative			Summative
	Dec	Feb	Apr	June
	<div>Accomplished</div>	<div>Accomplished</div>	<div>Accomplished</div>	
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Goal 2: Professional Learning Community Actions

Performance Objective 3: By June 2025, 83% of the Vandagriff collaborative teams districtwide will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results

Evaluation Data Sources: 83% of collaborative teams will rate at the Developing level on Indicator #1 by June 2025.

Strategy 1 Details	Reviews			
Strategy 1: Collaborative Teams: Indicator #1: *Meet on a weekly basis and utilize guidelines, protocols, and processes (four critical questions of a PLC) to ensure collaborative time is focused on student learning. *Team Leaders are helping lead the collaborative process, and the work of teams is monitored closely so assistance can be provided when a team struggles. *Teams are working interdependently to achieve goals specifically related to higher levels of student achievement and are focusing efforts on better ways to achieve those goals.	Formative			Summative
	Dec	Feb	Apr	June
	<div><div></div></div> <div>Some Progress</div>	<div><div></div></div> <div>Considerable</div>	<div><div></div></div> <div>Considerable</div>	
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Goal 3: Vandagriff Elementary will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all district departments.

Site-Based Decision Making Committee

Committee Role	Name	Position
Paraprofessional	Meghan Boling	SLC Aide
Non-classroom Professional	Lindsay Garrison	Counselor
Non-classroom Professional	Elizabeth Kuhns	Instructional Specialist
Non-classroom Professional	Debbie Henrietta	Nurse
Non-classroom Professional	Amber Jaime	Dyslexia
Classroom Teacher	Tonya Hardin	5th Grade Teacher
Classroom Teacher	Diana Cardenas	4th Grade Teacher
Classroom Teacher	Catharine Clay	3rd Grade Teacher
Classroom Teacher	Janet Marshall	2nd Grade Teacher
Classroom Teacher	Julie Zuniga	1st Grade Teacher
Classroom Teacher	Jessica LaRoque	Kindergarten Teacher
District-level Professional	Scott Kessel	Central Administration
Business Representative	Carma Chisam	Business Member
Business Representative	George Mason	Business Member
Community Representative	Darla Jackson	Community Member
Community Representative	Tom Rowe	Community Member
Parent	Erin Happ	Parent
Parent	Stephanie Shelton	Parent
Administrator	Amanda Sudderth	Assistant Principal
Administrator	Jake Bean	Principal

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Executive Director Student Services		Ingia Saxton	9/23/2024
Child Abuse and Neglect	Executive Director Student Services		Ingia Saxton	9/23/2024
Coordinated Health Program	Executive Director Student Services; Deputy Superintendent		Ingia Saxton	9/23/2024
Decision-Making and Planning Policy Evaluation	Assistant Supt. Student & Community Programs		Ingia Saxton	9/23/2024
Disciplinary Alternative Education Program (DAEP)	Deputy Superintendent		Ingia Saxton	9/23/2024
Dropout Prevention	Deputy Superintendent; Executive Director Student Services		Ingia Saxton	9/23/2024
Dyslexia Treatment Program	Executive Director Special Programs		Ingia Saxton	9/23/2024
Title I, Part C Migrant	ESL Coordinator; Director of Assessment and Accountability		Ingia Saxton	9/23/2024
Pregnancy Related Services	Executive Director Special Programs/Executive Director Student Services		Ingia Saxton	9/23/2024
Post-Secondary Preparedness	Executive Director Student Services; Director of CTE & Advanced Academics		Ingia Saxton	9/23/2024
Recruiting Teachers and Paraprofessionals	Deputy Superintendent; Director of Human Resources		Ingia Saxton	9/23/2024
Student Welfare: Crisis Intervention Programs and Training	Executive Director Student Services		Ingia Saxton	9/23/2024
Student Welfare: Discipline/Conflict/Violence Management	Deputy Superintendent		Ingia Saxton	9/23/2024
Texas Behavior Support Initiative (TBSI)	Deputy Superintendent		Ingia Saxton	9/23/2024
Technology Integration	Chief Technology Officer		Ingia Saxton	9/23/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Deputy Superintendent, Chief of Police		Ingia Saxton	9/23/2024