

# Aledo Independent School District



## Vandagriff Elementary

## 2025-2026 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**

# Table of Contents

<b>Comprehensive Needs Assessment</b>	4
Demographics	5
Student Achievement	6
School Culture and Climate	8
Staff Quality, Recruitment, and Retention	10
Curriculum, Instruction, and Assessment	11
Family and Community Engagement	14
School Organization	15
Technology	16
<b>Priority Problem Statements</b>	18
<b>Data Documentation for CNA</b>	20
Improvement Planning Data	21
Accountability Data	21
Student Data: Assessments	21
Student Data: Student Groups	21
Student Data: Behavior and Other Indicators	21
Employee Data	22
Parent/Community Data	22
Support Systems and Other Data	22
<b>Goals</b>	23
Goal 1 : How We Teach: Delivery of Instruction	24
Goal 2 : Professional Learning Community Actions	26
Goal 3 : Vandagriff Elementary will continue to build upon our culture of excellence that s...	28
<b>Committees</b>	29
Site-Based Decision Making Committee	30
Members	30
<b>Policies, Procedures, and Requirements</b>	31



# Comprehensive Needs Assessment

# Demographics

## Summary

Vandagriff Elementary School is one of seven elementary campuses in Aledo ISD. With an enrollment of over 640 students, Vandagriff moved into the newly remodeled intermediate school building in 2022 to accommodate both our growing population and the need for an enhanced learning environment.

Currently, our student population is composed of 74.4% Anglo, 21.6% Hispanic/Latino, less than 1% Asian, American Indian/Alaskan Native, Black or African American, Native Hawaiian/Other Pacific Islander, and 2.5% identifying as two or more races. Eleven percent of students are economically disadvantaged. Additionally, 15.7% of students receive Special Education services, 6% are identified with dyslexia, 10% are served through the Gifted and Talented program, and 2.8% receive ESL services. The overall attendance rate for the 2024–2025 school year was 96%. Vandagriff’s pupil-to-teacher ratio is 20:1, with a total of 65 faculty members, including 29 homeroom teachers.

Vandagriff’s motto is “Every Student Matters, Every Moment Counts.” The campus fosters a successful balance between academics, the arts, and extracurricular opportunities. Students have access to a variety of programs including UIL, Student Council, Safety Patrol, Student Ambassadors, Bearcat Buddies, Bearcat Crew, and numerous classroom leadership roles. A positive and engaged parent community further contributes to Vandagriff’s ongoing success.

The Campus Needs Assessment (CNA) is conducted annually, beginning in the spring and continuing into the fall. PEIMS and assessment data are analyzed during faculty meetings and Site-Based Decision-Making Committee sessions. The Site-Based Committee is composed of administrators, teachers, parents, and community and business representatives. Enrollment, attendance, and discipline data are also reviewed to guide decisions and inform campus improvement goals.

## 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, differentiation, and student driven learning

# Student Achievement

## Summary

Vandagriff Elementary was rated Exemplary in student achievement for eight consecutive years prior to the revision of the Texas Accountability System. Under the new accountability system, Vandagriff earned a Met Standard rating 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 of Participation Rates, achieving 18 out of 18 (100%) of the State System Safeguards.

High achievement is the result of quality instruction and timely, appropriate intervention through the consistent implementation of the Response to Intervention (RtI) process. Due to COVID-19, there is no accountability data for the 2019–2020 school year, and schools were not held to state accountability standards for 2020–2021. Vandagriff received an A rating for the 2021–2022 school year and again earned an overall A rating from TEA for the 2024–2025 school year with the following distinctions:

- Academic Achievement in Mathematics
- Academic Achievement in Science
- Postsecondary Readiness

Aledo ISD and Vandagriff Elementary will continue to utilize 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 learners. Vandagriff offers pull-out Gifted and Talented (G/T) classes, and all teachers are trained to support English as a Second Language (ESL) students within the classroom. The Special Education program primarily utilizes a co-teach model, allowing for student growth and participation in the general education setting while addressing individualized goals through targeted instructional support.

Teachers review student needs through the RtI process during Collaborative Team meetings within a Professional Learning Community (PLC) structure. Tier 1 interventions are implemented consistently for all students. Tutorials are provided, with a primary focus on W.I.N. (What I Need) time—daily intervention and enrichment periods designed to address individual student needs. Instructional time is rigorously protected to ensure students have full access to engaging, high-quality learning opportunities.

Vandagriff is currently in the implementation phase of the VandaCats L.E.A.D. behavior initiative. This district-wide program establishes clear and consistent behavioral expectations for all students across all settings, fostering exemplary learning environments. Improved learning environments contribute to higher-quality instruction and increased student success.

Assessment is used intentionally to guide instruction. Grades K–2 utilize Really Great Reading for phonics instruction, and grades K–3 use mCLASS to determine reading levels. All grade levels use IXL as an online supplemental resource. MAP testing, along with ongoing formative and summative assessments, is administered in grades 3–5 for reading, math, science, and writing. Tutorials and small-group instruction are provided throughout the year as needed, based on assessment data.

There remains a significant need to improve achievement in reading, math, writing, and science for economically disadvantaged, Special Education, emergent bilingual, and Hispanic students. To support this goal, the instructional specialist and librarian each serve as half-time interventionists—the instructional specialist working primarily with grades 3–5, and the librarian supporting kindergarten through 2nd grade.

Collaborative teams utilize a formalized RtI process to identify students who are struggling academically and/or behaviorally. Identified students receive targeted interventions that are progress-monitored and reviewed regularly. Progress monitoring data is used to measure growth and determine whether additional supports are needed.

The faculty and Site-Based Decision-Making Committee utilize a variety of data sources in the needs assessment process, including STAAR scores, district benchmarks, curriculum-based assessments, mCLASS, MAP Growth, and online supplemental resources such as IXL. Additional data sources include formative and summative assessments, test item analyses, teacher observations, discipline reports, and RtI progress-monitoring records.

# 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
- Campus culture of continuous learning

## 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 - \$1,800
  
- Title I Migrant Shared Agreement with Region 11 - \$769
- Title II - \$13,540
- Title III ELA District - \$22,226
- Title III Immigrant District - \$2,338

# School Culture and Climate

## Summary

The culture and climate of Vandagriff Elementary are key elements in our success as a school. Our motto, “Every Student Matters, Every Moment Counts,” reflects our belief that every child deserves care, attention, and opportunity. Our staff is deeply devoted to our students—both emotionally and academically. The faculty and staff work together as a family, united by shared beliefs and goals.

We follow the Capturing Kids’ Hearts philosophy: “In order to capture a child’s mind, you must first capture their heart.” Teachers strive to make learning engaging, meaningful, and enjoyable while fostering student success. Our approach to discipline emphasizes learning and prevention rather than punishment. Vandagriff is also strongly committed to stopping any form of bullying immediately upon report. The district provides an easy-to-access, anonymous online reporting system for all campuses to support this goal.

A valued partnership with Aledo AdvoCats strengthens student confidence and supports families in need by providing financial assistance for clothing, school supplies, field trips, and spirit wear throughout the year.

Parents are always welcome at Vandagriff. We are fortunate to have a high level of parent volunteerism and support. Efforts have been made to expand father involvement through the continued growth of the Watch D.O.G.S. (Dads of Great Students) program. Increased parent participation has had a positive and supportive impact on students, staff, and the overall campus culture. To ensure volunteers are fully prepared, Volunteer 101 trainings are hosted throughout the school year to review expectations and safety procedures.

Vandagriff has implemented calming strategies to support students experiencing anxiety, and our counselor leads small groups to address a variety of student needs and topics. Inclusion of students receiving special education services—including those in the Structured Learning Class (SLC)—is fully embraced by our community.

Feedback gathered during Meet the Teacher events, PTO meetings, and individual conferences continues to be overwhelmingly positive. Parents are encouraged to partner with staff in the shared mission of supporting every child’s academic and emotional growth.

During classroom walk-throughs, teachers and students are consistently observed actively engaged in meaningful instruction aligned with district goals and instructional priorities.

All staff members complete annual training through SafeSchools, which includes—but is not limited to—Child Abuse: Identification and Intervention. This training increases awareness of child sexual abuse, trafficking, and maltreatment. Additional support is provided by campus counselors, nurses, or administrators when a staff member is involved in responding to a student outcry of abuse.

Vandagriff participates annually in a SHAC-approved, evidence-based program addressing child sexual abuse, trafficking, and maltreatment. The program, P.S. It’s My Body, is offered through the Alliance for Children, the Child Advocacy Center of Tarrant County. It is available to students in grades PK–5 and provides developmentally appropriate instruction covering the three R’s of personal safety: Recognizing, Resisting, and Reporting.

Students have daily access to the school counselor, and, as needed, access to District Intervention Counselors. Students aged 11 and older may also participate in an Intensive Outpatient Program (IOP) or Partial Hospitalization Program (PHP) through Aledo ISD’s partnership with Mind Above Matter and their iMatter program. The campus counselor also maintains a collection of community resources and referrals to support families seeking additional mental health services outside of school.

For the program mentioned above, parents are notified in advance, and opportunities are provided to preview program materials. Follow-up information is shared after instruction is delivered, and additional communication is provided through counselor newsletters—particularly during April, Child Abuse Prevention Month. In the event of a student outcry, parents of potential victims are contacted promptly to ensure that appropriate support and resources are offered to both the child and family.

Our students are the “why” behind the Campus Improvement Plan. They are the heart of Vandagriff and the most important individuals in our school community.

Student leadership has become a hallmark of our campus culture. Our Student Council provides leadership opportunities, while students also participate in leading pledges and announcements, serving on Safety Patrol, and engaging in community service projects throughout the year.

The Bearcat Buddy program pairs students in kindergarten through second grade with “buddy” classes in third through fifth grade. Buddy pairs participate in shared activities such as reading, recess games, lunch, and creative projects, fostering connections across grade levels.

In addition, the Bearcat Crew consists of fifth-grade students who partner with Structured Learning Class peers to promote inclusion, friendship, leadership, and social development.

Students are regularly recognized for their positive impact and achievements through Heart at Work certificates, Bearcat Bravos, outstanding student awards, and attendance recognitions. Student voice and input are valued, and student participation is integrated into campus decision-making whenever possible.

With the recent implementation of the VandaCats L.E.A.D. initiative, all of Vandagriff’s efforts are guided by our four pillars of citizenship: Leadership, Empathy, Accountability, and Dedication.

Students are recognized weekly for demonstrating these traits through Heart at Work certificates and receive a VandaCats L.E.A.D. bracelet as a badge of honor around campus. The VandaCats L.E.A.D. message is visible throughout the school in hallways, classrooms, and common areas, serving as a daily reminder of our shared commitment to positive behavior and character development.

Students and staff alike have embraced the VandaCats L.E.A.D. mindset, working diligently to model these values across all settings.

## Strengths

- Clear vision and purpose
- VandaCats L.E.A.D. Behavior Initiative
- Warm, friendly atmosphere
- Safe community and school environment
- Strong PTO
- Faculty committed to students
- Student leadership opportunities
- Family involvement in school events

### Needs:

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

# Staff Quality, Recruitment, and Retention

## Summary

Vandagriff Elementary employs 49 professional staff members and 8 paraprofessionals. All professional staff members are fully certified.

Although Vandagriff is no longer a Title I campus, we continue to receive Title II allotments, and the district receives Title III funds. Title II funds are used to support professional development opportunities such as Professional Learning Communities (PLCs) in collaboration with Solution Tree. Teachers also participate in trainings provided by Region XI and other professional learning opportunities that align with the goals of the Campus Improvement Plan and the district's curriculum scope and sequence.

Aledo ISD provides a wide range of high-quality, in-district professional development. Crisis Prevention and Intervention (CPI) training is completed by all administrators, special education staff, and members of the Texas Behavior Support Initiative (TBSI) team. Technology training is ongoing and offered both campus-wide and to specialized staff groups. Additional district-provided training includes assessment protocols, ARD procedures, accommodations implementation, and technology integration.

The district also offers extensive professional learning opportunities during the summer. These include Just in Time (JIT) trainings, Rtl training, Safety and Security sessions, Capturing Kids' Hearts training, Volunteer 101 sessions, and instructional strategy workshops such as Thinking Maps and Write from the Beginning and Beyond facilitated by Amber Crissey. Training is also provided in Gifted and Talented Education, technology applications, and other targeted areas to support staff growth.

All K-3 teachers have completed or are currently enrolled in the Reading Academies for the Science of Teaching Reading. The district also hosts Instructional Rounds each fall and spring to support continuous improvement and cross-campus collaboration.

Professional learning schedules, attendance records, and completion certificates are maintained to document staff development participation. Additionally, Aledo ISD conducts extensive new teacher training to ensure that new educators receive strong support throughout their first year. Each new teacher is paired with an experienced mentor teacher who provides ongoing coaching and guidance.

## Strengths

- District and campus focus on personal wellness
- New Teacher Training and Mentorship
- 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 programming
- Need for continued ESL certification for new teachers
- Professional development to support students served in the SLC program

# Curriculum, Instruction, and Assessment

## Summary

Both curriculum and assessment at Vandagriff Elementary are TEKS-based. Vandagriff intentionally designs instruction for students by embedding district-required components, including Lesson Frames, Daily Critical Writing, Frequent Small-Group Purposeful Talk, and Evidence of Clear Classroom Expectations. English Language Proficiency Standards (ELPS) are incorporated alongside the TEKS. The curriculum is aligned through a district-wide scope and sequence developed by instructional cadres representing each school. Curriculum documents are currently being refined by the district and are used as instructional guides in classrooms. Vandagriff teachers actively participate in the alignment and development of the district's curriculum.

Interventions provided by support personnel, including dyslexia teachers, the instructional specialist, and the librarian, are structured for small-group and individualized instruction to promote student progress and success. Additional support is provided by district-level specialists in math, science, social studies, and reading/ELA.

A Workshop Model approach is implemented in grades K–5. This model mirrors Guided Reading and allows teachers to provide individualized, intensive instruction in small-group settings while integrating the district's Fundamental 5 initiative. Students are formally and informally assessed in math and reading to determine intervention groups utilized during daily WIN (What I Need) time for intervention and enrichment.

A structured literacy approach is implemented in grades K–2. 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 reading instruction. Phonics is explicitly taught using Really Great Reading and Heggerty resources from Pearson.

Science and Social Studies instruction emphasizes high-interest, hands-on, and project-based learning experiences. The science curriculum, developed collaboratively by teachers and the District Science Specialist, integrates STEMscopes, SAVAAS, and Argument-Driven Inquiry (ADI) resources to promote alignment and strong instructional practices, as evidenced by student performance indicators. Fourth- and fifth-grade Social Studies classes use Document-Based Questions (DBQ) to support critical writing and integrate with RLA instruction.

Formative and summative assessments are administered to students in grades 3–5 in math, reading, science, and writing to determine mastery levels. MAP assessments are administered three times per year in RLA and math. mCLASS assessments are given three times a year to students in grades K–3 to identify needs in reading and ELA. Assessment results are reviewed regularly, and students requiring remediation are grouped for targeted small-group or individual instruction.

Thinking Maps, with a focus on the Frame of Reference, are used across all content areas to promote higher-order thinking and critical writing. Teachers also implement high-yield formative assessments, provide frequent feedback, and engage students in learner-centered, student-driven instruction.

Teachers and grade-level teams collaborate to develop lesson plans aligned with TEKS, district curriculum guides, assessments, and research-based interventions. Teachers and administrators meet weekly to discuss instructional practices—what is being taught, how it is being taught, how to respond when students do not learn, and how to extend learning for those who have mastered the content. This collaborative process drives instructional decisions, identifies students in need of additional support or enrichment, and ensures continuous improvement in student learning outcomes.

## 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 systematic extension opportunities for students already mastering content

# Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

## Problem Statement

## Root Cause

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.

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.

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.

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.

★ = Priority

# Family and Community Engagement

## Summary

The Vandagriff community has maintained a relatively stable population, with one constant being the high level of parent involvement. The weekly parent newsletter, the Vanda Vision, is used to communicate pertinent information. Vandagriff also maintains a strong social media presence on Facebook to share our story and provide updates on important activities, upcoming events, and notices.

Parents and other family members sign in daily for volunteer assignments and are regularly present in the cafeteria, classrooms, and workrooms. Several volunteer trainings are offered throughout the year to encourage broader parent participation. A particularly strong group of office volunteers supports daily operations by answering calls, screening visitors, and assisting with other tasks as needed.

The Watch D.O.G.S. program is active and growing. Fathers and male mentors are becoming increasingly involved in the daily operations of the school, with many taking on leadership roles. These volunteers enhance safety and security while serving as positive role models, particularly for students with the highest needs.

The Vandagriff students, faculty, and parents are kind and compassionate. Families and students participate annually in food and clothing drives for the community. Students perform a Veteran's Day program each year to honor servicemen and women. The campus also hosts family-oriented events such as a Grandparents/Special Guest Social, Fall Trunk or Treat, Spring Festival, AdvoCats Run/Walk/Crawl Fun Run, Curriculum Night, and one Scholastic Book Fair annually. The summer event, Gym Jam, connects families and students during the break, and students are invited to the Aledo Library to read with the principal and assistant principal over the summer.

The PTO at Vandagriff is well organized, and parent representatives actively participate in district leadership teams. A PTO district representative leads monthly campus committee meetings. Additionally, a new parent group, "Invested in Vanda," works in conjunction with PTO to raise funds and provide support for Vandagriff.

The school guidance counselor has connected several students with volunteer mentors. These community members complete district-provided training and background checks before committing to meet regularly with individual students. The purpose of the program is to provide positive role models for students who may need additional support.

## 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

# School Organization

## Summary

Vandagriff is a K–5 elementary school. Our reputation is built on tradition and collaboration. The learning environment is student-centered, supportive, and welcoming.

There are 29 homeroom teachers in grades K–5. The Special Education department includes three full-time co-teachers, two Structured Learning Classroom (SLC) teachers, three SLC paraprofessional aides, one full-time and one half-time speech therapist, one educational diagnostician, and two dyslexia teachers. Specials teachers include one each in PE, Music, and Art, supported by one PE paraprofessional aide. Additional specialists include one part-time Gifted and Talented teacher and one part-time occupational therapist. The support staff consists of the principal, assistant principal, instructional specialist, counselor, nurse, librarian, PEIMS clerk, and secretary. Faculty and staff work collaboratively, actively sharing responsibilities and duties.

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

Teachers are organized into grade-level teams and a Guiding Coalition, which serves as the foundation for school planning, collaboration, and site-based decision-making. Additional committees, including the RTI committee, Professional Learning Communities, Student Council, and Sunshine Committee, ensure that faculty and staff are actively involved in all facets of campus leadership. Teachers also serve as mentors and members of the RTI committees. Fourth- and fifth-grade teachers work together in teams of two or three, third grade has one two-teacher team and one three-teacher team, and all other grades collaborate within self-contained classrooms. Faculty and staff provide strong support for the inclusion of Special Education students in general education classrooms. Our growing Structured Learning Classroom (SLC) is in its third year and is staffed by two certified Special Education teachers and three Special Education aides.

Vandagriff is supported by a highly skilled and dedicated Aledo ISD central administration and contracted staff. Leaders in Curriculum and Instruction, Professional Learning, Assessments, Special Services, Special Programs, Technology, Business, Transportation, and Maintenance are accessible and committed to helping our school serve students effectively.

## Strengths

### Strengths:

- Committed and engaged teachers and staff
- Learner-centered
- Student focus
- Strong collaborative culture
- Clear and Consistent Behavior Expectations

# Technology

## Summary

Training will continue to be a priority as new programs and equipment are integrated at Vandagriff. Opportunities for incorporating new technology applications and programs are both welcomed and supported.

Each classroom is equipped with a teacher laptop, a Promethean Board utilizing Bytespeed and Active Inspire software, and teacher iPads. All students in grades K-5 have access to Chromebooks; however, one-to-one access is not available at the elementary level.

The staff has fully embraced Promethean Board technology and software, and all teachers use it daily. Vandagriff maintains a YouTube channel for online morning announcements, which students view on the Promethean Boards in classrooms. Teachers share new strategies with colleagues to enhance instructional practices.

The LMS, Blackboard, Eduphoria, ParentLink, Remind, Canvas, Seesaw, Webex, Raptor, InformaCast, Facebook (#growinggreatness, #VandaVibes), Twitter ("X") (#aledomindset), and improved assessment instruments have all been integrated into campus practice. The LMS has expanded communication channels within the school and between home and school. Eduphoria applications have increased the ability of teachers and administrators to review and disaggregate data more efficiently and effectively. Digital assessments have enabled teachers to collect meaningful progress data while minimizing disruptions to instruction.

The Aledo ISD technology department provides crucial support by offering timelines for district installations and services, playing a key role in future planning. The front office has been retrofitted with additional door access buttons and surveillance monitors to ensure proper visitor screening. Technology upgrades at Vandagriff have also enhanced safety capabilities, including the ability to conduct safety drills, initiate lockdowns, and account for students, staff, and visitors during emergencies.

New technology has significantly improved overall safety and security at Vandagriff. Raptor is used to track students, staff, and visitors in real time during safety drills and events. InformaCast allows administrators to instantly initiate safety protocols, automatically locking doors, alerting emergency personnel, and establishing a communication space via Webex.


## 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:

- 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

## Root Cause

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.

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.

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.

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.

★ = Priority



# Data Documentation for CNA

# Data Documentation for CNA

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



# 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 2026.

**Evaluation Data Source:** Data from Daily Impact Walks

### 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 2026.

**Staff Responsible for Monitoring:** Campus Administration

#### Formative Reviews

Considerable Progress

December

February

April

June

### 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 2026.

**Staff Responsible for Monitoring:** Campus Administration

#### Formative Reviews

Considerable Progress

December

February

April

June

### Strategy 3

Teachers will implement Frequent Small Group Purposeful Talk in daily instruction.

**Strategy's Expected Result/Impact:** 100% of teachers will embed frequent small group purposeful talk into daily lessons by June 2026.

**Staff Responsible for Monitoring:** Campus Administration

### Formative Reviews

Considerable Progress

December

February

April

June

### Performance Objective 2 High Priority

Vandagriff will implement clear classroom expectations/L.E.A.D Matrix 95% of classrooms, by June 2026.

**Evaluation Data Source:** Daily Impact Walks

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

# Goal 2 Professional Learning Community Actions

## Performance Objective 1 High Priority

By June 2026, 92% of the Vandagriff collaborative teams will rate at the "Developing" level on the Professional Learning Community at Work Continuum: Learning As Our Fundamental Purpose.

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

### 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:** 92% of Collaborative Teams will rate at the "Developing" level in Indicator #1 by June 2026.

**Staff Responsible for Monitoring:** Collaborative Teams  
Instructional Specialist  
Campus Administration

### Formative Reviews

Considerable Progress

December

February

April

June

## Performance Objective 2 High Priority

By June 2026, 96% of the Vandagriff collaborative teams will rate at the "Developing" level on the PLC at Work Continuum: Building a Collaborative Culture through high-performing teams.

### Strategy 1

Collaborative Teams will:  
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.

**Strategy's Expected Result/Impact:** 96% of collaborative teams will rate at the Developing level on Indicator #1 by June 2026.

**Staff Responsible for Monitoring:** Collaborative Teams  
Instructional Specialists  
Campus Administration

### Formative Reviews

Considerable Progress

December

February

April

June

## Performance Objective 3 High Priority

By June 2026, 91% of the Vandagriff collaborative teams will rate at the "Developing" level on the PLC at Work

Continuum: Focusing on Results

### Strategy 1

Collaborative Teams:  
Indicator #1:

\*Have established an annual SMART goal and assess progress toward reaching the goal.

\*Teams have established processes to continually monitor their progress, and members work together in an effort to identify strategies for becoming more effective at achieving the team's SMART goal.

**Strategy's Expected Result/Impact:** 91% of Collaborative Teams will rate at the "Developing" level in Indicator #1 by June 2026.

**Staff Responsible for Monitoring:** Collaborative Teams  
Instructional Specialists  
Campus Administration

### Formative Reviews

Considerable Progress

December

February

April

June

# Goal 3

Vandagriff Elementary will continue to build upon our culture of excellence that supports our students and staff through a commitment to clear, consistent, and responsive communication that fosters trust, strengthens relationships, and ensures all stakeholders are informed, engaged, and empowered.

## Performance Objective 1

Vandagriff Elementary will improve student attendance rates by strengthening communication systems and partnerships with families to ensure clear, consistent, and responsive information that fosters trust, promotes engagement, and supports student success to increase overall campus attendance rate from 95.97% to 96% or higher for the 2025-2026 school year.

### Strategy 1

The campus will monitor attendance through bi-monthly Data Integrity Team meetings with administrators and PEIMS, parent communication to parents of students with excessive absence concerns and positive incentives to encourage all students to attend daily when symptom free.

**Strategy's Expected Result/Impact:** Increased attendance percentages monthly (from 24-25 to 25-26)

**Staff Responsible for Monitoring:** PEIMS, Assistant Principal, Principal, Classroom Teachers

### Formative Reviews

Considerable Progress

December

February

April

June



# Committees

# Committees

## Site-Based Decision Making Committee

### Members

First Name	Last Name	Position	Committee Role
Meghan	Boling	SLC Aide	Paraprofessional
Lindsay	Garrison	Counselor	Non-classroom Professional
Elizabeth	Kuhns	Instructional Specialist	Non-classroom Professional
Debbie	Henrietta	Nurse	Non-classroom Professional
Amber	Jaime	Dyslexia	Non-classroom Professional
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	Classroom Teacher
Scott	Kessel	Central Administration	District-level Professional
Carma	Chisam	Business Member	Business Representative
George	Mason	Business Member	Business Representative
Darla	Jackson	Community Member	Community Representative
Tom	Rowe	Community Member	Community Representative
Erin	Happ	Parent	Parent
Stephanie	Shelton	Parent	Parent
Amanda	Sudderth	Assistant Principal	Administrator
Jake	Bean	Principal	Administrator



# **Policies, Procedures, and Requirements**

# Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Kimberly Raymond	12/16/2025	Kim Raymond	2/18/2026
Child Abuse and Neglect	Kimberly Raymond	10/20/2025	Rachel Kerley	2/23/2026
Coordinated Health Program	Kimberly Raymond	10/26/2023	Rachel Kerley	2/23/2026
Decision-Making and Planning Policy Evaluation	Amber Crissey	5/19/2023	Rachel Kerley	2/23/2026
Disciplinary Alternative Education Program (DAEP)	Kimberly Raymond	10/20/2025	Rachel Kerley	2/23/2026
Dropout Prevention	Amber Crissey	10/20/2025	Rachel Kerley	2/23/2026
Dyslexia Treatment Program	Lynn Jameson	10/20/2025	Rachel Kerley	2/23/2026
Pregnancy Related Services	Kimberly Raymond	10/20/2025	Rachel Kerley	2/23/2026
Student Welfare: Crisis Intervention Programs and Training	Kimberly Raymond	10/25/2025	Rachel Kerley	2/23/2026
Student Welfare: Discipline/Conflict/Violence Management	Kimberly Raymond	9/19/2019	Rachel Kerley	2/23/2026
Technology Integration	Brooks Moore	11/7/2019	Rachel Kerley	2/23/2026
Job Description for Peace Officers, Resource Officers & Security Personnel	David Stevens	10/20/2025	Rachel Kerley	2/23/2026